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:1961Lakeview Fundamental Elementary	District Name: Pinellas County Schools
Principal: Susan Garcia-Nikolova	Superintendent :John A. Stewart, Ed.D.
SAC Chair: Stephanie Roberts	Date of School Board Approval: Pending: October 19, 2012

Student Achievement Data and Reference Materials:

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

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<u>Administrators</u>

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Susan Garcia-Nikolova	B.S .Elementary Education 1-6 M.S. Educational Leadership-K-12	3	11	During the tenure of Mrs. Garcia-Nikolova, Lakeview has maintained the school grade of an A. Gains (lowest 25%) are as follows：2010/2011 77% of struggling students making a year's worth of progress in reading 2009/2010 83% of struggling students making a year's worth of progress in math 77% of struggling students making a year's worth of progress in reading 87% of struggling students making a year's worth of progress in math
Assistant Principal	N/A	N/A	N/A	N/A	N/A

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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)
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A

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. Lakeview Fundamental has a very low turnover in staff. When a staff member leaves Lakeview it is generally due to retirement. When this does occur an interview team is established to develop questions and share in the interview process. Teams are constructed of member from the team the new staff member will serve on and diverse members of the staff so that the entire school has representation. We choose the individual based on credentials as well as best fit for the students of Lakeview. District procedures are also followed in terms of policies for hiring.	Principal	On Going
2.		
3.		
4.		

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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
No Teachers are teaching out of field. Highly Effective- Data not available at this time.	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	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	%ESOL Endorsed Teachers
22	1/4..45%	4/18.18%	7/31.82%	11/50%	10/45.45%	22/100%	2/9.09%	1/4.45%	7/31.82%

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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
Mr. Keith Fawcett	Anna Doll	Mr. Fawcett is a district trained Mentor and has supervised several interns in the past. His training is specifically designed to assist new teachers and teachers that are new to Lakeview.	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. Reviewing and monitoring fundamental the implementation of fundamental policies and procedures.
Mr. Keith Fawcett	Tameka Rodney	Mr. Fawcett is a district trained Mentor and has supervised several interns in the past. His training is specifically designed to assist new teachers and teachers that are new to Lakeview.	

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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 N/A
Title I, Part C- N/A
Title I, Part D N/A
Title II N/A
Title III N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs N/A
Nutrition Programs   N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education   N/A
Job Training N/A
Other N/A

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)
Identify the school-based MTSS leadership team. Susan Garcia-Nikolova, Principal Heidi Bockover, Curriculum Specialist Kari Altman, Guidance Counselor Kelly Woodward, Speech/Language Therapist David Lawson, VE Resource Teacher Kathy Lee, ELM Teacher Kahlilah Dawkins, School Psychologist
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 MTSS/RtI team meets regularly on Monday mornings- Meetings are dedicated to specific agenda items and to specific grade level teams. Based on grade level P.E. times the MTSS/RtI meets with each grade level once a month for a RtI/PLCs .   This allows the team to work collablortavley with each team to review data and focus interventions as a full team. See Below for meeting times -Facilitator – generates agenda and leads team discussions -Data Manager(s)– assist team in accessing and interpreting (aggregating/disaggregating) the data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as maintaining electronic folder that is available for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agree upon agenda **Meeting time:** First Monday of each month- PSW review and development RtI Meetings, Second Monday of each month- Meetings with Kindergarten, First and Second Grade- Times determined by P.E. times Third Monday of each Month- Meetings with Third, Fourth and Fifth Grade- Times determined by P.E. times Fourth Monday of each Month- PSW review and development RtI Meeting.
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 SIP? The MTSS Team plays a key role in the implementation and monitoring of the SIP. During our weekly meetings the monitoring of student performance along with teachers allows the entire instructional staff to have direct and immediate up to date data regarding the process of students and their achievement. The MSTT is also able to monitor the strategies that are used with students and the delivery of material as mentioned in the SIP.
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.

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Data Sources used are PCAS scores and FAIR data. Teacher input as well as classroom generated assessments are reviewed. Behavior data – IAC referrals, behavior referrals and teacher notes. Ongoing progress monitoring (OPM) is also used once a student has been identified. AIMSWeb probes are used.
Describe the plan to train staff on MTSS. Staff members are trained as needed based on surveys and when a need arises. This takes place as individual teams in the PLC or as a whole faculty.
Describe the plan to support MTSS. Teachers and members of the MTSS/RtI team work very closely together Support is generated by having all be a part of the process. The RtI/PLCs is a very collaborative tool that lends itself to all around support.

Literacy Leadership Team (LLT)
School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Kerry Marks Darlene Jansen Cheryl Sleppy Diane Kort Jeff Sprague Mary Jane Cartier Pat Trusler

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
• Support for text complexity
• Support for instructional skills to improve reading comprehension
    o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
    o Providing scaffolding that does not preempt or replace text reading by students
    o Developing and asking text dependent questions from a range of question types
    o Emphasizing students supporting their answers based upon evidence from the text
    o Providing extensive research and writing opportunities (claims and evidence)
• Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
Also supports the fundamental guidelines as they pertain to students both academically and in the area of work habits.
The district will provide training and tools for Literacy Leadership Teams.

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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.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

<table>
<tr><th colspan="2">Reading Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="2">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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="2">**1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.**</td><td>1a.1.
Insufficient standard based instruction</td><td>1a.1.
Set and communicate a purpose for learning and learning goals in each lesson</td><td>1a.1.
Principal who evaluates teachers</td><td>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</td><td>1a.1.
Walkthrough & Lesson Plans</td></tr>
<tr><td>Reading Goal #1a:

Improve current level of performance</td><td>2012 Current Level of Performance:* (22%)

(40) | 2013Expected Level of Performance:*

Decrease level 1&2 from 14%</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

		To 4%				*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Principal who evaluates teachers	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
			1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Principal who evaluates teachers	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

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1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			N/A	N/A	N/A	N/A	1b.2. N/A
Reading Goal #1b: N/A Currently no students at Lakeview take the Florida Alternative Assessment.	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* N/A	1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Reading Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 64% (115)	2013Expected Level of Performance:* Increase level 4 and 5 by 5%	2a.1. Insufficient standard based instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. Principal who evaluates teachers	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

		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
		2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		N/A	N/A	N/A	N/A	N/A
Reading Goal #2b: Currently no students at Lakeview take the FAA	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* Increase level 7 by 5%				
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.		3a.1. Insufficient student engagement	3a.1. Differentiate Instruction	3a.1. Principal who evaluates teachers	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	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:* 86% 102	2013Expected Level of Performance:* 100%				

						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.**			N/A	N/A	N/A	N/A	N/A
Reading Goal #3b: Currently no students at Lakeview take the FAA.	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* 100%					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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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. Insufficient differentiation of instruction	4a.1. Differentiate Instruction	4a.1. Principal who evaluates teachers	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:* *N/A*					
	2013Expected Level of Performance:* 100%					
		4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and	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	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

| | | engagement areas | | | 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.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. |

4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in reading.**		N/A	N/A	N/A	N/A	N/A

Reading Goal #4b: Currently no students at Lakeview take the FAA	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* 100%

| | | | | | | |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap	Baseline data 2010-2011 90	92	93	95	97	98	100

by 50%.						
Reading Goal #5A: Improve the performance of student subgroups not making satisfactory progress.						
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. Principal who evaluates teachers	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough

Reading Goal #5B:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	White:107 69% Black: 29 19% Hispanic: 10 6% Asian: 4 3% 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.	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. Insufficient differentiation of instruction	5c.1. Differentiate Instruction	5c.1. Principal who evaluates teachers	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express	5c.1. Lesson Plans & Walkthrough
Reading Goal #5C:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	*N/A*	100% of ELL students to make a learning gain An increase in proficiency by 10%					

							knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.		5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.		5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in reading. Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance:* 61% 11	2013 Expected Level of Performance:* 100% of all SWD students to make a learning gain An increase in proficiency by 10%	5d.1. Insufficinet differentiation of instruction	5d.1. Differentiate Instruction	5d.1. Principal who evaluates teachers	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
			5D.2.	5D.2.	5D.2.	5D.2.		5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.		5D.3.
			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy		Evaluation Tool

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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:						
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5e.1. Insufficient differentiation of instruction	5e.1. Differentiate Instruction	5e.1. Principal who evaluates teachers	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:*	2013Expected Level of Performance:*				
	37%	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
Standards Based PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Engagement PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Differentiation/Intervention PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records	Principal. PS/SBLT, Curriculum Specialist and Teachers
Lesson Study	All Grade K-5	Principal/Curr. Spec. and Teachers	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Once a month – individual team schedules	Monitoring and follow up during PLCs, Faculty Seminars, PBLT/PLCs and individual/ team meetings with Principal	Principal. PS/SBLT, Curriculum Specialist and Teachers

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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
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:$0.00	

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. CELLA Goal #1: Improve current level of performance Number CELLA tested: 1	2012 Current Percent of Students Proficient in Listening/Speaking: 100% 1	Insufficient differentiation of instruction.	1.1. Continue formative assessments to inform differentiation in instruction	1.1. Principal who evaluates teachers	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
		2.1. Insufficient differentiation of instruction	2.1. Differentiate Instruction	2.1. Principal who evaluates teachers	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

					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. CELLA Goal #2: Improve current level of performance	2012 Current Percent of Students Proficient in Reading : 0% 0	2.2. Insufficient standard based instruction	2.2. Implement High Yield Instructional Strategies	2.2. Principal who evaluates teachers	2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2.2. Walkthrough
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing. CELLA Goal #3: Improve current level of performance	2012 Current Percent of Students Proficient in Writing : 0% 0	3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. Principal who evaluates teachers	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	3.1. 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:$0.00

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 AchievementLevel 3 in mathematics. Mathematics Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 57 31%	2013Expected Level of Performance:* Decrease in level 1 and 2 from 25% To 15%	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Principal who evaluates teachers	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Principal who evaluates teachers	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.	1a.2. Walkthrough

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						*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. Principal who evaluates teachers	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics Goal #1b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*	1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. Principal who evaluates teachers	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
Improve current level of performance	#N/A	Decrease in level 1,2 and 3					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

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		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. Mathematics Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 44% 79	2013Expected Level of Performance:* Increase in level 4 and 5 by 5%	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. Principal who evaluates teachers	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.2.	2a.2.	2a.2.	2a.2.	2a.2.
		2a.3	2a.3	2a.3	2a.3	2a.3

Note: "2a.1. Walkthrough" appears in the Evaluation Tool column for the 2a.1 row.

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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. Principal who evaluates teachers	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 studentsaligned to FAA access points	2b1. Walkthrough
Mathematics Goal #2b: Improve current level of performance	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* Increase in level 7 by 5%					
			2b2.	2b2.	2b2.	2b2.	2b2.
			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. Principal who evaluates teachers	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	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #3a: Improve current level of performance	2012 Current Level of Performance:* 74% 88	2013Expected Level of Performance:* 100% of students will make a learning gain					

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					diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		3a.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. Principal who evaluates teachers	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	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Mathematics Goal #3b: Improve current level of performance	2012 Current Level of Performance:* *N/A*	2013Expected Level of Performance:* 100% of students will make learning gains					

						understanding in different ways, which includes varying degrees of difficulty.	
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. Principal who evaluates teachers	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: Improve current level of performance	2012 Current Level of Performance:* *64% 21*	2013Expected Level of Performance:* 100% of students will make a learning gain					
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and	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	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

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		engagement areas			*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.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. Principal who evaluates teachers	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:* *N/A*	2013Expected Level of Performance:* 100% of students will make a learning gain					

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		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	91	92	93	93	94	95	96
Mathematics Goal #5A: Improve current level of performance							

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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
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** Mathematics Goal #5B: Improve current level of performance			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. Principal who evaluates teachers	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough
	2012 Current Level of Performance:* White: 68% 92 Black: 20% 27 Hispanic: 6% 8 Asian: 4% 1 American Indian: 1% 1	2013Expected Level of Performance:* 100% of student subgroups will make learning gains An increase in proficiency by 10% :					
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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			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. Principal who evaluates teachers	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
Mathematics Goal #5C: Improve current level of performance	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* 100% of ELL students will make learning gains An increase in proficiency by 10%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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. Principal who evaluates teachers	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	5d.1. Lesson Plans & Walkthrough
Mathematics Goal #5D: Improve current level of performance	2012 Current Level of Performance:* 58%	2013 Expected Level of Performance:* 100% of SWD students will make					

						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.	
	learning gains An increase in proficiency by 10%						
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	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. Mathematics Goal #5E: Improve current level of performance	2012 Current Level of Performance:* 50% 24	2013Expected Level of Performance:* 100% of Economically Disadvantaged students will make learning gains An increase in	5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. Principal who evaluates teachers	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	5e.1. Lesson Plans & Walkthrough	

		proficiency by 10%				flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		5E.2	5E.2	5E.2	5E.2	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. Science Goal #1a: Improve current level of performance			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Principal who evaluates teachers	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
	2012 Current Level of Performance:* 35% 23	2013Expected Level of Performance:* Decrease the number of level 1 and 2					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Principal who evaluates teachers	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	1a.2. Walkthrough

					learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Principal who evaluates teachers	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. Principal who evaluates teachers	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	1b.1. Walkthrough & Lesson Plans

Science Goal #1b:

Improve current level of performance

2012 Current Level of Performance:*	2013Expected Level of Performance:*
#N/A	Decrease the number of level 1,2, and 3

						answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	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. Principal who evaluates teachers	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: Improve current level of performance	2012 Current Level of Performance:* 31% 20	2013Expected Level of Performance:* Increase the level 4 and 5 students 5%					

			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment:Students scoring at or above Level 7 in science.			2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b1. N/A
Science Goal #2b: Currently no students at Lakeview take the FAA	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* N/A					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

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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
Standards Based PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Engagement PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Differentiation/Intervention PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records	Principal. PS/SBLT, Curriculum Specialist and Teachers
Lesson Study	All Grade K-5	Principal/Curr. Spec. and Teachers	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Once a month – individual team schedules	Monitoring and follow up during PLCs, Faculty Seminars, PBLT/PLCs and individual/ team meetings with Principal	Principal. PS/SBLT, Curriculum Specialist and Teachers

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Science Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:$0.00	

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing. <u>Writing Goal #1a:</u> Improve current level of performance	2012 Current Level of Performance:* 89% 56 Level 4 and above 59% 37	2013Expected Level of Performance:* Decrease number of level 1,2 and 3 students	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Principal who evaluates teachers	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Principal who evaluates teachers	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by	1a.2. Walkthrough

						connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Principal who evaluates teachers	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

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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
Writing Goal #1b: Currently no students at lakeview take the FAA	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	N/A	N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

End of Writing Goals

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

<table>
<tr><td colspan="7" align="center">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.</td></tr>
<tr>
<td>PD Content /Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td>
<td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
</tr>
<tr>
<td>Standards Based PLC</td>
<td>All Grade K-5</td>
<td>All Teachers, PS/SBLT and Principal</td>
<td>PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.</td>
<td>PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.</td>
<td>Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.</td>
<td>Principal. PS/SBLT, Curriculum Specialist and Teachers</td>
</tr>
<tr>
<td>Engagement PLC</td>
<td>All Grade K-5</td>
<td>All Teachers, PS/SBLT and Principal</td>
<td>PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.</td>
<td>Principal. PS/SBLT, Curriculum Specialist and Teachers</td>
<td>Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.</td>
<td>Principal. PS/SBLT, Curriculum Specialist and Teachers</td>
</tr>
<tr>
<td>Differentiation/Intervention PLC</td>
<td>All Grade K-5</td>
<td>All Teachers, PS/SBLT and Principal</td>
<td>PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.</td>
<td>Principal. PS/SBLT, Curriculum Specialist and Teachers</td>
<td>Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records</td>
<td>Principal. PS/SBLT, Curriculum Specialist and Teachers</td>
</tr>
<tr>
<td>Lesson Study</td>
<td>All Grade K-5</td>
<td>Principal/Curr. Spec. and Teachers</td>
<td>PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.</td>
<td>Once a month – individual team schedules</td>
<td>Monitoring and follow up during PLCs, Faculty Seminars, PBLT/PLCs and individual/ team meetings with Principal</td>
<td>Principal. PS/SBLT, Curriculum Specialist and Teachers</td>
</tr>
<tr>
<td></td><td></td><td></td><td></td><td></td><td></td><td></td>
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<tr>
<td></td><td></td><td></td><td></td><td></td><td></td><td></td>
</tr>
</table>

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

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:$0.00

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

Attendance Goal(s)

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

<table>
<tr>
<th colspan="2">Attendance Goal(s)</th>
<th colspan="5">Problem-solving Process to Increase Attendance</th>
</tr>
<tr>
<td colspan="2">Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="2">1. Attendance</td>
<td rowspan="4">1.1.
Lack of student engagement</td>
<td rowspan="4">1.1.
Positive behavior supports are in place in the form of an effective school wide behavior plan</td>
<td rowspan="4">1.1.
SBLT</td>
<td rowspan="4">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</td>
<td rowspan="4">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</td>
</tr>
<tr>
<td rowspan="4">Attendance Goal #1:

Improve current level of performance</td>
<td>2012 Current Attendance Rate:*</td>
</tr>
<tr>
<td>2013 Expected Attendance Rate:*</td>
</tr>
<tr>
<td>97%</td>
</tr>
<tr>
<td colspan="2">Greater than prior year</td>
<td colspan="5"></td>
</tr>
<tr>
<td colspan="2">2012 Current Number of Studentswith Excessive Absences (10 or more)</td>
<td colspan="5"></td>
</tr>
<tr>
<td colspan="2">2013 Expected Number of Students with Excessive Absences (10 or more)</td>
<td colspan="5"></td>
</tr>
<tr>
<td colspan="2">56</td>
<td colspan="5"></td>
</tr>
<tr>
<td colspan="2">10% decrease from prior year</td>
<td colspan="5"></td>
</tr>
<tr>
<td colspan="2">2012 Current Number of Students with Excessive Tardies (10 or more)</td>
<td colspan="5"></td>
</tr>
<tr>
<td colspan="2">2013Expected Number of Students with Excessive Tardies (10 or more)</td>
<td colspan="5"></td>
</tr>
<tr>
<td colspan="2">33</td>
<td colspan="5"></td>
</tr>
<tr>
<td colspan="2">10% decrease from prior year</td>
<td colspan="5"></td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.2.</td>
<td>1.2.</td>
<td>1.2.</td>
<td>1.2.</td>
<td>1.2.</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
<td>1.3.</td>
</tr>
</table>

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
Standards Based PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Engagement PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Differentiation/Intervention PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records	Principal. PS/SBLT, Curriculum Specialist and Teachers
Lesson Study	All Grade K-5	Principal/Curr. Spec. and Teachers	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Once a month – individual team schedules	Monitoring and follow up during PLCs, Faculty Seminars, PBLT/PLCs and individual/ team meetings with Principal	Principal. PS/SBLT, Curriculum Specialist and Teachers

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

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:$0.00	

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension <u>Suspension Goal #1:</u> Improve current level of performance	2012Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan Continue to enforce the Fundamental Guidelines with fidelity.	1.1. Principal Principal Interventions and Appeals Committee (IAC)	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
	0	10% decrease from prior year					
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	0	10% decrease from prior year					
	2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	3	10% decrease from prior year					
	2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	3	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Standards Based PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Engagement PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Differentiation/Intervention PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records	Principal. PS/SBLT, Curriculum Specialist and Teachers
Lesson Study	All Grade K-5	Principal/Curr. Spec. and Teachers	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Once a month – individual team schedules	Monitoring and follow up during PLCs, Faculty Seminars, PBLT/PLCs and individual/ team meetings with Principal	Principal. PS/SBLT, Curriculum Specialist and Teachers

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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:$0.00	

End of Suspension Goals

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

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

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

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

Dropout Prevention Budget(Insert rows as needed)

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

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

			Subtotal:
			Total:$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	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. Continue to 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. Principal Teachers	1.1. Determine where the lack of parental involvement is having an impact. Parents are required to sign and adhere to fundamental guidelines regarding parental involvement. The adherence to these guidelines are monitored by the number of IAC referrals that are related to infractions that are related to parental requirements. Parents at Lakeview are highly involved and required to attend specific meetings on a monthly basis. This process is monitored. There are several activities and events that occur at Lakeview on a regular basis. Many of these events require parental assistance and volunteering.	1.Student progress in terms of academic reports IAC spreadsheet tracking the number of IAC meetings and the type of infraction that lead to the IAC. PTA/SAC – Monthly sign in cards Volunteer log- in numbers Along with the documented parental volunteer I sign ups for committees, events and as room parents.

Sub-table within column 1:

	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*
Improve current level of performance Portal logins by parents	*6,000 hours of logged in volunteer time.*	Increase by 20%

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

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

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
Standards Based PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Engagement PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Differentiation/Intervention PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records	Principal. PS/SBLT, Curriculum Specialist and Teachers
Lesson Study	All Grade K-5	Principal/Curr. Spec. and Teachers	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Once a month – individual team schedules	Monitoring and follow up during PLCs, Faculty Seminars, PBLT/PLCs and individual/ team meetings with Principal	Principal. PS/SBLT, Curriculum Specialist and Teachers

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

Parent Involvement Budget

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		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:$0.00	

End of Parent Involvement Goal(s)

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

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

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

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

STEM Professional Development

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

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

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STEM Budget (Insert rows as needed)

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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:$0.00	

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

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

CTE Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$0.00

End of CTE Goal(s)

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

Additional Goal I Wellness (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness Additional Goal #1: Improve current level of performance	2012 Current Level :* Meeting Bronze Level on Healthy Schools Inventory	2013 Expected Level :* Maintain Bronze Level on Healthy Schools Inventory Striving towards Silver Level on Healthy Schools Inventory B Data: Being Fit Matters School will improve students' scores on one Being Fit Matters Assessment	1.1.	1.1. A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/	1.1. A: Healthy School Team Leader (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	1.1. A: Completion of 6th Step of the Healthy School Program online (Celebrate Successes)	1.1. A: Healthy School Inventory (Evaluate Your School) online

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Revised April 29, 2011

		scores for selected by school.		B: Complete Pre and Post Being Fit Matters student assessments and upload data	B: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	B: Being Fit Matters Statistical Report (Portal)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
Standards Based PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Engagement PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Differentiation/Intervention PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records	Principal. PS/SBLT, Curriculum Specialist and Teachers

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$.00

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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 Additional Goal #1: There will be an increase in black student achievement	2012 Current Level :* Reading level 3 and above:62% (29) Math Level 3and above: 78% (37)	2013 Expected Level :* All black students to make learning gains in reading and math	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. Principal who evaluates teachers	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
			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
Standards Based PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Engagement PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Differentiation/Intervention PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records	Principal. PS/SBLT, Curriculum Specialist and Teachers
Lesson Study	All Grade K-5	Principal/Curr. Spec. and Teachers	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Once a month – individual team schedules	Monitoring and follow up during PLCs, Faculty Seminars, PBLT/PLCs and individual/ team meetings with Principal	Principal. PS/SBLT, Curriculum Specialist and Teachers

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$0.00

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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 Number of alternative bell assignments Number of students assigned to alternative bell schedule
Additional Goal #1: There will be an increase in black student engagement	**2012 Current Level :*** **12 Referrals 68%**	**2013 Expected Level :*** Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
			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 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
Standards Based PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Engagement PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Differentiation/Intervention PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records	Principal. PS/SBLT, Curriculum Specialist and Teachers
Lesson Study	All Grade K-5	Principal/Curr. Spec. and Teachers	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Once a month – individual team schedules	Monitoring and follow up during PLCs, Faculty Seminars, PBLT/PLCs and individual/ team meetings with Principal	Principal. PS/SBLT, Curriculum Specialist and Teachers

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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
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$0.00

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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 Additional Goal #1: There will be an increase in black student graduation rate N/A	2012 Current Level :*	2013 Expected Level :*	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
			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
Standards Based PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Engagement PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Differentiation/Intervention PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records	Principal. PS/SBLT, Curriculum Specialist and Teachers
Lesson Study	All Grade K-5	Principal/Curr. Spec. and Teachers	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Once a month – individual team schedules	Monitoring and follow up during PLCs, Faculty Seminars, PBLT/PLCs and individual/ team meetings with Principal	Principal. PS/SBLT, Curriculum Specialist and Teachers

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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
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$0.00

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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 <u>Additional Goal #1:</u> There will be an increase percent of black students enrolled in rigorous advanced coursework There will be an increase in performance of black students in rigorous advanced coursework **N/A**	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u> Increase from prior year	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. Principal who evaluates teachers	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
			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
Standards Based PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	PLCs will take place on a weekly basis at each grade level. Once a month each grade level team will has a PS/SBLT data point meeting. These meetings will take place with each grade level assessment.	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Engagement PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records.	Principal. PS/SBLT, Curriculum Specialist and Teachers
Differentiation/Intervention PLC	All Grade K-5	All Teachers, PS/SBLT and Principal	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Principal. PS/SBLT, Curriculum Specialist and Teachers	Each team documents their grade level PLC on an electronic protocol. It is sent to the principal each week for review and comment. The reviewed PLC is sent back to the team for their records	Principal. PS/SBLT, Curriculum Specialist and Teachers
Lesson Study	All Grade K-5	Principal/Curr. Spec. and Teachers	PLC and Professional Development will be delivered in both school wide trainings and will also be grade level specific.	Once a month – individual team schedules	Monitoring and follow up during PLCs, Faculty Seminars, PBLT/PLCs and individual/ team meetings with Principal	Principal. PS/SBLT, Curriculum Specialist and Teachers

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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
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:$0.00	

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
Total:
Mathematics Budget
Total:
Science Budget
Total:
Writing Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
Additional Goals
Total:
Grand Total:$0.00

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Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$0.00

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<u>Differentiated Accountability</u>

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☒ 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.
SAC will support the SIP through funding specific endeavors of teachers and the school that are directly related to the SIP and student achievement. SAC will also participate in the monitoring of the implementation of the SIP.

Describe the projected use of SAC funds.	Amount
No SAC funds /SIP fund have been released. At the time of release these funds will be shared with SAC/Staff. Staff member requesting funds will have to follow the request process which includes a rationale of how fund requested will support the goals of the School Improvement Plan.	TBA