

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: Woodville Elementary	District Name: Leon
Principal: Nancy Stokely	Superintendent: Jackie Pons
SAC Chair: Ellen Scott	Date of School Board Approval:

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	Nancy Stokely	Certification: Elementary Education, Special Education, and Educational Leadership. Degrees: B.A. in Elem. Ed.; M.Ed. in Exceptional Student Education; Completed Coursework and Prelims for Doctorate in Educational Leadership	4	12	11-12: Principal, Woodville Elementary. School Grade moved from A to B. 10-11: Principal, Woodville Elementary. School Grade moved from B to an A. 09-10: Principal, Woodville Elementary. School maintained grade of B. 08-09: Principal of Woodville Elementary. School moved from School Grade of D to School Grade B. Met AYP with Math Proficiency of 82%; Reading Proficiency 75%. 06-08: Worked on the design and writing team for Sunshine State New Generation Standards and Access Points for Reading, Math, and Science. 05-06: Principal of Sabal Palm Elementary School (Title 1 School). School earned School Grade A. Met 100% AYP with Reading Proficiency 63%; Math Proficiency 65%. Recognized by DOE as a Florida Turn Around Principal. 04-05: Principal of Sabal Palm Elementary School (Title 1 School). School earned School Grade C. Reading Proficiency 52%; Math Proficiency 48%. Met 85% AYP. 03-04: Principal of Sabal Palm Elementary School. School Earned School Grade C. Met. 87% AYP. 02-03: Principal of Sabal Palm Elementary School. School Earned School Grade A. 01-02: Assistant Principal of R. Frank Nims Middle School (Title 1 School). School moved from School Grade D to School Grade C.
Assistant Principal	Taita Scott	Certification: Elementary Ed, Middle Grades Integrated Curriculum, Educational Leadership, ESOL Endorsement, National Board Certification (Middle Childhood Generalist grades 2-6) Degrees: B.S. and M.Ed. in Elementary Education	2	2	Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year) 11-12: Assistant Principal, Woodville Elementary (Title 1 School). School Grade B. 10-11: Math Teacher, Montford Middle School. School Grade A. FCAT Proficiency 69%, Learning Gains 83%, Lowest Quartile 92%. 09-10: 3 rd Grade Teacher, Kate Sullivan. School Grade B. FCAT Reading Proficiency 80%, Math Proficiency 80% Learning Gains- N/A. Lowest Quartile- 100% 08-09: 4 th Grade Teacher, Kate Sullivan. School Grade B. FCAT Reading Proficiency 79%, Math Proficiency 81%

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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	Erin Sampson	Certification: Elementary Education , Reading Endorsement	5	3	<p>11-12: Reading Coach, Woodville Elementary (Title 1 School). School Grade B. FCAT Proficiency 44%, Learning Gains 69 %, Lowest Quartile Making Learning Gains 64%,</p> <p>10-11: Reading Coach, Woodville Elementary (Title 1 School). School Grade A. FCAT Proficiency 70%, Learning Gains 65%, Lowest Quartile Making Learning Gains 60%,</p> <p>09-10: Reading Coach, Woodville Elementary (Title 1 School). School Grade B. FCAT Proficiency 76%, Learning Gains 69%, Lowest Quartile Making Learning Gains 64%,</p> <p>-Taught ESE inclusion Kindergarten class for 3 years prior to transitioning as Reading Coach. During those 3 years in Kindergarten my students excelled in meeting their benchmarks at 80% proficiency and exhibited growth in SAT 10 (School year 2007-2008) and FAIR (2008-2009 and 2009-2010) for Kindergarten skills.</p>
Math	Evelyn Rackard	Certification: Elementary Education 1-6	32	4	<p>11-12: Math Coach, Woodville Elementary (Title 1 School). School Grade B. FCAT Proficiency 50%, Learning Gains 77%, Lowest Quartile Making Learning Gains 76 %,</p> <p>10-11: Math Coach, Woodville Elementary (Title 1 School). School Grade A. FCAT Proficiency 75%, Learning Gains 74%, Lowest Quartile Making Learning Gains 77%,</p> <p>09-10: Math Coach, Woodville Elementary (Title 1 School). School Grade B. FCAT Proficiency 70%, Learning Gains 77 %, Lowest Quartile Making Learning Gains 76%,</p> <p>Ms. Rackard was an intermediate classroom teacher for 30+ of experience. She worked for the past two years as our math coach where she helped to increase our gain scores, our AYP Progress and our school grade (from a D to a B).</p>

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Participation in the Leon County Interview Day	Principal and Assistant Principal	June 2012
2. Mentors assigned to beginning teachers. 3.	Principal and Assistant Principal	August 2012
4. Creation of a site based New Teacher Professional Learning Community	Principal and Assistant Principal	April 2013
5. Marzano Arts & Sciences Training Summer Staff Development	Professional Learning Department	August 2012
6. School based Professional Learning Community	Principal and Assistant Principal	June 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	N/A

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
37	5% (2)	30% (11)	35% (13)	35% (13)	38% (14)	100% (35)	11% (4)	5% (4)	30% (11)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mary Harley	Debra Scott	New to School	Ongoing meetings, team teaching, and observations
Melissa Ingram	Sally Ash	First Year Teacher	Ongoing meetings, team teaching, and observations
Melissa Ingram	Hope Crisher	New to School	Ongoing meetings, team teaching, and observations
Carolyn Peterson	Samuel Etheridge	First Year Teacher	Ongoing meetings, team teaching, and observations

August 2012

Rule 6A-1.099811

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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

Woodville Elementary School utilizes the Title I school- wide model. Data is reviewed regularly through the School Improvement Committees and the School Advisory Council. Summary data is reviewed annually to inform changes in the next year's school improvement goals and objectives. Our school improvement plan addresses the needs of all student subgroups in the area of reading, writing, math, science, and includes a plan for monitoring our objective and strategies throughout the year with close attention to monitoring each student's progress. The district coordinates with Title I and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

The school district migrant liaison provides services and support to students and parents. The migrant liaison coordinates with Title 1 Program as well as other programs to ensure student needs are met. In addition, the district professional development center assist teachers in obtaining certifications and endorsements required

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention and Neglected and Delinquent programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of all students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education, such as transportation. Title I provides a resource teacher to support Title I students in non-Title I schools.

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Supplemental Academic Instruction (SAI) ARRA funds will be used to provide an early intervention First Grade Summer Reading Academy School for struggling readers for 2011-2012. Supplemental Educational Service Funds are used to provide students on free and reduced lunch with afterschool tutoring services. The 21 st Century After School Grant funds will be used to expand supplemental services after school and during the summer to support students scoring below grade level in reading and math.
Violence Prevention Programs The LCS District Provide professional development for administrators in the area of bullying, harassment, etc. In turn, the school presents programs and information to the students at the school. Parent and teacher awareness are integral parts of the programs. The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.
Nutrition Programs A free breakfast and lunch program is provided all students. Our school also receives fresh produce three times each week as part of the Fresh Fruit and Vegetable Snack Program. During the summer the school is a summer nutrition site for students in the community as well as for the students who attend summer programs at the school.
Housing Programs N/A
Head Start N/A
Adult Education A successful GED Program is held at Woodville Elementary School. The school works in unison with the Adult Education School of Leon County School to provide this program to the members of our community. Adult Education meets Monday and Wednesday nights at each week from 5:30 – 8:30 to work on skills needed for GED completion for our parents and community.
Career and Technical Education N/A
Job Training N/A
Other N/A

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.

Principal: Provides vision, ensures that the school-based team is implementing RTI, ensures implementation of intervention support, ensures adequate professional development is provided to support RTI and communicates with outside stakeholders regarding school-based RTI.

Guidance Counselor: Will serve as Referral Coordinator and conduct pre-screening of referred student.

Select General Education Teachers: One representative from each grade level provides information about core instruction, participates in student data collection, collaborates with other staff to ensure implementation of Tier 1,2 and 3 instruction and support.

Select ESE teachers: (Varying exceptionalities, speech, gifted) Provides information about intervention instruction, participates in student data collection, collaborates with general education teachers.

Reading Coach: Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities

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

The school RTI Leadership team focuses on developing and maintaining a problem-solving system to ensure optimal student achievement for all students. The team meets once a week. Examples of activities during weekly meetings include reviewing student data (screening, progress monitoring, and classroom assessments). The review of data will facilitate identification of students, who are meeting/exceeding benchmarks, moderate or high risks who are not achieving benchmarks. Based on evaluation of data and identification of student needs the team will identify professional development and resources needed.

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?

Members of the RTI Leadership team met with the administration and other staff representatives to help develop the SIP. The team also collaborated with the School Advisory Council to obtain input from the council. The team provided data, helped set goals and expectations, and suggested strategies that would ensure attainment of instructional goals.

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 Baseline data is obtained through the FAIR assessment, AIMSWeb, and previous test information. The data is made available through the use of the Progress Monitoring and Reporting Network (PMRN). Progress Monitoring is obtained through the administration of FAIR, Curriculum Based Measurements, SuccessMaker 5, District Benchmark Assessments, and other FCAT simulation assessments and mini assessments.

Midyear data is obtained through AIMSWeb and FAIR assessments, District Benchmark Assessments, SuccessMaker 5, and other FCAT simulation

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assessments. End of year data is obtained through AIMSWeb and FAIR assessments District Benchmark Tests, FAIR, FCAT, Larger Than Life, and SuccessMaker 5.
Describe the plan to train staff on MTSS. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Mini-trainings on RtI topics will be addressed at each monthly staff meeting
Describe the plan to support MTSS. Teachers will be encouraged to periodically review data for all students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). This group includes the reading coach, the principal, a teacher representative from each grade level, an ESE teacher, and the school media specialist.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). This group meets under the designation of the School Improvement Committees. This group gives input and monitors the attainment of the school literacy goals. The Literacy Leadership Team meets at a minimum of once per month. The school goals and progress in the area of literacy are reviewed. Progress is determined by reviewing the school wide results of the identified progress monitoring tools (FAIR, Larger Than Life, Fluency Checks, etc.). In addition, this group implements parent education events, school events to promote literacy, and monitors goals set forth by the school improvement plan.
What will be the major initiatives of the LLT this year? Implementation of new county-wide initiatives will be a priority this year (Common Core Curriculum, Accelerated Reader Enterprise, Rigor, Text Complexity, and Text Dependent Questioning techniques), the goals set by the school improvement plan, and parent education.

Public School Choice

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

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

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

Families of children with disabilities are supported during the transition process from pre kindergarten by beginning the dialogue regarding transition in the fall prior to kindergarten placement by the pre kindergarten teacher and other appropriate personnel. Parents attend the pre kindergarten transition individual education plan meeting. For pre kindergarten students changing schools, the receiving schools are invited to participate in the pre kindergarten to kindergarten transition conference at the new school or new classroom. For students moving into kindergarten, time is spent getting the students acclimated through visitations and “join in” activities at the close of the school year.

Families of children enrolled in School Readiness/Voluntary Pre Kindergarten are prepared for transition in the spring prior to the kindergarten placement by on going dialogue with the teachers and other appropriate personnel. The school provides registration packets so that parents start the process with assistance.

At Woodville Elementary School all incoming kindergarten students are invited to come in during the summer for early registration. A special orientation night is provided before the opening of school. A general orientation is provided the Friday before the first day of school so that all students and parents may meet the classroom teacher and visit the classrooms.

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

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

**High Schools Only*

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students’ academic and career planning, as well as promote student course selections, so that students’ course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: Increase matched students achieving Level 3 in Reading by 6 percentage points.			1.1. 1A.1. Awareness by parents, teachers, and administration of continuous progress in reading.	1.1 1A.1. Continue to implement FAIR, Larger Than Life, Fluency checks, and Benchmark Assessments to track student progress. Implement small group, direct instruction of core reading skills using STARS/CARS.	1A.1. Reading Coach, Principal, Assistant Principal, Teachers	1A.1. Adherence to Progress Monitoring Assessment Calendar. Alignment of grading and progress monitoring results	1A.1. FAIR results, Larger than Life results, Fluency Charts, Benchmark Assessment Results		
								2012 Current Level of Performance:*	2013 Expected Level of Performance:*
								24%	30%
			1A.2. Student opportunity for exposure to higher level thinking.	1A.2. Increase opportunities to answer higher order questions using short and extended response. Implement content area reading strategies. Use of Kagan Cooperative Learning strategies. Provide multiple and varied opportunities to respond to text Use of guided reading strategies in classroom.	1A.2. Teachers, Reading Coach, Principal and Assistant Principal.	1A.2. Listing Higher Order Thinking Skills (HOTS) questions in lesson plans. Classroom Observation	1.1 1A.2. Classroom Walkthroughs, FAIR results, Larger than Life results, Fluency Charts, Benchmark Assessment Results.		
			1A.3. Pacing of completion of core benchmarks before the end of the year.	1A.3. Monitor grade level pacing guides for Core Instruction using the Woodville “Focus and Finish” Plan	1A.3. Administrators	1A.3. Evaluation of lesson plans and school based progress monitoring tools.	1A.3. Pacing Guides, Lesson Plans, and Student Benchmark results		
			1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase matched students achieving Levels 4 and 5 in Reading by 5 percentage points.	N/A	N/A					
			1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A
			1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A

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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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Identifying students with potential to work at or above grade level receive a rigorous curriculum.	2A.1. Early review of student performance data and strategic grouping for differentiated instruction.	2A.1. Principal, Assistant Principal, Reading Coach, Teachers	2A.1. Review of baseline Progress monitoring data for identified students.	2A.1. Progress Monitoring Data Notebooks, Differentiation in Lesson Plans for Small Groups
Reading Goal #2A: Increase matched students achieving Levels 4 and 5 in Reading by 5 percentage points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	20%	25%					
			2A.2. Providing opportunities for students working at or above grade level receive a rigorous curriculum.	2A.2. Provide differentiated instruction to meet the needs of high level learners. Reading teachers collaborate to examine rigor in assignments.	2A.2. Teachers, Reading Coach, Principal and Assistant Principal, and selected Special Area Teachers	2A.2. Progress monitoring in reading to identify higher performing readers in each grade. "Rigor chats" during grade level team meetings and vertical team meetings.	2A.2. Results from Progress Monitoring Assessments including FAIR, STAR Reading, Larger Than Life results, Fluency Checks, STARS/CARS results, and Imagine It Benchmark Assessments.
		2A.3. N/A	2A.3. N/A	2A.3. N/A	2A.3. N/A	2A.3. N/A	2A.3. N/A
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A
Reading Goal #2B: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
			2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A
		2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	

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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
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Awareness by parents, teachers, and administrators of continuous progress of students in reading.	3A.1. Increase opportunities to review and discuss student progress using common assessments.	3A.1. Principal, Assistant Principal, Teachers, Reading Coach, Resource Teachers	3A.1. Review of Student Data from district and school based common assessment including item analysis.	3A.1. Item analysis reports by grade level and completion of individualized student progress monitoring reports.
Reading Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase matched students achieving making learning gains Reading by 10 percentage points.	69%	79%					
			3A.2. Adequate staff to meet the needs of all students in reading instruction.	3A.2. Strategic grouping and timing of 90 minute reading block and supplemental reading blocks to maximize staff and creation of master schedule.	3A.2. Principal, Assistant Principal, ESE Department	3A.2. Periodic review of student progress and benchmark data to align staff with needs for supplemental reading block (Walk and Read).	3A.2. Student Benchmark Data, Lesson Plans, Classroom walkthroughs
			3A.3. Need for professional development in implementing common core curriculum and monitoring student progress.	3A.3. Increase opportunities for teachers to attend professional development by offering in-house training.	3A.3. Principal and Assistant Principal	3A.3. Review feedback provided by teachers in Progress Monitoring Meetings.	3A.3. Inservice Documentation Tool
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A
Reading Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A
			3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A

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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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Limited staff to provide differentiated instruction for varying needs of students.	4A.1. Schedule Resource Teachers, ESE Teachers, Instructional Assistants, and Foster Grandparents to assist with interventions. Use computer assisted instruction strategically (Reading Coach, Successmaker 5, Lexia, Reading Plus, AIMSWeb)	4A.1. Teachers, Reading Coach, Principal and Assistant Principal	4A.1. Students making continuous progress as documented through grade level common assessments, district and state progress monitoring tools.	4A.1. Grade Level Common Assessments, AIMSWebLarger than Life, Fluency Checks, and FAIR testing.
Reading Goal #4:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase matched students within the lowest quartile making learning gains by 6 percentage points.	69%	75%					
			4A.2. Scheduling for extended reading instruction.	4A.2. Implement a “Walk and Read” program through strategic scheduling of master schedule.	4A.2. Principal and Assistant Principal	4A.2. Teacher input via schedules and Progress Monitoring meetings. Students making continuous progress according to evaluation tools.	4A.2. Successmaker 5, FOCUS, Larger Than Life, Fluency Checks, and FAIR testing.
			4A.3. Planning effective targeted interventions for students in the lowest quartile.	4A.3. Data Team meetings to evaluate continuous progress and effectiveness of the interventions. Change or add interventions as needed	4A.3. Teachers, Reading Coach, Principal and Assistant Principal	4A.3. Students making continuous progress according to evaluation tools.	4A.3. Review of Lesson Plans

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: To reduce the number of students not making satisfactory progress in each ethnic subgroup by 10 percentage points.	<u>2012 Current Level of Performance:*</u> White: 44% (38) Black: 68% (54) Hispanic: N/A Asian: N/A American: N/A Indian: N/A	<u>2013 Expected Level of Performance:*</u> White: 34% (29) Black: 58% (46) Hispanic: N/A Asian: N/A American: N/A Indian: N/A	5B.1. All Subgroups: Awareness by students parents, teachers, and administrators of continuous progress of students in reading.	5B.1. Individual Student Progress Monitoring Plans	5B.1. Teacher, Reading Coach, Principal, and Assistant Principal	5B.1. Individual student progress on benchmark assessments and FCAT simulation tools.	5B.1. Larger than Life Assessment, Common Benchmark Assessments, FCAT Explorer	
			5B.2. N/A	5B.2. N/A	5B.2. N/A	5B.2. N/A	5B.2. N/A	
			5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A
Reading Goal #5C: N/A- No ELL Students tested.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A
							5C.3. N/A
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. Need for remediation in specific reading skills.	5D.1. Implement strategic groups for reading instructional block to include small group pull-out (4 th /5 th) and Walk and Read (1 st – 3 rd).	5D.1. Teachers, Reading Coach, ESE Teachers, Principal, and Assistant Principal	5D.1. Review of student progress on grade level assessments.	5D.1. Benchmark Assessments, FAIR and AIMSWeb Data
Reading Goal #5D: To reduce the number of non-proficient ESE students by 20 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	96%	76%					
			5D.2. Low/poor fluency rates among students.	5D.2. Increase fluency with systematic fluency building program within reading instructional block.	5D.2. Teachers, Reading Coach, ESE Teachers, Principal, and Assistant Principal	5D.2. Review of weekly timed fluency	5D.2. Weekly fluency charts
		5D.3. Lack of independent and recreational reading by students.	5D.3. Increase student recreational reading to build fluency and expose students to wide variety of genres.	5D.3. Teachers, Media Specialist, Reading Coach, ESE Teachers, Principal, and Assistant Principal	5D.3. Review of student reading logs	5D.3. Accelerated Reader (individual student results), Fluency Charts	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Need for Professional Development on techniques to differentiate instruction	5E.1. Increase opportunities for teachers to attend professional development by offering in-house training.	5E.1. Principal, Assistant Principal, Teachers, Reading Coach,	5E.1. Vertical Teaming Days with District Curriculum Developers	5E.1. Progress Monitoring Meeting Chats, Teacher Survey
Reading Goal #5E: To reduce the number of non-proficient economically disadvantaged students by 10 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61%	51%					
			5E.2. Need for remediation in specific reading skills.	5E.2. Implement strategic groups for reading instructional block to include small group pull-out (4 th /5 th) and Walk and Read (1 st – 3 rd).	5E.2. Teachers, Reading Coach, ESE Teachers, Principal, and Assistant Principal	5E.2. Analysis of individual student results performance on common assessments and individualized instruction tools.	5E.2. Unit Benchmark tests, Larger than Life,
		5E.3. Lack of reading resources available to students.	5D.3. Increase student recreational reading and access to quality literature through extended media checkout times.	5D.3. Teachers, Media Specialist, Reading Coach, ESE Teachers, Principal, and Assistant Principal	5E.3. Publicize media checkout times to all teachers/students.	5E.3. Media Check-out reports, Home reading logs	

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
Understanding Common Core Standards and Implementation Implications	K-5	Reading Coach District Curriculum Developer	K-5 Teachers	October- December 2012	Lesson Plan Review, Progress Monitoring Chats	Reading Coach, Principal, Assistant Principal
Building Student Fluency through Self Selection	1-5	Media Specialist Reading Coach	1 st – 5 th Grade Teachers	October –November 2012	Accelerated Reader Program Monitoring	Reading Coach, Media Specialist, Principal, and Assistant Principal

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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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reading oriented Professional Learning Community	Purchase of materials for Professional Learning Community	Principal's Discretionary	250.00
			250.00 Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Independent Reading Recognition	Reward student achievement of reading goals.	Principal's Discretionary	200.00
			200.00 Subtotal:
			450.00 Total:

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. Teachers requiring assistance in implementing ESOL strategies.	1.1. Distribute ESOL Strategies to all teachers each quarter and convene quarterly meeting of ELL committee to review student progress.	1.1. Principal, Assistant Principal, and ELL committee	1.1. Review of ESOL student progress	1.1. CELLA results, Progress Monitoring Data
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
To increase the number of ELL students as proficient by 15 percentage points.	57%					
	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	
	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	
Students read grade-level text in English 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.		2.1 Teachers requiring assistance in implementing ESOL strategies.	2.1 Distribute ESOL Strategies to all teachers each quarter and convene quarterly meeting of ELL committee to review student progress.	2.1 Principal, Assistant Principal, and ELL committee	2.1 . Review of ESOL student progress	2.1 CELLA results, Progress Monitoring Data
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
To increase the number of ELL students as proficient by 15 percentage points.	29%.					
	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	2.2. N/A	
	2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	2.3. N/A	

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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 Teachers requiring assistance in implementing ESOL strategies.	3.1 Distribute ESOL Strategies to all teachers each quarter and convene quarterly meeting of ELL committee to review student progress.	3.1 Principal, Assistant Principal, and ELL committee	3.1 Review of ESOL student progress	3.1 CELLA results, Progress Monitoring Data
CELLA Goal #3: To increase the number of ELL students as proficient by 15 percentage points.	2012 Current Percent of Students Proficient in Writing :					
	25%					
		3.2 N/A	3.2 N/A	3.2 N/A	3.2 N/A	3.2 N/A
		3.3 N/A	3.3 N/A	3.3 N/A	3.3 N/A	3.3 N/A

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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
			0.00 Subtotal:
			0.00 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.			1.1. 1A.1. Monitoring continuous progress of students promoted with interventions	1.1 Differentiate instruction through resources such as Larger than Life, CAMS/STAMS, FOCUS, Fluency Checks, and district Progress Monitoring assessments.	1.1. Teachers, Math Coach, Principal and Assistant Principal.	1.1 Students making continuous progress according to evaluation tools. Progress monitoring assessment calendar	1.1. Classroom Observations, Lesson plans,
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase matched students achieving a Level 3 on FCAT by 10 percentage points.	31%	41%					
			1.2. Need to increase problem solving skills.	1.3. Increase rigor in daily lessons. Incorporate Higher Order Thinking Skills in daily lesson. Include Larry Bell "UNRAAVEL" strategy.	1.2. Teachers, Math Coach, Principal and Assistant Principal.	1.2. Students making continuous progress according to evaluation tools.	1.2. Teacher Observation
			1A.3. Need to improve basic fact fluency of students in grades 2-5	1A.3. Implement weekly Fact Fluency Practices/Quizzes	1A.3. Teachers, Math Coach, Principal and Assistant Principal	1A.3. Review of Monthly Fact Fluency Grades by Student/Class/Grade Level	1A.3. Mad Math Score Charts
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A
			1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A

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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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2.1. Challenging students working above grade level within the allotted time frame.	2.1. Differentiate instruction within the classroom and through instructional technology such as Successmaker 5.	2.1. Teachers, Math Coach, Principal and Assistant Principal.	2.1. Students making continuous progress according to evaluation tools.	2.1. District Benchmark Assessments, Successmaker 5, Larger Than Life, Higher Order Questions.
<u>Mathematics Goal</u> #2A: Increase matched students achieving a Level 4 or 5 on FCAT by 5 percentage points.	<u>2012 Current Level of Performance:*</u> 19%	<u>2013 Expected Level of Performance:*</u> 24%					
			2.2. Opportunities to enrich higher performing students working above grade level.	2.2. Differentiate instruction within the classroom and provide enrichment through STEM trained or Gifted certified teachers.	2.2. Teachers, Special Area Teachers, Math Coach, Principal and Assistant Principal.	2.2. Students making continuous progress according to evaluation tools.	2.2. District Benchmark Assessments, Successmaker 5, Larger Than Life, Higher Order Questions.
			2A.3. Opportunities to display rigor for higher performing math students.	2A.3. Math Club implementation for grades 4 and 5.	2A.3. Math Coach, Math Club Sponsors, Principal, and Assistant Principal	2A.3. Participation in district level Mini Mu Math Competitions	2A.3. Math Club Meetings, Mini Mu Registrations
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A
<u>Mathematics Goal</u> #2B: N/A	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> N/A					
			2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A
			2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A

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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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3.1. Teacher awareness of continuous monitoring of student progress	3.1. Continue to implement Larger Than Life, Common Assessments by grade level, and Benchmark Assessments to track student progress.	3.1. Math Coach, Teachers, Principal and Assistant Principal.	3.1. Students making continuous progress according to evaluation tools. Adherence to Progress Monitoring Assessment Calendar.	3.1. District Benchmark Assessments, Successmaker 5, Larger Than Life, Higher Order Questions.
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase matched students making learning gains by 8 percentage points.	77%	85%					
			3.2. Implementing interventions to meet the needs of all students.	3.2. Schedule Resource Teachers, ESE Teachers, Special Area, Instructional Assistants, and Mentors to assist with math interventions.	3.2. Math Coach, Teachers, Principal and Assistant Principal.	3.2. Students making continuous progress according to evaluation tools.	3.2. District Benchmark Assessments, Successmaker 5, Larger Than Life, Higher Order Questions.
			3.3. Pacing for completion of core benchmarks by end of school year.	3.3. Monitor grade level pacing guides for Core instruction in math.	3.3. Math Coach, Principal and Assistant Principal	3.3. Lessons are planned in time that coincides with grade level pacing guides.	3.3. Lesson Plan Review, Classroom Observations, pacing guides.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A
			3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A

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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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4.1. Teacher awareness of continuous monitoring of student progress	4.1. Continue to implement Larger Than Life, Fluency Checks, and Benchmark Assessments to track student progress.	4.1. Math Coach, Teachers, Principal and Assistant Principal.	4.1. Students making continuous progress according to evaluation tools. Adherence to Progress Monitoring Assessment Calendar.	4.1. District Benchmark Assessments, Successmaker 5, Larger Than Life, Higher Order Questions.
Mathematics Goal #4:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase matched students making learning gains by 10 percentage points.	74%	84%					
			4.2. Implementing interventions to meet the needs of all students.	4.2. Schedule Resource Teachers, ESE Teachers, Special Area, Instructional Assistants, and Mentors to assist with math interventions.	4.2. Math Coach, Teachers, Principal and Assistant Principal.	4.2. Students making continuous progress according to evaluation tools.	4.2. District Benchmark Assessments, Successmaker 5, Larger Than Life, Higher Order Questions.
			4.3. Pacing for completion of core benchmarks by end of school year.	4.3. Monitor grade level pacing guides for Core instruction in math.	4.3. Math Coach, Principal and Assistant Principal	4.3. Lessons are planned in time that coincides with grade level pacing guides.	4.3. Lesson Plan Review, Classroom Observations, pacing guides.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: To reduce the number of students not making satisfactory progress in each ethnic subgroup by 10 percentage points.	<u>2012 Current Level of Performance:*</u> White: 48% (41) Black: 56% (44) Hispanic: N/A Asian: N/A American Indian: N/A	<u>2013 Expected Level of Performance:*</u> White: 38% (33) Black: 46% (36) Hispanic: N/A Asian: N/A American Indian: N/A	5B.1. All Subgroups: Awareness by students parents, teachers, and administrators of continuous progress of students in Math. White: Black: Hispanic: Asian: American Indian:	5B.1. Individual Student Progress Monitoring Plans	5B.1. Teacher, Math Coach, Principal, and Assistant Principal	5B.1. Individual student progress on benchmark assessments and FCAT simulation tools.	5B.1. Larger than Life Assessment, Common Benchmark Assessments, FCAT Explorer	
			5B.2. N/A	5B.2. N/A	5B.2. N/A	5B.2. N/A	5B.2. N/A	
			5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	5B.3. N/A	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A	5C.2. N/A
			5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. N/A	5C.3. N/A
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.			5E.1. Strategic use of limited staff to meet the needs of all students.	5E.1. Schedule Resource Teachers, ESE Teachers, Instructional Assistants, and Foster Grandparents to assist with math interventions.	5E.1. Math Coach, Teachers, Principal and Assistant Principal.	5E.1. Students making continuous progress according to evaluation tools.	5E.1. District Benchmark Assessments, Fact Fluency Checks, Larger Than Life, Successmaker 5,
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To reduce the number of non-proficient ESE students by 10 percentage points.	88%	78%		Use computer assisted instruction and supplemental curriculum strategically (Successmaker 5, STAMS/CAMS)			
			5D.2. N/A	5D.2. N/A	5D.2. N/A	5D.2. N/A	5D.2. N/A
			5D.3. N/A	5D.3. N/A	5D.3. N/A	5D.3. N/A	5D.3. N/A

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Strategic use of limited staff to meet the needs of all students.	5E.1. Schedule Resource Teachers, ESE Teachers, Instructional Assistants, and Foster Grandparents to assist with math interventions. Use computer assisted instruction and supplemental curriculum strategically (Successmaker 5, STAMS/CAMS)	5E.1. Math Coach, Teachers, Principal and Assistant Principal.	5E.1. Students making continuous progress according to evaluation tools.	5E.1. District Benchmark Assessments, Fluency Checks, Larger Than Life, Successmaker 4,
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E: To reduce the number of non-proficient economically disadvantaged students by 10 percentage points.	58%	48%					
			5E.2. N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A	5E.2. N/A
			5E.3. N/A	5E.3. N/A	5E.3. N/A	5E.3. N/A	5E.3. N/A

End of Elementary School Mathematics Goals

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Coaching Days by Elementary Math Curriculum Developer	Provide one-on-one coaching and lesson modeling; assist with analyzing and interpreting data; assist teachers with utilizing online resources such as Go Math and AIMSWeb as progress monitoring tools. (September & November 2012; January & March 2013)	In-kind	0.00
			0.00 Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Math Club Mini Mu Registration & Transportation	Paid participation for top 20 Math Club students for the Cobb Mini Mu Competition	Principal's Discretionary	\$200.00
			200.00 Subtotal:
			200.00 Total:

End of 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.			1.A.1 Students lack vocabulary skills essential to understanding science concepts.	1.A.1 Incorporate vocabulary strategies within the curriculum	1.A.1 Teachers, Principal and Assistant Principal	1.A.1 Teacher observation of students using vocabulary strategies, lesson plans incorporate vocabulary strategies. Students making continuous progress according to evaluation tools.	1.A.1 Classroom Walkthroughs, review of lesson plans, District progress monitoring assessments.
Science Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase matched curriculum students scoring Level 3 by 5 percentage points.	26%	31%					
			1.2. Implementation of hands-on science	1.2. Implement GEMS and AIMS materials in lesson plans.	1.2. Teachers, Principal and Assistant Principal	1.2. Review of Lesson plans	1.2. Classroom Walkthroughs, review of lesson plans, District progress monitoring assessments
			1A.3. N/A	1A.3. N/A	1A.3. N/A	1A.3. N/A	1A.3. N/A
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A
Science Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A
			1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A

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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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Lack of prior knowledge and exposure to hands-on techniques.	2A.1. Develop teacher strategies to engage students in hands-on science and provide in-house training for teachers. Conduct needs assessment to determine materials required to successfully provide hands-on science activities.	2A.1. Science Advocate, Teachers, Principal and Assistant Principal	2A.1. In-house training provided through District staff.	2A.1. Classroom Walkthroughs, review of lesson plans, Portfolios, and Science Fair Projects.
Science Goal #2A: Increase matched curriculum students scoring Levels 4 and 5 by 5 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers prepared to teach hands-on science.			Grade level science materials request submitted by Team Leader.	Science Materials request forms.
	20%	25%					
			2A.2. N/A	2A.2. N/A	2A.2. N/A	2A.2. N/A	2A.2. N/A
			2A.3. N/A	2A.3. N/A	2A.3. N/A	2A.3. N/A	2A.3. N/A
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A
Science Goal #2B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A
			2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A

End of Elementary and Middle School Science Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Implementation	PK-5	Science Committee District Science Developer	K-5 Teachers	November 2012	Lesson Plans / Science Progress Monitoring	Principal and Assistant Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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
Hands-On Science Materials	Purchase of consumable items for classroom science demonstrations	Flex Budget	250.00
			250.00 Subtotal:
			250.00 Total:

End of Science Goals

August 2012
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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. Increased expectations of rigor for student performance in FCAT Writing.	1A.1. Monthly writing “on demand” assessments. Engage students in writing process to perfect writing over time (includes conferencing and feedback with teacher and peers.)	1A.1. Teachers, Principal and Assistant Principal	1A.1. Students increase in writing scores across grade levels on monthly prompt writing.	1A.1. Monthly prompt writing, Classroom Observations, Progress Monitoring through electronic data wall.
Writing Goal #1A: Increase the number of matched students achieving adequate yearly progress in writing.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	81%	84%					
			1A.2. Teacher training in techniques/strategies to develop proficient writers.	1A.2. Increase awareness of ongoing district trainings through weekly faculty bulletin and Professional Learning Updates. Provide on-site session with District Language Arts Curriculum Developer (3x yearly)	1A.2. Teachers, Principal and Assistant Principal	1A.2. Teacher attendance at training and feedback via Progress Monitoring Meetings.	1A.2. Professional learning in-service report
			1A.3. N/A	1A.3. N/A	1A.3. N/A	1A.3. N/A	1A.3. N/A
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A
Writing Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A
			1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A

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Writing 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
New Florida Scoring Guidelines	3-5	LCS Language Arts Curriculum Developer	3 rd -5 th Grade teachers	October 2012	Woodville Writes Assessments Progress Monitoring Meetings	Principal and Assistant Principal

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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
Student Awards and Recognition	Awards and recognition for continued progress in writing achievement	Principal's Discretionary	100.00
			100.00 Subtotal:
			100.00 Total:

End of Writing Goals

**August 2012
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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. As a school in a rural community many of our students and families lack reliable transportation.	1.1. Promote safe passages to school to alert parents of methods of dropping their child off (including supervision hours) and school bus schedules. Create master transportation logs to monitor the method of students' transportation.	1.1.Principal, Assistant Principal, Office Staff	1.1. Weekly and monthly updating of transportation logs.	1.1. Transportation Logs
Attendance Goal #1: To increase the attendance rate to 95% , , reduce the number of students with 10 or more absences by 13 percentage points, and reduce the number of students with excessive tardies by 18 percentage points.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	93%	95%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	46%	33%					
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)						
48%	30%	1.2. Undocumented absences for multiple days.	1.2. Increase parent contact for absent students by providing courtesy calls to homes for each absence and documenting on progress reports.	1.2. Classroom Teacher, Guidance Counselor, Principal and Assistant Principal.	1.2. Maintain phone records of calls made and copies of progress reports.	1.2. Monthly review of Attendance Call logs.	
		1.3. Teachers awareness of their role in initiating the attendance monitoring process.	1.3. Professional Development on Compulsory School Attendance during faculty meetings and Attendance Update Emails distributed monthly to teachers.	1.3. Guidance Counselor and Assistant Principal	1.3. Monthly email distribution of the process for initiating attendance conferences, monthly log of attendance monitoring activities.	1.3. Monitoring number of monthly referrals from teachers. Evaluate daily attendance sheets.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding the Compulsory Student Attendance Laws	PK-5	Guidance Counselor Asst. Principal	PK-5 Teachers	August – October 2012	Monthly Attendance Emails Faculty Meeting Refresher	Guidance Counselor Assistant Principal

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
Student Attendance Award Recognition	Recognition Activities for students with perfect attendance and improved attendance.	Flex Budget	\$200.00
			Subtotal:
			200.00 Total:

End of Attendance Goals

**August 2012
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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. Inadequate Staff to supervise in-school suspension.	1.1. Strategic scheduling of Instructional Paraprofessionals to staff the ISS room.	1.1. Principal and Assistant Principal	1.1. Review of Behavior data through Positive Behavior Support Team.	1.1. Monthly Educator’s Handbook Data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	4	10					
To reduce the number of students suspended out of school by 40%	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	4	10					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	51	30					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	18	11					
			1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A	1.2. N/A
			1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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
Teacher training on use of Educator’s Handbook (Assistant Principal-facilitator)	Educator’s Handbook Website	N/A	0.00
			0.00 Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			0.00 Total:

End of Suspension Goals

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

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			1.1. School to home communication	1.1. Provide multiple venues to advertise school's accomplishments and advertise parent meetings (revamped school newsletter, web page, list serv, Facebook page)	1.1. Principal, Assistant Principal, Parent Liaison	1.1. Monitoring list serve participation and Facebook "Likes"	1.1. Monthly monitoring of digital content.
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
To increase attendance at parent-focused meetings by 10 percentage points. <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	42%.	52%.					
			1.2. Parent awareness of academic initiatives and common core curriculum implementation	1.2. Parent Workshops	1.2. Parent Liaison, Principal Assistant Principal	1.2. Parent Survey	1.2. Parent feedback via survey and School Climate Survey
			1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Night Workshop (FCAT)	3-5	Principal Teachers	School-wide	February 2013	Parent Survey	Principal and Assistant Principal
Parent Development Workshops	PK-5	Parent Liaison Teachers	School-wide	Ongoing	Parent Survey	Parent Liaison, Principal

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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
Parent Night Workshop (FCAT)	Preparation of Handouts; Make-and-Take Materials	Principal's Discretionary	\$100.00
Parent Liaison	Supplement to District Appropriation for Parent Liaison	Flex Budget	600.00
			700.00 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
Ongoing Parent Development Sessions	Parent Liaison Teachers Community Leaders	N/A	N/A
			700.00 Subtotal:
			700.00 Total:

End of Parent Involvement Goal(s)

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

STEM 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:					
STEM Goal #1: Increase matched curriculum students scoring Levels 3, 4, and 5 in science and math by 10 percentage points.	1.1. Need for training on increasing student exposure to STEM fields.	1.1. Provide more opportunities for in-house training in STEM components.	1.1. Math Coach, K-5 Science,	1.1. Evaluation of the inclusion of hands-on activities in the math and science classroom.	1.1. Lesson Plan reviews and classroom walkthroughs
	1.2. Opportunities to engage in science, math and technology exploration.	1.2. Implementation of a STEM club	1.2. Math Coach, STEM Club Sponsor, Principal and Assistant Principal	1.2. Participation in District competitions (Mini Mu, Science Fair, Poster Contests, etc.)	1.2. STEM Club Survey, Teacher End of Year Survey
	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A	1.3. N/A

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Implementation	PK – 5	Science Committee	PK – 5	November 2012 Professional Learning	Review of Lesson Plans	Principal/Assistant Principal

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
STEM Club Materials Budget for “Sci-Fridays”	Consumable materials to engage students in hands-on science activities and promote critical thinking and problem solving.	Grant Funding Sought	500.00
			500.00 Subtotal:
			500.00 Total:

End of STEM Goal(s)

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

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	450.00 Total:
CELLA Budget	N/A Total:
Mathematics Budget	200.00 Total:
Science Budget	250.00 Total:
Writing Budget	100.00 Total:
Civics Budget	N/A Total:
U.S. History Budget	N/A Total:
Attendance Budget	200.00 Total:
Suspension Budget	N/A Total:
Dropout Prevention Budget	N/A Total:
Parent Involvement Budget	700.00 Total:
STEM Budget	500.00 Total:
CTE Budget	N/A Total:
Additional Goals	N/A Total:
	2,400.00 Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- 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.
In the 2012-2013 school years, SAC will continue to be a venue to receive parental and community input on issues relating to student achievement and school advancement including the effort to seek designation as a Civics and Service Learning Magnet School.

Describe the projected use of SAC funds.	Amount
N/A	N/A