

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

| | |
|--|---|
| School Name: 3361 Pinellas Central Elementary School | District Name: Pinellas County Schools |
| Principal: Cara Walsh | Superintendent: John A. Stewart, Ed.D. |
| SAC Chair: Angela Dressback | 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.

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| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) |
|---------------------|-------------|---|-----------------------------------|-------------------------------------|---|
| Principal | Cara Walsh | M.Ed. Educational Leadership Certified: School Administration BS Specific Learning Disabilities | 1 | 8 | Pinellas Central Elementary School 2011-12: School Grade A Westgate Elementary School: 2010-2011: School Grade C 2009-2010: School Grade C AYP Criteria met 92% 2008-2009: School Grade A AYP Criteria met 95% Melrose Elementary School - 2004-2007 2004 School Grade B, AYP Criteria Met 90% |
| Assistant Principal | Brenda Troy | Ed.D. Educational Leadership; M.Ed. Special Education; BS Elementary Education; Certified: Elem Ed K-6; Educational Leadership (all levels); School Principalship (all levels) | 1 | 8 | Pinellas Central Elementary School 2011-12: School Grade A Tarpon Springs Elementary School: 2010-2011: Grade C; AYP- No 2009-2010: Grade B ;AYP -No Highland Lakes Elementary School: 2005-2009: Assistant Principal at an A School that met AYP every year since its inception. |

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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) |
|--------------|------------------|--------------------------------|-----------------------------------|---|---|
| Reading | Christine MacKay | BS degree; Reading Endorsed | 0 | 2 years as Math/Science coach 1 year Curriculum Specialist | |
| Reading | Patricia Layton | BS degree | 0 | 0 | |
| | | | | | |

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. Communication of instructional expectations and school-wide initiatives during recruiting and interviewing process | Principal/AP | On-going throughout the school year |
| 2. Day to day support in process orientation for teachers new to PCE or new to a grade level | Team Leaders | On-going throughout the school year |
| 3. Assignment of mentors to all first year teachers | Principal | Completed August 2012 |
| 4. Integration of inquiry-based teacher-developed professional development into requirement for Individual Professional Development Plan (IPDP) | Principal, Facilitator Fellows, Leadership Team | Ongoing throughout the school year |

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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 |
|---|---|
| At this time, there are no teachers who are out of field/or who are not highly effective. We do not have any paraprofessionals working at our school. | |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|-------------------------|
| 44 | 0 | 15 (34.09%) | 17 (38.64%) | 12 (27.27%) | 14 (31.82%) | 100% (44) | 7 (15.91%) | 2 (4.55%) | 31 (70.45%) |

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 |
|-------------|-----------------|-----------------------|--|
| | | | Mentor/Mentee will meet on an advisor/advisee basis as needed. |
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|--|--|--|--|
| | | | Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons |
|--|--|--|--|

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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 |
|--|
| Identify the school-based MTSS leadership team. Walsh, Principal; Koser, RtI Coach; Rentz, Guidance; Wohl, Psychologist; Annerelli, Social Worker |
| Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Technology Specialist – brokers technology necessary to manage and display data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda Meeting time: 1:00pm Thursdays |
| 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? Processes developed and deployed by the MTSS leadership team are embedded into the SIP. School wide data was used to determine whether Tier 1, 2, or 3 interventions needed to address student needs per continual analysis of the data as well as evaluate effectiveness of any interventions implemented. |
| MTSS Implementation |
| Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Reading levels, Common Assessments, FAIR, SEAMs, FLKRS CELLA. Aimsweb. Excel graphs, behavior tracking form. |
| Describe the plan to train staff on MTSS. Staff trained during pre-school on MTSS with ongoing support throughout the year as needed |
| Describe the plan to support MTSS. Staff meets regularly to discuss data. |

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Walsh, Principal; Brindley, Reading Teacher 3rd; Shelley, Reading Teacher 4th;

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

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

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

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

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

Support for text complexity

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

Public School Choice

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

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

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

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

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety

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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 | 1a.1. Administrator who evaluates teacher | 1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is used for data analysis, planning on parent conferencing | 1a.1. Walkthrough & Lesson Plans |
| Reading Goal #1a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Improve current level of performance | (28%) (79) | Decrease level 1&2 from 49% To 39% | | | | | |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. Administrator who evaluates teacher | 1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning | 1a.2. Walkthrough |

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

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| | | | | | | | |
| | | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. | | | 2a.1. Lack of differentiation of instruction | 2a.1. Provide formative assessments to inform differentiation in instruction | 2a.1. Administrator who evaluates teacher | 2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 2a.1. Walkthrough |
| Reading Goal #2a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Improve current level of performance | 23% (66) | Increase level 4 and 5 by 5% | | | | | |
| | | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
| | | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |

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| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. | | | 2b.1. Lack of differentiation of instruction | 2b.1. Provide formative assessments to inform differentiation in instruction | 2b.1. Administrator who evaluates teacher | 2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | 2b1. Walkthrough |
| Reading Goal #2b: Improve current level of performance | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 100% | 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 | 3a.1. Differentiate Instruction | 3a.1. Administrator who evaluates teacher | 3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. | 3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable |
| Reading Goal #3a: Improve current level of performance | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 64% (116) | 100% | | | | | |

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| | | | | | | *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
| | | | 3a.2. | 3a.2. | 3a.2. | 3a.2. | 3a.2. |
| | | | 3a.3. | 3a.3. | 3a.3. | 3a.3. | 3a.3. |
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. | | | 3b.1. Lack of student engagement | 3b.1. Differentiate Instruction | 3b.1. Administrator who evaluates teacher | 3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable |
| Reading Goal #3b: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Improve current level of performance | 33% | 100% | | | | | |
| | | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
| | | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|-------------------------------------|--------------------------------------|--|--|---|--|--|
| 4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. | | | 4a.1. Lack of differentiation of instruction | 4a.1. Differentiate Instruction | 4a.1. Administrator who evaluates teacher | 4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4a.1. Lesson Plans & Walkthrough |
| Reading Goal #4a: Improve current level of performance | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 70% (33) | 100% | | | | | |
| | | | 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 |

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| | | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. |
| <p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4b:</p> <p>Improve current level of performance</p> | | | 4b.1. Lack of differentiation of instruction | 4b.1. Differentiate Instruction | 4b.1. Administrator who evaluates teacher | 4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4b.1. Lesson Plans & Walkthrough |
| | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | pending | 100% | | | | | |
| | | | 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 |

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| | | 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>66</u> | 72 | 77 | 83 | 89 | 94 | 100 |
| Reading Goal #5A: Improve current level of performance. | | | | | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 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 | 5b.1. Administrator who evaluates teacher | 5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in | 5b.1. Lesson Plans & Walkthrough | | |

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| | | | | | different ways, which includes varying degrees of difficulty. | |
| Reading Goal #5B: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | |
| Improve current level of performance | White:77 53% Black: 7 5% Hispanic: 23 16% Asian: 30 21% American Indian: 1 1% | 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10% | | | | |
| | | | | | | |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. | 5c.1. Lack of differentiation of instruction | 5c.1. Differentiate Instruction | 5c.1. Administrator who evaluates teacher | 5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. | 5c.1. Lesson Plans & Walkthrough | |
| Reading Goal #5C: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | |
| Improve current level of performance | 56% not making satisfactory progress | 100% of ELL students to make a learning gain An increase in | | | | |

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|---|---|---|--|---------------------------------|---|--|----------------------------------|
| | | proficiency by 10% | | | | *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.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 | 5d.1. Administrator who evaluates teacher | 5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5d.1. Lesson Plans & Walkthrough |
| Reading Goal #5D: Improve current level of performance | 2012 Current Level of Performance: e:* | 2013 Expected Level of Performance:* | | | | | |
| | 72% not making satisfactory progress | 100% of all SWD students to make a learning gain 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 |

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| 5E. Economically Disadvantaged students not making satisfactory progress in reading. | | | 5e.1. Lack of differentiation of instruction | 5e.1. Differentiate Instruction | 5e.1. Administrator who evaluates teacher | 5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *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: Improve current level of performance | 2012 Current Level of Performance: e:* | 2013 Expected Level of Performance:* | | | | | |
| | 52% not making satisfactory progress | 100% of economically disadvantaged students will learning gain 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 |
| Book Study – <i>Pathways to the Common Core: Accelerating Achievement</i> Calkins, Ehrenworth, & Lehman | K-5 | Troy/Walsh | All reading teachers | Monthly | Discussion of common core standards and implementation school-wide. | Principal/AP |
| Reading Units of Study | K-5 | Troy/Walsh | All reading teachers | Weekly | Formal and informal observation to assure fidelity of implementation | Principal/AP |
| Coaching in Reading Instruction | K-5 | District Reading coaches | All reading teachers | Bi-monthly | Teachers will identify next steps in instructional improvement to be supported by district reading coaches. | District coaches/Administrator |
| Reading Units of Study | 3-5 | Emily Shelley | All reading teachers | Weekly | Informal and formal training in planning for instruction based on RUS | Administrator |
| Data Analysis through RtI Strategies | K-5 | Kari Koser | All reading teachers | Monthly | Informal and Formal Data Analysis throughout year to support students in Reading University placement | Administrator |
| Fellow Teacher Professional Development facilitators | K-5 | Emily Shelley | All reading teachers | Monthly | Professional development in implementing strategies to support common core through differentiated instruction | Administrator |

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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 |
| Reading Professional Development | Consultant | Title 1 Part A | \$3,200.00 |
| | | | |
| | | | Subtotal:\$3,200.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Consultant | Training for Teachers | Title 1 Part A | \$2,000.00 |
| RtI Coach | Training/Data Analysis/Monitoring Implementation Reading University | | \$51,742.76 |
| | | | |
| | | | Subtotal:\$ 53,742.76 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Differentiated Instruction in small groups outside the 90 minute reading block | Hourly Teachers to lower the TPR | Title 1 Part A | \$128,142.24 |
| Classroom Instructional Materials | Various materials | Title 1 Part A | \$16,301.66 |
| Book Study | Pathways to Common Core: Accelerating Achievement | Title 1 Part A | \$1013.64 |
| Teacher Fellow Professional development | Teacher led strategies/planning for differentiated implementation of various strategies (\$20/hr stipend) | Title 1 Part A | \$5,940.12 |
| Substitutes | Classroom teachers analyze data for differentiated instruction during Reading | Title 1 Part A | \$7,304.40 |

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| | | | |
|--|------------|--|-------------------------------|
| | University | | |
| | | | |
| | | | Subtotal: \$153,356.06 |
| | | | Total: \$215,644.82 |

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 differentiation of instruction | 1.1. Provide formative assessments to inform differentiation in instruction | 1.1. Administrator who evaluates teacher | 1.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 1.1. Walkthrough |
| <u>CELLA Goal #1:</u> | <u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> | | | | | |
| Improve current level of performance | 55% | 2.1. Lack of differentiation of instruction | 2.1. Differentiate Instruction | 2.1. Administrator who evaluates teacher | 2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the | 2.1. Lesson Plans & Walkthrough |
| Number CELLA tested: 69 | 38 | | | | | |

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| | | | | | | |
|---|--|---|---|---|---|-----------------|
| | | | | | needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Students read in English at grade level text in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring proficient in Reading. | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| CELLA Goal #2: Improve current level of performance | <u>2012 Current Percent of Students Proficient in Reading :</u> 32% 22 | Insufficient standard based instruction | Implement High Yield Instructional Strategies | Administrator who evaluates teacher | Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | Walkthrough |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

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| Students write in English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|----------------------------|
| 3. Students scoring proficient in Writing. | | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. |
| CELLA Goal #3: Improve current level of performance | <u>2012 Current Percent of Students Proficient in Writing :</u> 35% 24 | Insufficient standard based instruction | Set and communicate a purpose for learning and learning goals in each lesson | Administrator who evaluates teacher | Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is used for data analysis, planning on parent conferencing * | Walkthrough & Lesson Plans |
| | | 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 | 1a.1. Administrator who evaluates teacher | 1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is used for data analysis, planning on parent conferencing * | 1a.1. Walkthrough & Lesson Plans |
| Mathematics Goal | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| #1a: Improve current level of performance | 100 35% | Decrease in level 1 and 2 from 38% To 28% | | | | | |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. Administrator who evaluates teacher | 1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled | 1a.2. Walkthrough |

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| | | | | | Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | |
| | | 1a.3. Insufficient standard based instruction | 1a.3. Increase instructional rigor | 1a.3. Administrator who evaluates teacher | 1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3. Walkthrough Teacher Appraisal Results |
| Ib. 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. Administrator 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 |
| <u>Mathematics Goal</u> #1b: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | |
| Improve current level of performance | 67% | Decrease in level 1,2 and 3 | | | | |
| | | | 1b.2. | 1b.2. | 1b.2. | 1b.2. |

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| | | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. |
|--|--|---|--|--|---|---|-------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. | | | 2a.1. Lack of differentiation of instruction | 2a.1. Provide formative assessments to inform differentiation in instruction | 2a.1. Administrator who evaluates teacher | 2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 2a.1. Walkthrough |
| Mathematics Goal #2a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Improve current level of performance | 26% 76 | Increase in level 4 and 5 by 5% | | | | | |
| | | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. |
| | | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 |
| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | | | 2b.1. Lack of differentiation of instruction | 2b.1. Provide formative assessments to inform differentiation in instruction | 2b.1. Administrator who evaluates teacher | 2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide | 2b1. Walkthrough |
| Mathematics Goal #2b: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Improve current level of performance | 33% | Increase in level 7 by 5% | | | | | |

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|--|--|---|----------------------------------|---------------------------------|---|---|--|
| | | | | | | 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 | 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 | 3a.1. Differentiate Instruction | 3a.1. Administrator who evaluates teacher | 3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying | 3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable |
| Mathematics Goal #3a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Improve current level of performance | 76% | 100% of students will make a learning gain | | | | | |

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|---|--|---|----------------------------------|---------------------------------|---|--|--|
| | | | | | | degrees of difficulty. | |
| | | | 3a.2. | 3a.2. | 3a.2. | 3a.2. | 3a.2. |
| | | | 3a.3. | 3a.3. | 3a.3. | 3a.3. | 3a.3. |
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. | | | 3b.1. Lack of student engagement | 3b.1. Differentiate Instruction | 3b.1. Administrator who evaluates teacher | 3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable |
| <u>Mathematics Goal #3b:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Improve current level of performance | 73% (132) | 100% of students will make learning gains | | | | | |
| | | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
| | | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | | | | | |
|---|-------------------------------------|--|--|--|---|--|---|--|--|---------------------------------|---|--|----------------------------------|
| <p>4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <table border="1"> <thead> <tr> <th>Mathematics Goal #4a:</th> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>Improve current level of performance</td> <td>65% (30)</td> <td>100% of students will make a learning gain</td> </tr> </tbody> </table> | | | Mathematics Goal #4a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Improve current level of performance | 65% (30) | 100% of students will make a learning gain | 4a.1. Lack of differentiation of instruction | 4a.1. Differentiate Instruction | 4a.1. Administrator who evaluates teacher | 4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4a.1. Lesson Plans & Walkthrough |
| Mathematics Goal #4a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | | | | | | | |
| Improve current level of performance | 65% (30) | 100% of students will make a learning gain | | | | | | | | | | | |
| | | | 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 | 4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs | | | | | | |

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| | | | | | *Effectiveness of intervention courses are evaluated by reviewing student success in core courses | |
| | | 4a.3. | 4a.3. | 4a.3. | 4a.3. | 4a.3 |
| 4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics. | | 4b.1. Lack of differentiation of instruction | 4b.1. Differentiate Instruction | 4b.1. Administrator who evaluates teacher | 4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4b.1. Lesson Plans & Walkthrough |
| Mathematics Goal #4b: Improve current level of performance | 2012 Current Level of Performance: * 33% | 2013 Expected Level of Performance: * 100% of students will make a learning gain | | | | |
| | | 4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4b.2. Create intervention that support core instructional goals and objectives | 4ab.2. SBLT | 4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives | 4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs |

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|---|-------------------------------------|--|------------------------------------|---|---|-------------------------------------|------------------|
| | | | | | *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.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%. | 69 | 72 | 74 | 77 | 79 | 82 | 85 |
| Mathematics Goal #5A: Improve current level of performance | | | | | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. | | 5b.1. White: Black: Hispanic: Asian: American Indian: | 5b.1. Differentiate Instruction | 5b.1. Administrator who evaluates teacher | 5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level | 5b.1. Lesson Plans & Walkthrough | |
| Mathematics Goal #5B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

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|---|---|--|--|---------------------------------|---|---|----------------------------------|
| Improve current level of performance | White: 53% 94 | 100% of student subgroups will make learning gains | Lack of differentiation of instruction | | | *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
| | Black: 5% 9 | An increase in proficiency by 10% | | | | | |
| | | | 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. Administrator who evaluates teacher | 5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning | 5c.1. Lesson Plans & Walkthrough |
| <u>Mathematics Goal</u> #5C: | <u>2012 Current Level of Performance:</u> * | <u>2013 Expected Level of Performance:</u> * | | | | | |
| Improve current level of performance | 39% not making satisfactory progress | 100% of ELL students will make learning gains An increase in proficiency by 10% | | | | | |

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| | | | | | | | |
|---|--|--|---|------------------------------------|---|---|-------------------------------------|
| | | | | | | 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.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |
| | | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics. | | | 5d.1. Lack of differentiation of instruction | 5d.1. Differentiate Instruction | 5d.1. Administrator who evaluates teacher | 5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5d.1. Lesson Plans & Walkthrough |
| <u>Mathematics Goal</u> <u>#5D:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Improve current level of performance | 56% not making satisfactory progress | 100% of SWD students will make learning gains An increase in proficiency by 10% | | | | | |
| | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. | 5D.2. |

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| | | | | | | |
|---|--|---|---------------------------------|---|--|----------------------------------|
| | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. | | 5e.1. Lack of differentiation of instruction | 5e.1. Differentiate Instruction | 5e.1. Administrator who evaluates teacher | 5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *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 |
| <u>Mathematics Goal #5E:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | |
| Improve current level of performance | 41% not making satisfactory progress | 100% of Economical 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 | |

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.1. Insufficient standard based instruction | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. Administrator who evaluates teacher | 1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is used for data analysis, planning on parent conferencing * | 1a.1. Walkthrough & Lesson Plans |
| Science Goal #1a: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Improve current level of performance | 35% 30 | Decrease the number of level 1 and 2 | | | | | |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. Administrator who evaluates teacher | 1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by | 1a.2. Walkthrough |

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|--|--|---|--|---|--|--|
| | | | | | connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | |
| | | 1a.3. Insufficient standard based instruction | 1a.3. Increase instructional rigor | 1a.3. Administrator who evaluates teacher | 1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3. Walkthrough Teacher Appraisal Results |
| 1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science. | | 1b.1. Insufficient standard based instruction | 1b.1. Set and communicate a purpose for learning and learning goals in each lesson | 1b.1. Administrator who evaluates teacher | 1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential | 1b.1. Walkthrough & Lesson Plans |
| Science Goal #1b: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | |
| Improve current level of performance | 0% | Decrease the number of level 1,2, and 3 | | | | |

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

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|---|--|--|--|---|--|---------------------|
| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science. | | 2b.1. Lack of differentiation of instruction | 2b.1. Provide formative assessments to inform differentiation in instruction | 2b.1. Administrator who evaluates teacher | 2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | 2b1. Walkthrough |
| <u>Science Goal #2b:</u> Improve current level of performance | <u>2012 Current Level of Performance:*</u> 100% | <u>2013 Expected Level of Performance:*</u> Increase the level 7 by 5% | | | | |
| | | | 2b.2. | 2b.2. | 2b.2. | 2b.2. |
| | | | 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 |
| Consultant | K-5/Math | Outside consultant | All math teachers | October 3,2012 | Classroom walkthru for observation of implementation of strategies with fidelity | Administrator |
| Consultant | K-5 | Outside consultant | All instructional teachers | October 19, 2012 | Classroom walkthru for observation of implementation of strategies with fidelity | Administrator |
| | | | | | | |

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 |
| Consultant & Materials | Multiple Intelligences | Title 1 Part A | \$3,286.36 |
| Consultant | Math | Title 1 Part A | \$2,500.00 |
| | | | Subtotal: \$5,786.36 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Fast Forward | Computer program | Title 1 Part A | \$8,800.00 |
| | | | Subtotal:\$8,800.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |

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| | |
|--|------------------------|
| | Subtotal: |
| | Total:14,586.36 |

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 | 1a.1. Administrator who evaluates teacher | 1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is used for data analysis, planning on parent conferencing * | 1a.1. Walkthrough & Lesson Plans |
| <u>Writing Goal #1a:</u> Improve current level of performance | <u>2012 Current Level of Performance:*</u> 81% 80 Level 4 and above 13% 13 | <u>2013 Expected Level of Performance:*</u> Decrease number of level 1,2 and 3 students | | | | | |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. Administrator who evaluates teacher | 1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional | 1a.2. Walkthrough |

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

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| | | | | | | | |
|--|--|--|-------|-------|-------|---|-------|
| | | | | | | *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 used for data analysis, planning on parent conferencing * | |
| | | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. |

End of Writing Goals

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

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 | | | 1.1. Lack of student engagement | 1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1. SBLT | 1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted | 1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule |
| Attendance Goal #1: | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | | | |
| Improve current level of performance | 94% | Greater than prior year | | | | | |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | | |
| | 251 | 10% decrease from prior year | | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | | |
| | 162 | 10% decrease from prior year | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

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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 |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: |

End of Attendance Goals

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Suspension Goal(s)

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

| Suspension Goal(s) | | | Problem-solving Process to Decrease Suspension | | | | |
|---|---|--|---|---|---|--|--|
| Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Suspension | | | 1.1. Lack of Student Engagement | 1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1. SBLT | 1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted | 1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school |
| Suspension Goal #1: Improve current level of performance | 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions | | | | | |
| | 17 | 10% decrease from prior year | | | | | |
| | 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School | | | | | |
| | 13 | 10% decrease from prior year | | | | | |
| | 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions | | | | | |
| | 24 | 10% decrease from prior year | | | | | |
| | 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School | | | | | |
| 18 | 10% decrease from prior year | | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Suspension Professional Development

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

Suspension Budget(Insert rows as needed)

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

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

| Strategy | Description of Resources | Funding Source | Amount |
|----------|--------------------------|----------------|--------|
| | | | |
| | | | |

Subtotal:

Technology

| Strategy | Description of Resources | Funding Source | Amount |
|----------|--------------------------|----------------|--------|
| | | | |
| | | | |

Subtotal:

Professional Development

| Strategy | Description of Resources | Funding Source | Amount |
|----------|--------------------------|----------------|--------|
| | | | |
| | | | |

Subtotal:

Other

| Strategy | Description of Resources | Funding Source | Amount |
|----------|--------------------------|----------------|--------|
| | | | |
| | | | |

Subtotal:

Total:

End of Suspension Goals

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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:* | | | | | |
| | | 10% decrease from prior year | | | | | |
| | 2012 Current Graduation Rate:* | 2013 Expected Graduation Rate:* | | | | | |
| | | 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)

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

End of Dropout Prevention Goal(s)

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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, and allows for families to support and supervise their child's educational progress | 1.1. SBLT | 1.1. Parents sign-in for events | 1.1. Parent survey |
| Improve current level of performance | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | | |
| Portal logins by parents | During the previous school year, various events were held with an average of 30% participation rate by parents. Some of these events were: Conference night; Health and Safety Fair; Hispanic | Increase by 20% | | | | | |

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| | | | | | | | |
|--|--|------|------|------|------|------|--|
| | Event; Walk to School; Title 1 Annual Meeting. However, the Back to School Open House/Meet the Teacher yielded over 90% participation by parents and students. | | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

Parent Involvement Professional Development

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

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| | | | |
|---|---------------------------------|----------------|------------|
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Information for parents | Printing parent compacts/fliers | Title 1 Part A | \$2,000.00 |
| Materials/Supplies/Agenda books for daily communication between home and school | Agenda book for each student | Title 1 Part A | \$2,300.00 |
| Subtotal:\$4,300.00 | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| P Card Purchases (Food) /Printing | Parent Trainings | Title 1 Part A | \$1500.00 |
| Subtotal:\$1,500.00 | | | |
| Total:\$5,800.00 | | | |

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 |

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| | | | | | |
|--|------|------|------|------|------|
| 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 <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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

STEM Budget (Insert rows as needed)

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

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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 STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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CTE Professional Development

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

CTE Budget(Insert rows as needed)

| | | | |
|--|--------------------------|----------------|------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| 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 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 | | | | |
|---|---|--|---|---|--|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Additional Goal: Wellness | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Additional Goal #1: | 2012 Current Level :* | 2013 Expected Level :* | | | | | |
| Improve current level of performance | A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgr | Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgr | A: Failure to form a Healthy School Team. B: Failure to assess students and upload Being Fit | A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/ B: Complete Pre and Post Being Fit Matters/Fitnessgram student | 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/Fitnessgram student | A: Healthy School Inventory (Evaluate Your School) online B: Being Fit Matters Statistical Report (Portal) |

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| | | | | | | | |
|--|--|---|--------------------------|-----------------------------|------|---------------------|------|
| | am Data by school will be inserted here. | am School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school. | Matters/Fitnessgram data | assessments and upload data | | assessments results | |
| | | | 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 |
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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 II Bradley MOU (s)

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

| Additional Goal(s) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|----------------------------------|---|--|-----------------------------------|---|---|------------------------------------|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Additional Goal: Black Academic Achievement | | | 1.1. Lack of differentiation of instruction | 1.1. Differentiate Instruction | 1.1. Administrator who evaluates teacher | 1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners | 1.1. Lesson Plans & Walkthrough |
| Additional Goal #1: | <u>2012 Current Level :*</u> | <u>2013 Expected Level :*</u> | | | | | |
| There will be an increase in black student achievement | Reading level 3 and above:5% (7) | All black students to make learning gains in reading and math | | | | | |
| | MathLevel 3and above: 5% (9) | | | | | | |

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|--|--|--|------|------|------|--|------|
| | | | | | | *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. | |
| | | | 1.2. | 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 |
| | | | | | | |
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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 III Bradley MOU (s)

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

| Additional Goal(s) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|---|--|--|---|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Additional Goal: Student Engagement for Black Students | | | 1.1. Lack of Student Engagement | 1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1. SBLT | 1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted | 1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school |
| <u>Additional Goal #1:</u> | <u>2012 Current Level :*</u> | <u>2013 Expected Level :*</u> | | | | | |
| There will be an increase in black student engagement | 16 (20%) Black students received 32 (25%) referrals 4 OSS (5%) 4 IS (5%) | Decrease the percent of Black students receiving referrals, and Receiving in school and out of school | | | | | |

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|--|--|-------------|------|------|------|------|------|
| | | suspensions | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Additional MOU II Goals Professional Development

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

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

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

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| 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 acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted | 1.1. Increase in black graduation rate |
| <u>Additional Goal #1:</u> There will be an increase in black student graduation rate | <u>2012 Current Level :*</u> | <u>2013 Expected Level :*</u> | | | | | |

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

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

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Additional MOU Goals Professional Development

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

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

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

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

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.

| | |
|----------------------------------|----------------------------------|
| Reading Budget | Total:\$215,644.82 |
| Mathematics Budget | Total:\$14,586.36 |
| Science Budget | Total: |
| Writing Budget | Total: |
| Attendance Budget | Total: |
| Suspension Budget | Total: |
| Dropout Prevention Budget | Total: |
| Parent Involvement Budget | Total:\$5,800.00 |
| Additional Goals | Total: |
| | |
| | Grand Total: \$236,031.18 |

Final Budget(Insert rows as needed)

Differentiated Accountability

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

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

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

| |
|--|
| Describe the activities of the SAC for the upcoming school year. |
| Input on SIP, Approve SIP, monitor SIP |

| Describe the projected use of SAC funds. | Amount |
|--|----------|
| Professional development materials and/or activities to support differentiated instruction, data analysis, and/or implementation of CCSS with fidelity | \$387.20 |
| | |
| | |