

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 2021 Lakewood Elementary School	District Name: Pinellas County Schools
Principal: Cynthia Kidd	Superintendent: John A. Stewart, Ed. D.
SAC Chair: Shanta Alexander	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	Cynthia Kidd	BS Early Childhood and Elem Ed. MS Ed. Leadership	6	6	2007-2008 C –Learning Gains R 65% M 74%- L25 R 63% M 79% 2008-2009 C –Learning Gains R 63% M 67%-L25 R 47% M 65% 2009 -2010 F-Learning Gains R 44% M 44% -L25 R 57% M 51% 2010- 2011 D-Learning Gains R 57% M 50% -L25 R 62% M 63% 2011 -2012 C-Learning Gains R 58% M 66% -L25 R 86% M 80%
Assistant Principal	Connie Cox	BS Elem Ed MS Ed Leadership Gifted Endorsement Certification	2	2	2010-2011 D-Learning Gains R 57% M 50% -L25 R 62% M 63% 2011 -2012 C-Learning Gains R 58% M 66% -L25 R 86% M 80%
Assistant Principal	Paula Morrison	BS Elem Ed. MS Ed. Leadership	1	1	2011 -2012 C-Learning Gains R 58% M 66% -L25 R 80% M 80%

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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)
Math	Nikishia Dixon	BS Early Childhood Elem Ed MS Elem Math/Science/K-6	3	3	2009 -2010 F-Learning Gains R 44% M 44% -L25 R 57% M 51% 2010- 2011 D-Learning Gains R 57% M 50% -L25 R 62% M 63% 2011 -2012 C-Learning Gains R 58% M 66% -L25 R 86% M 80%
Reading	Shirley Bair	BS Early Childhood and Elem Ed. MA in Reading ESOL Certification	2	14	2010- 2011 D-Learning Gains R 57% M 50% -L25 R 62% M 63% 2011 - 2012 C-Learning Gains R 58% M 66% -L25 R 86% M 80%
Science	Janet Playford	BS Elem Ed MS Elem Math/Science (1-6)	3	4	2008- 2009 B Maximo Elementary Learning Gains R 65% M 69% -L25 R 55% M 73% 2009 -2010 F-Learning Gains R 44% M 44% -L25 R 57% M 51% 2010- 2011 D-Learning Gains R 57% M 50% -L25 R 62% M 63% 2011 -2012 C-Learning Gains R 58% M 66% -L25 R 80% M 80%
Reading	Karen Cangemi	BS in Elem Ed Reading endorsement Certification	1	1	2011 -2012 C-Learning Gains R 58% M 66% -L25 R 80% M 80%

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. Yearly Bonus from School Improvement Grant	District Office	September 2014
2. Stipulation Agreement with Teacher Union	District Office/PCTA	Ongoing
3. Staff Celebrations(Notes/before and after school social gatherings) monthly	Principal	Ongoing
4. Co-teacher Model –Grade 2 (Building capacity)	Principal/Classroom Teachers	June 2013
5. Monthly Training for New Teachers	Principal/Mentees	June 2013

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6. Professional Development –building school climate and culture	Administrators /Dr. Bonnie Davis outside consultant	Ongoing 8/13,9/14,10/19,4/29
7. Ongoing Professional Development (Lesson Study) in all CORE subjects	Instructional Coaches/Curriculum AP	June 2013
8. Additional compensation for after school planning	Teachers/ Instructional Coaches	June 2013
9. Leadership Roles for Instructional Staff	Administration	Ongoing

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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
38	9 (23.68)	12 (31.58)	8 (21.05)	9 (23.68)	8 (21.05)			1 (2.63)	14 (36.84)

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
Kim Noorbakhsh	Amanda Nissen Judy Sherman Robert Spartz	Behavior Specialist can assist with classroom management	Observation of mentee’s instruction and providing feedback; Planning lessons with mentee; Connecting
Jennifer Dorn	Sarah Franklin Leah Holzer	ESE Teacher can assist with MTSS	

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	Anita Welch		lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
April Ash	Alicen Livingston Jean Clark	4 th grade Veteran teacher-same level	
Diane Lewis	Lovell Blue	Former Literacy coach	
Misty McDevitt	Newton Reiff	2 nd grade teacher-same level	
Donna Hall	Alexis Jensen	2 nd Grade Teacher /IPI Manager/same grade	
Kelly Burke	Danielle Barton	2 nd grade teacher/former third grade teacher	
Michelle Early	Brittany McBride Meghan Collazo	1 st grade teacher-same grade	
Nikishia Dixon	Michael Busch	Math Coach –same curriculum	
Patricia Green	Jennifer Strawmyer	5 th grade teacher –same level	
Lynn Price	Angela Cummins	2 nd Grade teacher –same level	
Autumn Morris	Andrea Allen	2 nd grade teacher former Kindergarten teacher can assist with curriculum/management	

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

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

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School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>Cynthia Kidd –Principal Amelia Neal –School Psychologist Annie Koukoulis- RTI Coach Minetha Morris Brown – Behavior Coach Kimberle Noorbakhsh – Behavior Specialist Kelly Burke –Primary Teacher Deirdre Smith –Intermediate Teacher Susan Schilt- District Support Paula Morrison –Assistant Principal/Curriculum Nikki Reynolds –Social Worker Jackie Coughlin-Student Assistant Counselor Leah Holzer- Guidance Counselor Connie Cox- Assistant Principal/Behavior Jessica Daw- Speech Pathologist Jennifer Dorn- ESE Sarah Franklin-ESE Karen Cangemi –Intermediate Coach Literacy Shirley Bair- Primary Literacy Coach Nikishia Dixon – Math Coach Stacia Baldwin – TSA Janet Playford -Science</p>
<p>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?</p> <p>Facilitator/Data Manager – generates agenda and leads team discussions. Prepares data prior to meeting and ensures documents are readily provided or available.</p> <p>Cheerleader – Maintains a positive attitude and diffuses negative energy</p> <p>Data Tutor– Facilitates data sessions on collecting/choosing/interpreting, presenting, and sharing data as necessary.</p> <p>MTSS Coordinator- Provides and maintains documented sign in sheets. Maintains notebook of documented agendas, minutes, and other SBLT documents as appropriate.</p> <p>Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner</p> <p>Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda</p> <p>Meeting time: 7:00 am until 8:30 am Monday (90 minute session)</p>
<p>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?</p> <p>The role of the MTSS Leadership Team is to manage and coordinate all of the efforts between all school based teams as well as reviewing and revising the School Improvement Plan.</p>
MTSS Implementation
<p>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.</p> <p>Midyear Data: FAIR End of Year Data: FCAT Formative Assessments Progress Monitoring</p>
<p>Describe the plan to train staff on MTSS.</p> <p>District training provided continuously in academics and behavior. MTSS team provides monthly training for staff through PLC's or staff meetings and facilitation of weekly PLC meetings.</p>

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Describe the plan to support MTSS.

The problem solving model will be utilized for all decision-making, based upon current and ongoing school data. Grade level and specialist team leaders will be supported in developing facilitative leadership skills to operate within the MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal- Cynthia Kidd

Curriculum AP – Paula Morrison

Literacy Coaches- Karen Cangemi and Shirley Bair

Jennifer Dorn – ESE Teacher

Emily Ziehl -3rd Grade Teacher

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

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

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

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

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

Support for text complexity

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

Public School Choice

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

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

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	* Principal * Assistant Principals * Reading Coaches * Intervention Specialists	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 Coaching Logs Fidelity Checks
Reading Goal #1a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	(19%) (45)	Decrease level 1&2 from 71% To 61%					

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		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	* Principal * Assistant Principals * Reading Coaches * Intervention Specialists	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough Coaching Logs Fidelity Checks
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor by providing complex text and giving students opportunities to respond to reading in writing	* Principal * Assistant Principals * Reading Coaches * Intervention Specialists	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 Coaching Logs Fidelity Checks
		Lack of differentiated instruction	*Differentiate instruction *Integrate technology	* Principal * Assistant Principals * Reading Coaches * Intervention Specialists	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	*Walkthroughs *Lesson Plans *Coaching Logs *Fidelity Checks

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					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 by using benchmark assessment systems. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		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
Reading Goal #1b: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA	Decrease level 1,2,3				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.		2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to	* Principal * Assistant Principals * Literacy Coaches	2a.1. Determine: *Teachers regularly assess	2a.1. *Walkthrough *Coaching Logs

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Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance		inform differentiation of instruction.	* Intervention Specialists	students' readiness for learning and achievement of knowledge and skills during instruction.	*Fidelity Checks
Improve current level of performance	9% (22)	Increase level 4 and 5 by 5%				<p>*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning.</p> <p>*Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle by using benchmark assessment systems.</p> <p>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students</p>	
		Lack of differentiated instruction	Differentiate instruction	<ul style="list-style-type: none"> * Principal * Assistant Principals * Literacy Coaches * Intervention Specialists 	<p>2a.1. Determine:</p> <p>*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction</p> <p>*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning</p> <p>*Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle by using benchmark assessment systems</p> <p>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students</p>	<p>Walkthrough</p> <p>Lesson Plans</p> <p>Coaching Logs</p> <p>Fidelity Checks</p>	
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	2b.1. AP who evaluates teacher	2b.1. Determine:	2b.1. Walkthrough		

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Reading Goal #2b: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance		inform differentiation in instruction		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		
	N/A	Increase level 7 by 5%						
				2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
				2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1. Lack of student engagement	Increase rigor and relevance in instructional presentation	*Principal *Assistant Principals	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffold 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	3a.1. School Summary of observation section of teacher appraisal results IPI data when available District instructional walkthrough when applicable	
Reading Goal #3a: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance						
	58%	100%						

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						assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			Lack of differentiated instruction	Differentiate instruction	* Principal * Assistant Principals * Literacy Coaches * Intervention Specialists	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 by using benchmark assessment systems *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	Walkthrough Lesson Plans Coaching Logs Fidelity Checks
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 scaffold to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffold 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	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:*	2013Expected Level of Performance:*					
	NA	100%					

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						knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			4a.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
Reading Goal #4a: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	86%	100%					
			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 instruction	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. *Content materials are differentiated by student interests, cultural	4b.1. Lesson Plans & Walkthroughs

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

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					courses are evaluated by reviewing student success in core courses.		
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>46</u>	55	64	73	82	91	100
<u>Reading Goal #5A:</u> <i>By implementing school wide processes to develop and/or support our staffs' understanding of researched based instructional strategies we will develop a positive trend to student engagement, accountability and increased achievement.</i>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction.	5b.1. Differentiate Instruction	* Principal * Assistant Principals * Reading Coaches * Intervention Specialists	5b.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately scaffold to meet the needs of diverse learners	5b.1. Lesson Plans & Walkthrough	

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					<p>*Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments.</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	
<p>Reading Goal #5B: Improve current level of performance</p>	<p><u>2012 Current Level of Performance:*</u> White:12 18% Black: 43 64% Hispanic: 7 10% Asian: 0 0% American Indian: 1 1%</p>	<p><u>2013Expected Level of Performance:*</u> 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%</p>				
			5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C: Improve current level of</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>	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. 5c.1. Lesson Plans & Walkthrough

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performance	pending	100% of ELL students to make a learning gain An increase in proficiency by 10%				<p>*Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs).</p> <p>*Models, examples and questions are appropriately scaffold to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments.</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	* Principal * Assistant Principals * Literacy Coaches * Intervention Specialists	5d.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately scaffold 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.	5d.1. Lesson Plans & Walkthroughs
Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance: 18% 5	2013 Expected Level of Performance: 100% of all SWD students to make a learning gain An increase in proficiency by 10%					

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						*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	* Principal * Assistant Principals * Reading Coaches * Intervention Specialists	5e.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately scaffold to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	<i>pending</i>	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.	5E.3.

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Benchmark Assessment Systems	1-5	Literacy Coaches/ Curriculum AP	1-5 Instructional Staff	Aug. 2012, on going	Coaching cycles, classroom walk-throughs	Literacy Coaches/Curriculum AP
Lesson Study	1-5	Literacy Coaches/ Curriculum AP	1-5 Instructional Staff	On going	Coaching cycles, classroom walk-throughs	Literacy Coaches/Curriculum AP

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Reading Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
Differentiated Instruction in Reading 2 nd Grade	Co-teacher Model in grade 2 nd (3 classroom teachers)	Title I	\$142,754.38
Differentiated Instruction – Guided Reading	Hourly Teachers (3 teachers)	Title I	\$55,916.61
Differentiated Instruction – Guided Reading	Leveled Readers	SIG	\$10,079.81
Differentiated Instruction – Reading Records	Assessment Kits and LLI Benchmark	SIG	\$17,371.80
Writing in response to reading	Book of the month	SIG	\$702.80
Independent reading	Classroom Libraries	SIG	\$4,261.90

Subtotal: \$231,087.30

Technology

Strategy	Description of Resources	Funding Source	Amount
Support for Research Based Computer Software	Technology Technician	Title I	\$41,741.23
Integrate technology in the curriculum	Camcorders; Dell laptops (student); Dell laptops (teacher); headsets; ipads, covers, carts and maintenance; kindles & covers, Digital presenters	SIG	\$224,070.47
Technician support tools	Utility cart and tech tools	SIG	\$1,026.46

Subtotal: \$266,838.16

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Data Analysis/Lesson planning	Instructional classroom teachers	Title I	\$2,710.32
Book Study	Teach Like a Champion	SIG	\$782.60

Subtotal: \$3,492.20

Other

Strategy	Description of Resources	Funding Source	Amount
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Gathering area	Carpets	SIG	\$1,782.00
Organizational skills	Chair pockets and bins	SIG	\$2,089.08
Skill Charts	Black and white poster paper	SIG	\$246.90
			Subtotal: \$4,117.98
			Total: \$505,535.64

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1. *Lack of opportunities to practice listening and speaking * Lack of direct instruction in listening and speaking	1.1. Utilize instruction that includes technology, visuals, and multiple intelligences	1.1. Admin who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
Improve current level of performance	40%					
Number CELLA tested: 5	2					
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. Admin who evaluates teacher	2.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs).	2.1. Lesson Plans & Walkthrough

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					<p>*Models, examples and questions are appropriately scaffold to meet the needs of diverse learners.</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments.</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.2.	2.2.	2.2.	2.2.	2.2.
CELLA Goal #2:	<u>2012 Current Percent of Students Proficient in Reading :</u>	* Insufficient oral language exposure * Insufficient time spent on building background knowledge * Insufficient use of Bloom's Taxonomy	Implement High Yield Instructional Strategies	Admin who evaluates teacher	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.	Walkthrough
Improve current level of performance	0% 0				*Teachers utilize data to	

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					modify and adjust teaching practices and to reflect on the needs and progress of students	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		3.1.	3.1.	3.1.	3.1.	3.1.
CELLA Goal #3:	<u>2012 Current Percent of Students Proficient in Writing :</u>	Insufficient standard based instruction	*Set and communicate a purpose for learning and learning goals in each lesson *Utilize evidence based writing interventions in the classroom	Admin who evaluates teacher	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.	Walkthrough & Lesson Plans
Improve current level of performance	0% 0					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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CELLA Budget (Insert rows as needed)

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

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	Principal Assistant Principals Math Coaches Intervention Specialist	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 *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 Coaching logs Fidelity checks
<u>Mathematics Goal</u> #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	48 20%	Decrease in level 1 and 2 from 71% To 61%					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	Principal Assistant Principals Reading Coaches Intervention Specialist	1a.2. 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	1a.2. Walkthrough Coaching logs Fidelity checks

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					<p>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</p>	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	Principal Assistant Principals Reading Coaches Intervention Specialist	<p>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.</p>	1a.3. Walkthrough Teacher Appraisal Results Coaching logs Fidelity checks
		Lack of differentiated instruction	Differentiate instruction	Principal Assistant Principals Math Coaches Intervention Specialist	<p>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 by using formative assessments.</p>	Walkthrough Lesson Plans Coaching Logs Fidelity Checks

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					*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.	
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. Walkthroughs
<u>Mathematics Goal</u> #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				
Improve current level of performance	0%	Decrease in level 1,2 and 3				
	0		1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.		2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	Principal Assistant Principals Reading Coaches Intervention Specialist	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction.	2a.1. Walkthrough Coaching logs Fidelity checks
<u>Mathematics Goal</u> #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				

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Improve current level of performance	7% 18	Increase in level 4 and 5 by 5%				<p>*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning.</p> <p>*Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle.</p> <p>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.</p>	
			Lack of differentiated instruction	Differentiate instruction	Principal Assistant Principals Math Coaches Intervention Specialist	<p>2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction.</p> <p>*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 by using formative assessments.</p> <p>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students.</p>	Walkthrough Lesson Plans Coaching Logs Fidelity Checks
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Lack of differentiation of	2b.1. Provide formative assessments to inform	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess	2b1. Walkthrough

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<u>Mathematics Goal #2b:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 0% 0	<u>2013 Expected Level of Performance:*</u> Increase in level 7 by 5%	instruction	differentiation in instruction		students' readiness for learning and achievement of knowledge and skills during instruction. *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning. *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal. Progress throughout the lesson cycle. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points.	
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
				2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student engagement	Increase rigor and relevance in instructional presentation	Principal Assistant Principals	3a.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately	3a.1. School Summary of observation section of teacher appraisal results IPI data when available District instructional walkthrough when applicable
<u>Mathematics Goal #3a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 66%	<u>2013 Expected Level of Performance:*</u> 100% of students will make a learning gain					

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						<p>scaffold to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments.</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	
			Lack of differentiated instruction	Differentiate instruction	Principal Assistant Principals Math Coaches Intervention Specialist	<p>2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction.</p> <p>*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 by using formative assessments.</p> <p>*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students</p>	<p>Walkthrough Lesson Plans Coaching Logs Fidelity Checks</p>
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	3b.1. School Summary of observation section of

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Mathematics Goal #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				interests, cultural background, prior knowledge of content, and skill level.	teacher appraisal results IPI data when available
Improve current level of performance	0%	100% of students will make learning gains				*Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs).	State instructional walkthrough when applicable
			3b.2.	3b.2.	3b.2.	*Models, examples and questions are appropriately scaffold to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	
			3b.3.	3b.3.	3b.3.	*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.	
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.2. Insufficient intervention supports exist to address the varying needs of students across	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	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans &
Mathematics Goal #4a:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					

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Improve current level of performance	80%	100% of students will make a learning gain	academic and engagement areas			<p>teachers communicate and plan together regularly.</p> <p>* Intervention curriculum is aligned with core instructional goals/objectives.</p> <p>* Core content materials and subject matter are integrated within intervention courses.</p> <p>* Intervention strategies are reinforced in core classes.</p> <p>* Interventions are integrated and aligned across all providers.</p> <p>* Effectiveness of intervention courses are evaluated by reviewing student success in core courses.</p>	Walkthroughs									
<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <table border="1"> <thead> <tr> <th>Mathematics Goal</th> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>#4b:</td> <td></td> <td></td> </tr> <tr> <td>Improve current level of performance</td> <td>0%</td> <td>100% of students will make a learning gain</td> </tr> </tbody> </table>			Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	#4b:			Improve current level of performance	0%	100% of students will make a learning gain	4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	<p>4b.1. * Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level.</p> <p>* Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs).</p> <p>* Models, examples and questions are appropriately scaffold to meet the needs of diverse learners * Teachers provide small group instruction to target specific learning needs.</p> <p>* These small groups are</p>	4b.1. Lesson Plans & Walkthrough
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*														
#4b:																
Improve current level of performance	0%	100% of students will make a learning gain														

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						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.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. *Core content materials and subject matter are integrated within intervention courses * Intervention strategies are reinforced in core classes. * Interventions are integrated and aligned across all providers * Effectiveness of intervention courses are evaluated by reviewing student success in core courses.	4b.2. Evidence of core teachers and intervention teachers communicating and planning; 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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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>39</p>	<p>44</p>	<p>49</p>	<p>54</p>	<p>59</p>	<p>64</p>	<p>70</p>	
<p>Mathematics Goal #5A: Improve current level of performance</p>								
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>		<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>		<p>5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction</p>		<p>5b.1. Differentiate Instruction</p>	<p>Principal Assistant Principals Math Coaches Intervention Specialist</p>	<p>5b.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately scaffold 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.</p>		
<p><u>Mathematics Goal #5B:</u></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>						
<p>Improve current level of performance</p>	<p>White: 17% 11 Black: 62% 41 Hispanic: 12% 8 Asian: 2% 1 American Indian: 2% 1</p>	<p>100% of student subgroups will make learning gains An increase in proficiency by 10%</p>						

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						*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 scaffold to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately scaffold to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
Mathematics Goal #5C: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	100% of ELL students will make learning gains An increase in proficiency by 10%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.		5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	Principal Assistant Principals Math Coaches Intervention Specialist	5d.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately scaffold 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.	Walkthrough Lesson Plans Coaching Logs Fidelity Checks	
Mathematics Goal	2012 Current Level of Performance:*						2013 Expected Level of Performance:*
#5D: Improve current level of performance	<i>pending</i>						100% of SWD students will make learning gains An increase in proficiency by 10%
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5E. Economically Disadvantaged students not		5e.1.	5e.1.	Principal	5e.1.	Walkthrough	

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making satisfactory progress in mathematics.			Lack of differentiation of instruction	Differentiate Instruction	Assistant Principals Math Coaches Intervention Specialist	*Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately scaffold 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.	Lesson Plans Coaching Logs Fidelity Checks
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	<i>pending</i>	100% of Economicaly 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 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
Lesson Study	1-5	Math Coaches/ Curriculum AP	1-5 Instructional Staff	On going	Coaching cycles, classroom walk-throughs	Math Coaches/Curriculum AP
Diagnostic Assessment Kit	3-5	Math Coaches/ Curriculum AP	3-5 Instructional Staff	Aug/Sept 2012, as necessary	Coaching cycles, classroom walk-throughs	Math Coaches/Curriculum AP

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Formative Assessment Process	K-5	Instructional Coaches/ Curriculum AP	K-5 Instructional Staff	On going	Coaching cycles, classroom walk-throughs	Math Coaches/Curriculum AP
Classroom observations of highly effective teachers	K-5	Identified staff./AP curriculum & Math coach	K-5 instructional staff	On going	Coaching cycles, classroom walk throughs	Math Coaches Curriculum AP

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Math Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Differentiated Instruction – math intervention	Florida Ready Math	SIG	\$1,542.24
Writing in response to math	Composition books	SIG	\$474.56
			Subtotal: \$2,016.80
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
Differentiated instruction/math intervention	4 th /5 th Interventionist Teacher for Math	Title I	\$52,955.63
			Subtotal: \$52,955.63
			Total: \$54,972.43

End of Elementary School Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	Principal Assistant Principals Science Coaches	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes. *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc... *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough Lesson Plans Coaching Logs Fidelity Checks
Science Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	17% 10	Decrease the number of level 1 and 2					
			1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	Principal Assistant Principals Science Coaches	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	Walkthrough Lesson Plans Coaching Logs Fidelity Checks

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					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.	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.		1b.1. Insufficient standard based instruction				
<u>Science Goal #1b:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	NA	NA				
			1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.		2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	Principal Assistant Principals Science Coaches	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’	2b.1. Walkthrough
<u>Science Goal #2a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	2% 1	Increase the level 4 and 5 students 5%				

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						learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle.	
			Lack of differentiation of instruction	Differentiate instruction	Principal Assistant Principals Science Coaches	<p>3a.1.</p> <p>*Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level.</p> <p>*Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs).</p> <p>*Models, examples and questions are appropriately scaffold to meet the needs of diverse learners</p> <p>*Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments.</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	Walkthrough Lesson Plans Coaching Logs Fidelity Checks
			Lack of differentiation of instruction	Incorporate the use of STEM activities	Principal Assistant Principals Science Coaches	<p>*Provide professional development to instructional staff to introduce STEM and the engineering design process.</p> <p>*Instructional staff will</p>	Walkthrough Lesson Plans Coaching Logs Fidelity Checks

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					collaborate to plan and implement STEM lessons in the classroom. *STEM professionals from the community and students from STEM high schools will partner with school in this effort.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Science Goal #2b: Improve current level of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	NA	NA				
		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
2 nd Reads/Re-reads	1-5	Science Coaches/ Curriculum AP	1-5 Instructional Staff	Aug/Sept 2012, on going	Coaching cycles, classroom walk-throughs	Science Coaches/Curriculum AP/Principal
Note Taking/Journaling	K-3 4-5	Science Coaches/ Curriculum AP	4-5 Instructional Staff	Aug/Sept 2012, on going	Coaching cycles, classroom walk-throughs	Science Coaches/Curriculum AP/Principal
Inquiry	K-5	Science Coaches/ Curriculum AP	K-5 Instructional Staff	Sept/Oct 2012, on going	Coaching cycles, classroom walk-throughs	Science Coaches/Curriculum AP/Principal
STEM	K-5	Science Coaches/ Curriculum AP	K-5 Instructional Staff	On going	Coaching cycles, classroom walk-throughs	Science Coaches/Curriculum AP/Principal

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
Stem activities with PD	Simple machines – Lego Education	SIG	\$21,102.66
			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:

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	Total:
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End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	Principal Curriculum AP Reading Coaches	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 Coaching logs Fidelity checks
<u>Writing Goal #1a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 63% 42 Level 4 and above 10% 7	<u>2013 Expected Level of Performance:*</u> Decrease number of level 1,2 and 3 students					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies across grade levels and	Principal Curriculum AP Reading Coaches	1a.2. Determine: *Lesson focuses on essential learning objectives	*Walkthrough *Coaching logs *Fidelity checks *Conferring

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			across content areas by utilizing anchor texts and range of writing components as identified in the common core standards		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.	*Rubrics tailored to every grade level, that will scaffold across grade levels
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor by routinely writing over extended time frames for research, reflection, and revision and over shorter time frames for tasks, purposes, and audiences	Principal Curriculum AP Reading Coaches	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	*Walkthrough *Coaching logs *Fidelity checks *Teacher Appraisal *Grammar, conventions, etc. *Shared writing *Predicted writing block school wide
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	1b.1. Walkthrough & Lesson Plans
<u>Writing Goal #1b:</u> Improve current level of	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				

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performance	#N/A Level 7 and above #N/A	Decrease number of level 1,2 and 3 students				<p>*Begins with a discussion of desired outcomes and learning goals.</p> <p>*Includes a learning goal/essential question</p> <p>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question.</p> <p>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question.</p> <p>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it.</p> <p>*Teacher reference to the scale or rubric throughout the lesson.</p>	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
				1b.3.	1b.3.	1b.3.	1b.3.

End of Writing Goals

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Interactive writing	K-5	Reading Coaches/ Curriculum AP	K-5 Instructional Staff	On going	Coaching cycles, classroom walk-throughs	Reading Coaches/Curriculum AP/Principal
Using anchor texts as a guide for purposeful writing	K-5	Reading Coaches/ Curriculum AP	K-5 Instructional Staff	On going	Coaching cycles, classroom walk-throughs	Reading Coaches/Curriculum AP/Principal

Budget (Insert rows as needed)

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

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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			Lack of awareness of importance of education during early elementary years	Increase parental awareness	1.1. SBLT Family Involvement Committee Teachers	1.1. Determine: *Expectations are clearly and positively defined. *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. *Parent conferences * Take it to the streets functions.	1.1. * Teachers monitor conferences *Monitor parent participation *Take it to the streets survey
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Improve current level of performance	94%	Greater than prior year					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	239	10% decrease from prior year					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	315	10% decrease from prior year					
			Lack of awareness of alternative transportation	Increase awareness of alternative transportation methods	SBLT RTI Coach Family Involvement Committee Child Study Team	*Provide awareness of alternative transportation methods. *Develop parent communication method Create an alternative transportation directory. *SAC *PTA	*Monitor attendance data *Monitor parent participation

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

Attendance Budget (Insert rows as needed)

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

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Subtotal:
Total:

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Lack of Student Engagement	1.1. Monitor strategies to increase student engagement. Use of the behavior coach with feedback	1.1. SBLT Behavior Coach	1.1. Determine: *Expectations are clearly and positively defined. *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. *Parent conferences * Take it to the streets functions.	1.1. Basic 5 IPI data
Suspension Goal #1: Improve current level of performance	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	120	10% decrease from prior year					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	62	10% decrease from prior year					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	173	10% decrease from prior year					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
58	10% decrease from prior year						
			Lack of consistency in school expectations	Professional development to explicitly teach school wide behavior expectations to all staff	Principal Assistant Principals Behavior Coach Behavior Specialist	1.1. Determine: *Expectations are clearly and positively defined.	Walkthrough Lesson Plans Coaching Logs Fidelity Checks

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					<p>*Behavioral expectations are taught and reviewed with all students and staff.</p> <p>*Appropriate behaviors are acknowledged.</p> <p>*Behavioral errors are proactively corrected.</p> <p>*A database for keeping records and making decisions is established.</p> <p>* Data-based monitoring and adaptations to the plan are regularly conducted.</p>	Office Calls Referral/Incident Report Data
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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
School wide behavior expectations	K-5	Behavior Coach	All Staff	Aug. 2012, on going	Coaching cycles, classroom walk-throughs	Principal/Assistant Principals/Behavior Coach
Book Study	K-5	Behavior Coach	K-5	Ongoing	PLC, coaching cycles, walk-throughs	Principal/Assistant Principals/Behavior Coach

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Social Skills development	Second Step	SIG	\$867.00
Book Study	Discipline With Dignity	SIG	\$998.00
Social Skills through literacy	Books	SIG	\$751.93
			Subtotal: \$2,616.93

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Character Development – studio presentations	TV Input video switch with transmitter, encoder cables, Avermedia TV Hybrid	SIG	\$16,027.46
			Subtotal: \$16,027.46
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Class student of the month display	Store and display case	SIG	\$379.05
			Subtotal:
			Total: \$18,644.39

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

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	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>pending</i>	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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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			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 Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, including mailings, and allows for families to support and supervise their child's educational progress	1.1. SBLT	1.1.	1.1.
Improve current level of performance	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
	Portal logins by parents *	Increase by 20%				
		1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise	Seek out a room parent for every class in the school			

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		their child's educational progress				
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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
School –Home Connection	Communication (Postage)	Title I	\$202.47
			Subtotal: \$202.47
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Parent Handouts/flyers/compacts	Central Printing	Title I	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Amount

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Parent /Community Liaison	Outreach for in school support	Title I	\$26,664.58
Parent Hospitality	Food for Parent training	Title I	\$2,500.00
			Subtotal: \$29,164.58
			Total: \$29,867.05

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: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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				meetings)		
Physical Science	science	LEGO representative	3-5	Early Release	Science coach will complete fidelity checks	Janet Playford

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
Physical science – construction of simple machines	LEGO – simple machines	SIG	\$21,102.66
			Subtotal: \$21,102.66
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LEGO training	Included in LEGO purchase		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$21,102.66

End of STEM Goal(s)

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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: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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			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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
1. Additional Goal: Wellness	1.1.	1.1.	1.1.	1.1.	1.1.

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Additional Goal #1: Improve current level of performance	2012 Current Level :*	2013 Expected Level :*					
	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitness Gram Data by school will be inserted here.	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitness gram School will improve students' scores on one Being Fit Matters/Fitness Gram Assessment scores for selected by school.	A: Compilation of data B: Reviewing inventory	A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/ B: Complete Pre and Post Being Fit Matters/Fitness gram student assessments and upload data	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse) B: physical education teachers	A: Completion of 6 th Step of the Healthy School Program online (Celebrate Successes) B: Compare Pre and Post Being Fit Matters/Fitness gram student assessments results	A: Healthy School Inventory (Evaluate Your School) online B: 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

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

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

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

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

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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
Teaching Students Who Don't Look Like You	K-5	Dr. Bonnie Davis	School wide participation – all staff Cultural sensitivity	County Professional Development	Reflective responses Walk throughs	Administrative team and Dr. Bonnie Davis

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
Teaching Students Who Don't Look Like You	Dr. Bonnie Davis – presenter		\$3,787.25
Teaching Students Who Don't Look Like You	Dr. Bonnie Davis – presenter		\$3,739.20
			Subtotal: \$7,526.45
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:
Total:

Additional Goal III Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan * Use of strategies and skills from <u>Teaching Students Who Don't look Like You</u> Presenter: Dr. Bonnie Davis	1.1. SBLT *Admin in charge of evaluation *Reflections and participation in PD	1.1. Determine: *Expectations are clearly and positively defined *Behavioral expectations are taught and reviewed with all students and staff *Appropriate behaviors are acknowledged *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately scaffold to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student engagement	School data for % of black students receiving referrals found on EDS: School Wide Behavior Plan report	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					

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						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. *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.	
			1.2.	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

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				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
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	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 :*					
	<i>To be complete in the pre-populated version</i>	<i>To be complete in the pre-populated version</i>					

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

Additional MOU Goals Professional Development

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

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

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

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				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
1. Additional Goal: Black advanced Coursework			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Content materials are appropriately scaffold to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately scaffold to meet the needs of diverse learners. *Teachers provide small group instruction to target specific	1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<i>There will be an increase percent of black students enrolled in rigorous advanced coursework</i>	<i>To be complete in the pre-populated version</i>	Increase from prior year					
<i>There will be an increase in performance of black students in rigorous advanced coursework</i>							

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

Additional MOU Goals Professional Development

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

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

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			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: \$505,535.64
Mathematics Budget	Total: \$54,972.48
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total: \$18,644.39
Dropout Prevention Budget	

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	Total:
Parent Involvement Budget	
	Total: \$29,867.05
Additional Goals - Stem and Bradley	
	Total: \$28,629.11
	Grand Total: \$637,648.67

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:

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	Total:
CTE Budget	
	Total:
Additional Goals	
	Final Budget: \$637,648.67

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
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Describe the projected use of SAC funds.	Amount