

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Inwood Elementary	District Name: Polk
Principal: Amy Heiser-Meyers	Superintendent: Dr. Sherri Nickell
SAC Chair: Yolanda Rodriguez	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

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

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	Amy Heiser-Meyers	BS – USF College of Education MA-USF College of Education: Program Evaluation ED.S- Nova SEU Educational Leadership	1.5 years	10	2011 – C – No AYP 2012 - D
Assistant Principal	Laura Neidringhaus	BA Elementary Education– University of South Florida M.Edu – University of South Florida	Less than 1 year	Less than 1 year	2011 – A – No AYP (Garden Grove Elementary) 2012 - D

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		National Board Certified – Middle Childhood Generalist			
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading AIF	Erin Sanders	BS Elementary Education and Specific Learning Disabilities Florida Southern College Master's Degree - Reading University of South Florida ESOL Endorsement	In First Year	4	2012 - D (Garner Elementary) 2011 - C - No AYP (Garner Elementary) 2010 - C - No AYP (Garner Elementary) 2009 - C - No AYP (Garner Elementary) 2008 - C - No AYP
Math AIF	Ashley Brannan	BS Elementary Education University of South Florida ESOL Endorsement	5	In First Year	2012 - D 2011 - C - No AYP 2010 - C - No AYP 2009 - B - No AYP 2008 - B - No AYP

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. Inwood Elementary recruits highly qualified teachers by hiring district approved personnel. Highly qualified teachers are retained through the dedication of the leadership team to provide support	Administration	Each summer
2.		
3.		

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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
1	Teacher must apply to have Elementary Education added to her current teaching certificate. Her course work is complete.

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
33	15% (5)	37% (12)	24% (8)	24% (8)	27% (9)	97% (32)	6% (2)	3% (1)	52% (17)

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

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

Title I, Part A, funds school-wide services to Inwood Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school programs, supplemental instructional materials, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled in Inwood Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide, or coordinate, supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition from the Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Inwood Elementary are used to purchase resources for parent communication and involvement

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program funded through Title X provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through title I, Part C.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

Inwood Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Inwood Elementary is not a location for a summer feeding program for the community.

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Housing Programs Students with housing needs are referred to the Homeless Student Advocate.
Head Start Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Amy Heiser-Meyers, Principal; Laura Neidringhaus, Assistant Principal; Mimi Hoecker, Guidance Counselor; Rachel Webb, School Psychologist; Marcyn Barrios, ESE Inclusion Teacher; Ashley Brannan, Math AIF; Erin Sanders, Reading AIF; Jacqueline Mack, teacher; and Stephen Brown, Reading/Writing Resource Teacher.

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?

This team will meet at a minimum of at least once a month to problem-solve using school wide academic and behavioral data. The focus will be on evaluating effectiveness of programs, grade levels, and determining what is working within the school setting.

Month	Day
August, 2012	29 th
September, 2012	12 th
October, 2012	3 rd
October, 2012	10 th
October, 2012	24 th
November, 2012	14 th
December, 2012	12 th
January, 2013	9 th
January, 2013	16 th
February, 2013	6 th
February, 2013	13 th
March, 2013	6 th
March, 2013	13 th
April, 2013	3 rd
April, 2013	10 th
May, 2013	1 st
May, 2013	8 th
May, 2013	15 th

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

Members of the MTSS/RtI Leadership team will take an active role in writing, monitoring, and revising the school improvement plan throughout the school year.

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.

	Data Source	Data Management System
Tier 1	Discovery, FCAT, SAT-10, attendance, suspensions, office discipline referrals, writing rubrics	IDEAS, Discovery, GENESIS
Tier 2	Extended reading passages, sight word inventories, oral reading fluency, math fluency probes, FCIM lessons and progress monitoring specific to various curriculums	IDEAS, Moodle, math fluency reports, individual fluency data reports, discipline reports, FCIM tracking data reports
Tier 3	Individual progress monitoring specific to individual students and problems	Progress Monitoring reports as designated by MTSS Problem Solving team and classroom teacher.

Describe the plan to train staff on MTSS.

Members of the Core MTSS/RtI Team will train staff on MTSS in grade level specific professional learning communities within the first 20 days of the 2012-2013 school year.

Describe the plan to support MTSS.

In grade level PLCs, the MTSS/RtI Team will meet with grade level teams to discuss data, problem solve and progress monitor specific individual students and problems.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Amy Heiser-Meyers, Principal; Laura Neidringhaus, Assistant Principal; Erin Sanders, Reading AIF; Ashley Brannan, Math AIF; Martha Brannan, Media Specialist; Charlotte Marsh, kindergarten teacher; Stacia Boyd, first grade teacher; Barbara Moody, second grade teacher; Miranda Dawson, third grade teacher; Vicki Adams, fourth grade teacher; Jacqueline Mack, fifth grade teacher

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

The Literacy Leadership Team will meet monthly to review STAR testing and Accelerated Reader data. In the monthly meetings, they will discuss on-going progress monitoring data and will problem solve identified problems.

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

For the 2012-2013 school year, the major initiative will be to implement weekly one-on-one reading fluency progress monitoring.

Public School Choice

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

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

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

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

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

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

**High Schools Only*

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1 Many teachers lack knowledge of high yield instructional practices specific to their discipline or grade level that will help students learn the content more effectively.	1A.1a. Implementation of high-yield instructional practices; i.e. Include high order questioning strategies to increase “wait time” and probe students for higher order responses. Strengthen the flow of the Reading block for whole group explicit instruction, small group differentiated instructions, and independent reading practices. Initial training for 3rd, 4th, and 5th grade teachers in the Comprehension Instructional Sequence (CISM) Implement one CISM lesson per month in grades 4-5 Implementation of Marzano’s 5 Phases for Writing to Achieve; Continue implementation of Marzano’s 6-Step Vocabulary Process Implementation of the CLOSE Reading Strategy; Building reading endurance with extended reading passages Implement one CLOSE reading	1A.1. Classroom teachers Principal Assistant Principal AIFs	1A.1. Walk-throughs, classroom assessments, informal assessments, lesson plans	1A.1. Formative Assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By Spring of 2013, 55% of total Students will be AL 3 in Reading as evidenced by the FCAT 2.0</i>	Grade 3- 25%(22) Grade 4- 46% (29) Grade 5 – 40% (20)	Grade 3 – 55%(49) Grade 4 – 55%(35) Grade 5 – 55%(36)			1A.1b Principal Assistant Principal Leadership Team	1A.1b On-going Progress Monitoring assessments	1A.1b On-going Progress Monitoring data

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			<p>lesson per month in Grade 3</p> <p>Increase the level of rigor for student task, activities, and assessments.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p> <p>1A.1b. The effectiveness of the reading strategies for all learning groups and sub-groups will be monitored in weekly Leadership Meetings</p>			
		1A.2. Students reading and writing below grade level are not being challenged to progress to grade level standards.	<p>1A.2a. Teacher will use performance data to put students into small flexible groups for differentiated instruction that will improve their achievement.</p> <p>Strengthen the flow of the Reading block for whole group explicit instruction, small group differentiated instructions, and independent reading practices.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p> <p>1A.2b. Increase monitoring of classroom instruction</p>	<p>1A.2a. Classroom teachers Principal Assistant Principal AIFs</p> <p>1A.2b. Classroom teachers Principal Assistant Principal AIFs</p>	<p>1A.2a. Walk-throughs, classroom assessments, informal assessments, lesson plans</p> <p>1A.2.b. Walk-throughs, informal and formal evaluations</p>	<p>1A.2a. Formative Assessments, On-going assessments, Discovery Education assessments, FCAT 2.0</p> <p>1A.2b. Polk County Schools Teacher Evaluation Rubric, Discovery Education Assessments, FCAT 2.0</p>

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		1A.3. Inconsistent or lack of making learning relevant for students	1A.3. Ongoing data chats with student/teacher and student/administrator Provided students with differentiated instruction based on data	1A.3. Classroom teachers Principal Assistant Principal AIFs	1A.3. Walk-throughs, classroom assessments, informal assessments, lesson plans	1A.3. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
		1A.4. Lack of reading fluency progress monitoring.	1A.4. Teachers will provide daily opportunities for oral reading followed up with weekly individual student fluency test in grades K-5.	1A.4. Classroom teachers Principal Assistant Principal AIFs	1A.4. Weekly progress monitoring assessments.	1A.4. Formative assessments, On-going assessments, 6-Minute Solutions assessments, DIBELS fluency assessments
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: N/A/	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.		2A.1. Lack of rigorous instructional outcomes set by teachers	2A.1a. Provide students with extensive opportunities for application through writing to answer higher order thinking questions with justification/support for their thinking; Working in collaborative pairs; Use of FCAT 2.0 and Webb's Depth of Knowledge STEMS; Increase Extending Thinking activities, etc. Increase the level of rigor for student task, activities, and assessments. Strengthen the flow of the Reading block for whole group explicit instruction, small group differentiated instructions, and independent reading practices.	2A.1a. Classroom teachers Principal Assistant Principal AIFs 2A.1b. Classroom teachers Principal Assistant Principal AIF 2A.1c. Classroom teachers Principal	2A.1. Walk-throughs, classroom assessments, informal assessments, lesson plans 2A.1b. Progress reports from virtual schools. 2A.1.c. Walk-throughs, informal and formal evaluations	2A.1. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0 2A.1b. Final grades from virtual schools. 2A.1c. Polk County Schools
Reading Goal #2A: By Spring of 2013, 35% of total students will be at AL 4 or above in Reading as evidenced by the FCAT 2.0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Grade 3- 9% (8) Grade 4-17% (11) Grade 5-8%(4)	Grade 3-35%(22) Grade 4-35% (26) Grade 5 - 35% (20)				

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			<p>Initial training for 3rd, 4th, and 5th grade teachers in the Comprehension Instructional Sequence (CISM);</p> <p>Implement one CISM lesson per month in grades 4-5</p> <p>Implement one CLOSE reading lesson per month in Grade 3</p> <p>2A.1b. In addition to strategies used to increase rigor in core instruction, students scoring a level 4 or higher on the previous year's FCAT 2.0, will be provided with the opportunity to take on-line virtual classes.</p> <p>2A.1c. Increase monitoring of classroom instruction</p>	Assistant Principal AIFs		Teacher Evaluation Rubric, Discovery Education Assessments, FCAT 2.0
		2A.2. Some students are not challenged and authentically engaged in activities that require students to reason and problem solve	<p>2A.2. Students are given extensive opportunities to demonstrate their learning by showing, telling, explaining, and proving their reasoning.</p> <p>Include high order questioning strategies to increase "wait time" and probe students for higher order responses.</p> <p>Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.</p>	2A.2. Classroom teachers Principal Assistant Principal AIFs	2A.2. Walk-throughs, classroom assessments, informal assessments, lesson plans	2A.2. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
		2A.3. Inadequate use of complex texts	2A.3a. Read and comprehend literature and informational text in the complexity band proficiently with scaffolding as needed at the high end of the range	2A.3a. Classroom teachers Principal Assistant Principal AIFs	2A.3a. Walk-throughs, classroom assessments, informal assessments, lesson plans	2A.3a. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
				2A.3b. Classroom teachers	2A.3b. Walk-throughs of after-	

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			2A.3b. Provide higher performing Grade 3 students, as identifies using SAT10 data, with after-school enrichment opportunities.	Principal Assistant Principal AIFs	school enrichment program.	2A.3b. Formative on-going progress monitoring assessments, Discovery Education Assessments, FCAT 2.0
		2A.4. Many teachers lack knowledge of high yield instructional practices specific to their discipline or grade level that will help students learn the content more effectively.	<p>2A.4a. Implementation of high-yield instructional practices; i.e.</p> <p>Strengthen the flow of the Reading block for whole group explicit instruction, small group differentiated instructions, and independent reading practices.</p> <p>Include high order questioning strategies to increase “wait time” and probe students for higher order responses.</p> <p>Initial training for 3rd, 4th, and 5th grade teachers in the Comprehension Instructional Sequence (CISM);</p> <p>Implement one CISM lesson per month in grades 4-5</p> <p>Implementation of Marzano’s 5 Phases for Writing to Achieve;</p> <p>Continued implementation of Marzano’s 6-Step Vocabulary Process; Implementation of the CLOSE Reading Strategy;</p> <p>Implement one CLOSE reading lesson per month in Grade 3</p> <p>Building reading endurance with extended reading passages.</p> <p>2A.4b. Implement Mike Schmoker’s <i>FOCUS</i> strategies (chunk sections of text, teach chunks, students write, students discuss).</p>	<p>2A.4a. Classroom teachers Principal Assistant Principal AIFs</p> <p>2A.4b. Classroom teachers Principal Assistant Principal AIFs</p>	<p>2A.4a. Walk-throughs, classroom assessments, informal assessments, lesson plans</p> <p>2A.4b. Walk-throughs, classroom assessments, informal assessments, lesson plans</p>	<p>2A.4a. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0</p> <p>2A.4b Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0</p>

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			Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.			
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: N/A N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Time for distributive student practice and distributive summarizing are absent in lesson delivery	3A.1a. Include consistent use of distributive practice and distributive summarizing in lesson delivery to check for understanding by using Marzano's 5 Phases for Writing to Achieve. (Reading, Write, Compare, Revise, Combine).	3A.1a. Classroom teachers Principal Assistant Principal AIFs	3A.1a. Walk-throughs, classroom assessments, informal assessments, lesson plans	3A.1a. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
Reading Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		<p>Implement one CISM lesson per month in grades 4-5</p> <p>Strengthen the flow of the Reading block for whole group explicit instruction, small group differentiated instructions, and independent reading practices.</p> <p>3A.1b. Continue implementation of Marzano's 6-Step Vocabulary Process; Implementation of the CLOSE Reading Strategy; Building reading endurance with extended reading passages.</p> <p>Implement one CLOSE reading lesson per month in Grade 3</p> <p>3A.1c. AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>	3A.1b. Classroom teachers Principal Assistant Principal AIFs	3A.1b. Walk-throughs, classroom assessments, informal assessments, lesson plans	3A.1b. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
<p><i>By Spring of 2013, 100% of students will make learning gains in reading as evidenced by their performance on the AMO Report and the FCAT 2.0</i></p>	69% (139)	100% (200)	3A.2. Minimal time spent with "eyes on text" and engagement with grade level text	3A.2a. Student engagement structures are planned for and used pervasively within the delivery of each lesson	3A.2a. Classroom teachers Principal Assistant Principal AIFs	3A.2a. Walk-throughs, classroom assessments, informal assessments, lesson plans	3A.2a. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
				3A.2b. Using the Discovery 2 Reading Assessment data along			

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			with SAT 10 data, identify struggling third grade students who need additional after school tutoring support.			
		3A.3. Some teachers may not be using periodic assessments to check for understanding.	3A.3. Use distributive summarization throughout lesson design for progress monitoring and influencing instruction Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.	3A.3. Classroom teachers Principal Assistant Principal AIFs	3A.3. Walk-throughs, classroom assessments, informal assessments, lesson plans	3A.3. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
		3A.4. Students reading and writing below grade level are not being challenged to progress to grade level standards.	3A.4. Identify “bubble” students. Students who are in danger of dropping a level, or have the potential of increasing a level and provide an alternative schedule for Fast ForWord and/or small group instruction.	3A.4. Classroom teachers Principal Assistant Principal AIFs	3A.4. Walk-throughs, classroom assessments, informal assessments	3A.3. Fast ForWord Progress Reports, Discovery Education assessments, FCAT 2.0
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
			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. Students have limited incoming vocabulary and experience with word attack	4A.1a. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, literature (interactive read alouds and shared reading), authentic realia, compare / contrast objects, use of a variety of questioning techniques and levels of complexity	4A.1a. Classroom teachers Principal Assistant Principal AIFs	4A.1a. Walk-throughs, classroom assessments, informal assessments, lesson plans	4A.1a. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
<u>Reading Goal #4A:</u> <i>By Spring of 2013, 100% of the lowest quartile will make learning gains in Reading as evidenced by</i>	<u>2012 Current Level of Performance:*</u> 65%	<u>2013 Expected Level of Performance:*</u> 100%					
			4A.1.b. Students will be given	4A.1b. Classroom teachers	4A.1b. Walk-throughs,	4A.1b. Formative assessments,	

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<i>the AMO Report and the FCAT 2.0</i>				grade level extended reading passages that is divided into smaller, established, chunks to provide opportunities for students to process and comprehend smaller chunks of text	Principal Assistant Principal AIFs	classroom assessments, informal assessments, lesson plans	On-going assessments, Discovery Education assessments, FCAT 2.0
			4A.2. Some teachers may not be using periodic assessments to check for understanding.	4A.2. Use distributive summarization throughout lesson design for progress monitoring and influencing instruction Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text. AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.	4A.2. Classroom teachers Principal Assistant Principal AIFs	4A.2. Walk-throughs, classroom assessments, informal assessments, lesson plans	4A.2. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
			4A.3. Some students are not challenged and authentically engaged in activities that require students to reason and problem solve	4A.3. Students are given extensive opportunities to demonstrate their learning by showing, telling, explaining, and proving their reasoning. Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.	4A.3. Classroom teachers Principal Assistant Principal AIFs	4A.3. Walk-throughs, classroom assessments, informal assessments, lesson plans	4A.3. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.		4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B:		2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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N/A	N/A	N/A					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017			
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 29% of all students tested scored satisfactory in reading as evidenced by the Florida Schools AMO Report	36% of all students tested scored satisfactory as evidenced by the Florida Schools AMO Report	Target AMO in reading – 41% of all students tested will score satisfactory as measured by the Florida Schools AMO Report	Target AMO in reading – 47% of all students tested will score satisfactory as measured by the Florida Schools AMO Report	Target AMO in reading – 53% of all students tested will score satisfactory as measured by the Florida Schools AMO Report	Target AMO in reading – 59% of all students tested will score satisfactory as measured by the Florida Schools AMO Report	Target AMO in reading – 65% of all students tested will score satisfactory as measured by the Florida Schools AMO Report			
	Reading Goal #5A: <i>By Spring 2017, the achievement gap will be reduced by 50% as evidenced by the AMO Report.</i>									
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5B.1. Students have limited incoming vocabulary and experience with word attack	5B.1a. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, literature (interactive read alouds and shared reading), authentic realia, compare / contrast objects, use of a variety of questioning techniques and levels of complexity 5B.1.b. Students will be given grade level extended reading passages that is divided into smaller, established, chunks to provide opportunities for students to process and comprehend smaller chunks of text	5B.1a. Classroom teachers Principal Assistant Principal AIFs 5B.1b. Classroom teachers Principal Assistant Principal AIFs	5B.1a. Walk-throughs, classroom assessments, informal assessments, lesson plans 5B.1b. Walk-throughs, classroom assessments, informal assessments, lesson plans	5B.1a. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0 5B.1b. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0				
Reading Goal #5B: <i>By Spring 2013, 40% of Black students will be at AL 3 or above in Reading as evidenced by their performance on the AMO Report.</i>	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>Enter numerical data for current level of performance in this box. White: 45% (27) Black: 27% (26) Hispanic:45% (15) Asian: NA American Indian:</td> <td>Enter numerical data for expected level of performance in this box. White: 50% (55) Black: 40% (50) Hispanic: 50% (20) Asian: 100% (2) American Indian:</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Enter numerical data for current level of performance in this box. White: 45% (27) Black: 27% (26) Hispanic:45% (15) Asian: NA American Indian:	Enter numerical data for expected level of performance in this box. White: 50% (55) Black: 40% (50) Hispanic: 50% (20) Asian: 100% (2) American Indian:	5B.2. Some teachers may not be using periodic assessments to check for understanding.	5B.2. Use distributive summarization throughout lesson design for progress monitoring and influencing instruction Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to	5B.2. Classroom teachers Principal Assistant Principal AIFs	5B.2. Walk-throughs, classroom assessments, informal assessments, lesson plans	5B.2. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
Enter numerical data for current level of performance in this box. White: 45% (27) Black: 27% (26) Hispanic:45% (15) Asian: NA American Indian:	Enter numerical data for expected level of performance in this box. White: 50% (55) Black: 40% (50) Hispanic: 50% (20) Asian: 100% (2) American Indian:									

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			<p>grade level text.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>			
		5B.3. Some students are not challenged and authentically engaged in activities that require students to reason and problem solve	<p>5B.3. Students are given extensive opportunities to demonstrate their learning by showing, telling, explaining, and proving their reasoning.</p> <p>Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.</p>	5B.3. Classroom teachers Principal Assistant Principal AIFs	5B.3. Walk-throughs, classroom assessments, informal assessments, lesson plans	5B.3. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0

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. Students have limited incoming vocabulary and experience with word attack	<p>5C.1.a. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, literature (interactive read alouds and shared reading), authentic realia, compare / contrast objects, use of a variety of questioning techniques and levels of complexity</p> <p>5C.1.b. Students will be given grade level extended reading passages that is divided into smaller, established, chunks to provide opportunities for students to process and comprehend smaller chunks of text</p>	5C.1.a. Classroom teachers Principal Assistant Principal AIFs	5C.1.a. Walk-throughs, classroom assessments, informal assessments, lesson plans	5C.1.a. Formative assessments, On-going assessments, Discovery Education assessments, FCAT 2.0
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By Spring 2013, 50% of English Language Learners will be AL 3 or above in reading as evidenced by their performance on the AMO Report.</i>	33% (27) students not making satisfactory progress	50% (18)					
			5C.2. Some teachers may not be using periodic assessments to check for understanding.	5C.2. Use distributive summarization throughout lesson design for progress monitoring and	5C.2. Classroom teachers Principal Assistant Principal	5C.2. Walk-throughs, classroom assessments, informal assessments, lesson plans	5C.2. Formative assessments, On-going assessments, Discovery Education

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			<p>influencing instruction</p> <p>Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>	AIFs		assessments, FCAT 2.0
		5C.3. Some students are not challenged and authentically engaged in activities that require students to reason and problem solve	<p>5C.3. Students are given extensive opportunities to demonstrate their learning by showing, telling, explaining, and proving their reasoning.</p> <p>Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.</p>	5C.3. Classroom teachers Principal Assistant Principal AIFs	5C.3. Walk-throughs, classroom assessments, informal assessments, lesson plans	5C.3. On-going assessments, Discovery Education assessments, FCAT 2.0
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1. Lack of exposure to grade level curriculum	5D.1. Continue the inclusion model for curriculum delivery.	5D.1. ESE Inclusion teacher Guidance Counselor Classroom teachers	5D.1. Weekly updates from ESE Inclusion teacher	5D.1. Student's IEP Goals
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
<i>By Spring 2013, 50% of SWD Students will be at AL 3 or above in Reading as evidenced by their performance on the AMO Report.</i>	<i>96% (26) students not making satisfactory progress in reading</i>	<i>50% (14)</i>				

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		5D.2. Low student motivation / engagement	5D.2. Planning and presenting engaging activities incorporate content area text through multiple reading resources and materials. Increase use of research based strategies to motivate students: i.e. Collaborative Pairs/groups, writing across the curriculum, hands-on activities, etc.	5D.2. Classroom teachers Principal Assistant Principal AIFs	5D.2. Classroom assessments, informal assessments, administrative walkthroughs; student work samples	5D.2. On-going progress monitoring assessments and Discovery Education assessments
		5D.3. Lack of differentiated instruction during small group instruction	5D.3. Flexible grouping during guided reading groups addressing specific student needs Provided students with differentiated instruction based on data.	5D.3. Classroom teachers Principal Assistant Principal AIFs	5D.3. Classroom assessments, informal assessments, administrative walkthroughs; student work samples	5D.3. Formative assessments, On-going progress monitoring assessments and Discovery Education assessments

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of background knowledge and vocabulary	5E.1. Increase use of Marzano's 6-step process; teach strategies for using context clues to define unknown words; preview and review vocabulary; utilize Learn 360 videos, utilize ESOL paraprofessionals and Special Area teachers to support vocabulary.	5E.1. Classroom teachers Principal Assistant Principal AIFs	5E.1. Classroom assessments, informal assessments, administrative walkthroughs; student work samples	5E.1. Formative assessments, On-going progress monitoring assessments and Discovery Education assessments
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By Spring of 2013, 50% OF Economically Disadvantaged Students will be at AL 3 or above in Reading as evidenced by their performance on the AMO Report.</i>	36%(55) students not making satisfactory progress in reading	50% (93)					
			5E.2. Low student motivation / engagement	5E.2. Planning and presenting engaging activities incorporate content area text through multiple reading resources and materials. Increase use of research based strategies to motivate students: i.e. Collaborative Pairs/groups, writing across the curriculum, hands-on activities, etc. Strengthen the flow of the Reading block for whole group explicit instruction, small group differentiated instructions, and independent reading practices.	5E.2. Classroom teachers Principal Assistant Principal AIFs	5E.2. Classroom assessments, informal assessments, administrative walkthroughs; student work samples	5E.2. Formative assessments, On-going progress monitoring assessments and Discovery Education assessments

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			<p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>			
		5E.3. Lack of differentiated instruction during small group instruction	<p>5E.3. Flexible grouping during guided reading groups addressing specific student needs based on student data</p> <p>Provided students with differentiated instruction based on data.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>	5E.3. Classroom teachers Principal Assistant Principal AIFs	5E.3. Classroom assessments, informal assessments, administrative walkthroughs; student work samples	5E.3. On-going progress monitoring assessments and Discovery Education assessments

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
Developing and Implementing CISM lessons in grades 3-5	Reading	District Facilitator and/or Assistant Principal	Teachers in grades 3-5	Pre-planning days with follow-up in monthly PLCs and follow-up support in the classroom through the coaching cycle	Classroom walkthroughs; student samples; lesson plans	Principal, Assistant Principal, AIFs
Extended Thinking Strategies	Reading	Assistant Principal	School wide	October, 2012 with follow-up in monthly PLCs and follow-up support in the classroom through the coaching cycle	Classroom walkthroughs; student samples; lesson plans	Principal, Assistant Principal, AIFs

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Building Background to Write Higher-Order Thinking Questions	Reading	Eileen Castle and/or Assistant Principal	School wide	Introduced in September, 2012 and continued throughout year in weekly PLCs. and follow-up support in the classroom through the coaching cycle	Classroom walkthroughs; student samples; lesson plans	Principal, Assistant Principal, AIFs
Marzano's Five Phases for Writing to Achieve	Reading	Eileen Castle and/or Assistant Principal	School wide	Introduced in September, 2012 and continued throughout year in weekly PLCs. and follow-up support in the classroom through the coaching cycle	Classroom walkthroughs; student samples; lesson plans	Principal, Assistant Principal, AIFs
CLOSE Reading	Reading	Eileen Castle and/or Assistant Principal	Teachers 2-5	Introduced in August, 2012 and continued throughout year in weekly PLCs. and follow-up support in the classroom through the coaching cycle	Classroom walkthroughs; student samples; lesson plans	Principal, Assistant Principal, AIFs
Unpacking the Common Core Standards	Reading	Assistant Principal	Teachers in grades K-5 (with an emphasis in grades K-2)	Introduced in Fall, 2012 and continued throughout the year in weekly PLCs	Classroom walkthroughs; student samples; lesson plans	Principal, Assistant Principal, AIFs
Florida's Educators Accomplished Practices	Reading	Principal	School wide	September, 2012 and continued throughout the year in weekly PLCs and teacher feedback.	Classroom walkthroughs; student samples; lesson plans	Principal, Assistant Principal, AIFs
Writing to Explain	Reading	Assistant Principal	School wide	Introduced in Fall, 2012 and continued throughout the year in weekly PLCs and follow-up support in the classroom through the coaching cycle	Classroom walkthroughs; student samples; lesson plans	Principal, Assistant Principal, AIFs
Collaborative Planning	Reading	Eileen Castle and/or Assistant Principal	School wide	Introduced in Fall, 2012 and continued throughout the year in weekly PLCs and follow-up support in the classroom through the coaching cycle	Classroom walkthroughs; student samples; lesson plans	Principal, Assistant Principal, AIFs
Analyzing Reading Data	Reading	Principal and Assistant Principal	School wide	September, 2012 and continued throughout the year during administrative data chats	Classroom walkthroughs; student samples; lesson plans	Principal and Assistant Principal
Collaborative Pairs	Reading	Principal and Assistant Principal	School wide	This professional development in a continuation from the previous year and will be implemented and modeled in all PLCs and follow-up support in the classroom through the coaching cycle	Classroom walkthroughs and lessons plans	Principal, Assistant Principal, AIFs

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials..00.00			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
BINGO for Books	Books, refreshments	Donations/Grants	\$200.00

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Common Core Exemplar Reading Materials	Books	Grant	\$200.00
Winter Reading Wonderland	Books, refreshments, materials for stations	Donations/Grants	\$200.00
6-Minute Solutions – Fluency Program	Reading Fluency Assessment Program	Title 1 Funds	\$200.00
SRA Intervention Materials	Intervention Reading Program	Title 1 Funds	\$250.00
			Subtotal: \$1050.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Reader	On-line Reading Assessment Program		
		Title I Funds	\$900.00
			Subtotal: \$900.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Curriculum Development	Research based lesson plans	Title I Funds	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
After-School Tutoring	Teachers to provide after-school tutoring programs.	Title I Funds	\$5,000
Reading AIF	The reading AIF provide the following support: <ul style="list-style-type: none"> • Coach teachers in high-yield, research-based instructional strategies • Collaborate in the development of curriculum • Provide support by working with small groups with an increased focus in grades 3-5 	Funded by the District	No Funds Needed

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Reading/ Writing Resource Teacher	The reading / writing resource teacher will provide the following support: <ul style="list-style-type: none"> • Work with small groups of students to provide additional assistance in with reading and writing, with science embedded into the reading and writing curriculum • Work with small groups of students to facilitate Fast ForWord groups 	Title I Funds	\$55,961.23
Classroom Teacher (4 th Grade)	This teacher will provide additional support for identified students in grade 4 with reading deficiencies.	Title I Funds	\$47,317.96
Media Specialist (1/2 Unit)	This is necessary to have a full time media specialist	Title I Funds	\$39,003.78
Subtotal: \$142,282.97			
Total: \$148,332.97			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Students have limited incoming vocabulary and experience with word attack.	1.1. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read-alouds and shared reading), authentic realia, compare / contrast objects, use of a variety of questioning techniques and levels of complexity Provide bi-lingual dictionaries for student use The effectiveness of the strategies for all learning groups and sub-groups will be monitored in weekly Leadership Meetings	1.1. Assistant Principal ESOL Paras Classroom teacher	1.1. Walk-throughs, classroom assessments, informal assessments, lesson plans	1.1. CELLA, Discovery Education Assessments, FCAT 2.0
CELLA Goal #1: <i>By Spring 2013, 26% of the total ELL students will demonstrate proficiency in listening/speaking as evidenced by the CELLA.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 23% (1)					
		1.2. Some teachers do not seek knowledge of technology and resources to enhance student learning	1.2. Technology and resources are used consistently as part of the instructional process.	1.2. Assistant Principal ESOL Paras Classroom teacher	1.2. Walk-throughs, classroom assessments, informal assessments, lesson plans	1.2. CELLA, Discovery Education Assessments, FCAT 2.0
		1.3. Questions are posed to students in rapid succession.	1.3. Consistent use of scaffolding, pacing, prompting, and probing techniques when asking students questions Provided students with differentiated instruction based on data	1.3. Assistant Principal ESOL Paras Classroom teacher	1.3. Walk-throughs, classroom assessments, informal assessments, lesson plans	1.3. CELLA, Discovery Education Assessments, FCAT 2.0
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Students have difficulty making connections to the content	2.1. Teachers connect to students' prior knowledge and build background knowledge prior to	2.1. Assistant Principal ESOL Paras Classroom teacher	2.1. Walk-throughs, classroom assessments, informal assessments, lesson plans	2.1. CELLA, Discovery Education Assessments, FCAT 2.0

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CELLA Goal #2: <i>By Spring of 2013, 28% of the total ELL students will demonstrate proficiency in reading as evidenced by the CELLA.</i>	2012 Current Percent of Students Proficient in Reading:		instruction.			
	25% (19)					
		2.2. Students have difficulty making connections to the content	2.2. Connections are built between lessons. Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.	2.2. Assistant Principal ESOL Paras Classroom teacher	2.2. Walk-throughs, classroom assessments, informal assessments, lesson plans	2.2. CELLA, Discovery Education Assessments, FCAT 2.0
		2.3. Students have limited incoming vocabulary and experience with word attack.	2.3. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read-alouds and shared reading), authentic realia, compare / contrast objects, use of a variety of questioning techniques and levels of complexity Provide bi-lingual dictionaries for student use	2.3. Assistant Principal ESOL Paras Classroom teacher	2.3. Walk-throughs, classroom assessments, informal assessments, lesson plans	2.3. CELLA, Discovery Education Assessments, FCAT 2.0

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: <i>By Spring 2013, 19% of the total ELL students will demonstrate proficiency in writing as evidenced by the CELLA.</i>					
	2.1. Students have limited incoming vocabulary and experience with word usage.	2.1. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read-alouds and shared reading), authentic realia, compare / contrast objects, use of a variety of questioning techniques and levels of complexity	2.1. Assistant Principal ESOL Paras Classroom teacher	2.1. Walk-throughs, classroom assessments, informal assessments, lesson plans	2.1.
	2.2. Some students are not actively engaged in or motivated to read and write	2.2. LFS Strategies, including activating activities to engage the student, and CISM implementation	2.2. Assistant Principal ESOL Paras Classroom teacher	2.2. Walk-throughs, classroom assessments, informal assessments, lesson plans	2.2.

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		2.3. Time for distributive student practice and distributive summarizing are absent in lesson delivery	2.3. Include consistent use of distributive practice and distributive summarizing in lesson delivery Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.	2.3. Assistant Principal ESOL Paras Classroom teacher	2.3. Walk-throughs, classroom assessments, informal assessments, lesson plans	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
Back-Pack Home Resource Program	This program provides students with resources to use at home	Funded by the district	No School based Funds Needed
After School Tutoring	Pay teachers to work with ELL students after school IF district funds are available	Funded by the district (if funds are available)	No School based funds Needed
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Teachers need to develop instructional plans that reflect extensive knowledge of the math state standards, content, and structure of the discipline and instructional practices.	1A.1a. Provide content specific professional develop for teachers. Build knowledge of CCSS for Mathematics and the Standards of Mathematical Practices.	1A.1a. Classroom teachers Principal Assistant Principal AIFs	1A.1a. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding.	1A.1a. Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		Increase the level of rigor for student task, activities, and assessments.	1A.1b. Classroom teachers Principal Assistant Principal AIFs		
<i>By Spring 2013, 55% of total students will at AL 3 in Math as evidenced by the FCAT 2.0</i>	<i>Grade 3 – 24% (20) Grade 4 – 44%(28) Grade 5 33% (21)</i>	<i>Grade 3-55% (50) Grade 4 – 55%(55) Grade 5 – 55% (42)</i>		1A.1b. Increase the use of manipulatives into instruction to assist students in developing understanding at the concrete level in order to apply at a higher abstract level.	1A.1c. Classroom teachers Principal Assistant Principal AIFs		
				Increase the number of problem solving methods employed in the mathematics classroom.			
				1A.1c Provide students with extensive opportunities to answer higher order thinking questions with justification/support for their thinking by the use of Webb’s Depth of Knowledge STEMs; Increase Extending Thinking activities, Use of HOT questions, etc.	1A.1d. Classroom teachers Principal Assistant Principal AIFs	1A.1d. On-going progress monitoring assessments	1A.1d. On-going progress monitoring data
				Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.			

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			<p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p> <p>1A.1d.The effectiveness of the math strategies for all learning groups and sub-groups will be monitored in weekly Leadership Meetings</p>			
		<p>1A.2. Teacher needs to provide extensive opportunities for both application and integration of math learning and take into account the needs of all students.</p>	<p>1A.2. Use progress monitoring tools to identify students who need additional support and determine if interventions are working; Math AIF, along with administration will develop math iii materials to meet the needs of all students.</p> <p>Increase the level of rigor for student task, activities, and assessments.</p> <p>Provided students with differentiated instruction based on data</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>	<p>1A.2. Classroom teachers Principal Assistant Principal AIFs</p>	<p>1A.2. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding.</p>	<p>1A.2. Formal and informal assessments, Discovery Education assessments, FCAT 2.0.</p>

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		1A.3. Teachers need to consistently deliver math lessons that include collaborative structures, distributive practice, and distributive summarization	1A.3. Use gradual release lesson approach with unison responding to check for understanding. AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning. AIFs will meet with teachers weekly for collaborative planning and lesson study.	1A.3. Classroom teachers Principal Assistant Principal AIFs	1A.3. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding.	1A.3. Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
N/A	N/A	N/A				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Teachers need to be aware of research areas, new methods, and consistently incorporate them into math instructional plans and practices.	2A.1a. Provide content specific professional development for teachers. Build knowledge of CCSS for Mathematics and the Standards for Mathematical Practices. 2A.1b Increase the use of manipulatives into instruction to assist students in developing understanding at the concrete level in order to apply at a higher abstract level. Increase the number of problem solving methods employed in the mathematics classroom. 2A.1c Provide students with extensive opportunities to answer higher order thinking questions with justification/support for their thinking by the use of Webb's Depth of Knowledge STEMS; Increase Extending Thinking activities, Use of HOT questions, etc. Increase the level of rigor for student task, activities, and assessments. Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text. AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.	2A.1a. Classroom teachers Principal Assistant Principal AIFs 2A.1b Classroom teachers Principal Assistant Principal AIFs 2A.1c Classroom teachers Principal Assistant Principal AIFs	2A.1a. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding. 2A.1b Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding 2A.1c Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	2A.1a. Formative assessments, Formal and informal assessments, Discovery Education assessments, FCAT 2.0. 2A.1b Formative assessments, Formal and informal assessments, Discovery Education assessments, FCAT 2.0. 2A.1c Formative assessments, Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By Spring 2013, 30% of total students will be at AL 4 or above in Math as evidenced by the FCAT 2.0</i>	Grade 3 – 7% (6) Grade 4 – 19% (12) Grade 5 - 2% (2)	Grade 3- 30% (27) Grade 4 – 30%(26) Grade 5 – 30% (20)					

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				AIFs will meet with teachers weekly for collaborative planning and lesson study.			
			2A.2. Students fail to recognize the relevance of math to their daily lives leading to disengagement.	2A.2. Utilize current math events to engage students in discourse relating curriculum to real world issues through the use of articles or other media types. Student discourse is facilitated through collaborative structures embedded in lessons.	2A.2. Classroom teachers Principal Assistant Principal AIFs	2A.2. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding.	2A.2. Formative assessments, Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
			2A.3. Teachers are not assigning grade level/advanced work to students	2A.3. Students are given extensive opportunities to demonstrate their learning by showing, telling, explaining, and proving their reasoning. Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text. AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning. AIFs will meet with teachers weekly for collaborative planning and lesson study.	2A.3. Classroom teachers Principal Assistant Principal AIFs	2A.3. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding.	2A.3. Formative assessments, Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#2B:	N/A	N/A					
N/A							

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		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Teacher needs to provide a seamlessly paced math lesson to promote optimal student learning.	<p>3A.1a. Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments to provide a focus to the lesson.</p> <p>Increase the level of rigor for student task, activities, and assessments.</p> <p>3A.1b Increase the use of manipulatives into instruction to assist students in developing understanding at the concrete level in order to apply at a higher abstract level.</p> <p>Increase the number of problem solving methods employed in the mathematics classroom.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>	<p>3A.1a. Classroom teachers Principal Assistant Principal AIFs</p> <p>3A.1b Classroom teachers Principal Assistant Principal AIFs</p>	<p>3A.1a. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding.</p> <p>3A.1b. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding.</p>	<p>3A.1a. Formative assessments, Formal and informal assessments, Discovery Education assessments, FCAT 2.0.</p> <p>3A.1b. Formative assessments, Formal and informal assessments, Discovery Education assessments, FCAT 2.0.</p>
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By Spring 2013, 100% of students will make learning gains in Math as evidenced by their performance on the FCAT 2.0.</i>	55%(112)	Grade 3- 100% (174)	3A.2. Teachers need to connect each math lesson essential questions to prior knowledge and convey the relevance of the lesson.	<p>3A.2. Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments to provide a focus to the lesson.</p> <p>Increase the level of rigor for student task, activities, and assessments.</p>	3A.2. Classroom teachers Principal Assistant Principal AIFs	3A.2. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	3A.2. Formal and informal assessments, Discovery Education assessments, FCAT 2.0.

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			AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning. AIFs will meet with teachers weekly for collaborative planning and lesson study.			
		3A.3. Teacher needs to provide pervasive math vocabulary instruction.	3A.3. Vocabulary taught in context along with the use of interactive word walls.	3A.3. Classroom teachers Principal Assistant Principal AIFs	3A.3. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	3A.3. Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
#3B:	N/A	N/A				
N/A			3B.2.	3B.2.	3B.2.	3B.2.
			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 mathematics. Mathematics Goal #4A: <i>By Spring 2013, 100% of the lowest quartile will make learning gains in Math as evidenced by the School Grade Report.</i>			4A.1. Teacher needs to build connections between math curriculum and students daily life.	4A.1. Provide opportunities for real world application situations supported by NGSS and CCSS that will provide a visual for students to make necessary connections between mathematical applications and processes and the real world settings. Increase the number of problem solving methods employed in the mathematics classroom. Provide curriculum resources and professional development for teachers to promote the application between math and the relevance to daily life. AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning. AIFs will meet with teachers weekly for collaborative planning and lesson study.	4A.1. Classroom teachers Principal Assistant Principal AIFs	4A.1. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	4A.1. Formative, Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
53%	100%						
			4A.2. Teacher needs to provide pervasive math vocabulary instruction	4A.2. Vocabulary taught in context along with the use of interactive word walls	4A.2. Classroom teachers Principal Assistant Principal AIFs	4A.2. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	4A.2. Formative, Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
			4A.3. Teacher needs to provide a seamlessly paced math lesson to promote optimal student learning	4A.3a. Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments to provide a focus to the lesson.	4A.3a. Classroom teachers Principal Assistant Principal AIFs	4A.3a. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	4A.3a. Formative, Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
				Increase the level of rigor for student task, activities, and assessments. 4A.3b Increase the use of	4A.3b. Classroom teachers Principal Assistant Principal AIFs	4A.3b. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	4A.3b. Formative, Formal and informal assessments, Discovery Education assessments, FCAT 2.0.

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			<p>manipulatives into instruction to assist students in developing understanding at the concrete level in order to apply at a higher abstract level.</p> <p>Increase the number of problem solving methods employed in the mathematics classroom.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>			
<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p> <p><u>Mathematics Goal</u></p> <p>#4B:</p> <p>N/A</p>	<p>2012 Current Level of Performance:*</p> <p>N/A</p>	<p>2013 Expected Level of Performance:*</p> <p>N/A</p>	4B.1.	4B.1.	4B.1.	4B.1.
			4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 28% of all students tested scored satisfactory in math as evidenced by the Florida Schools AMO Report	34% of all students tested scored satisfactory as evidenced by the Florida Schools AMO Report	Target AMO in math – 40% of all students tested will score satisfactory as measured by the Florida Schools AMO Report	Target AMO in math – 46% of all students tested will score satisfactory as measured by the Florida Schools AMO Report	Target AMO in math – 52% of all students tested will score satisfactory as measured by the Florida Schools AMO Report	Target AMO in math – 58% of all students tested will score satisfactory as measured by the Florida Schools AMO Report	Target AMO in math – 64% of all students tested will score satisfactory as measured by the Florida Schools AMO Report				
Mathematics Goal #5A: By the Spring of 2017, the achievement gap will be reduced by 50%.											
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1. Weak Implementation of high-yield strategies White: Black: Hispanic: Asian: American Indian:	5B.1. Increase use of high-yield strategies that support differentiated instruction: i.e. extended thinking skills, summarization, vocabulary in context, advance organizers, writing to justify/explain, etc. Increase the level of rigor for student task, activities, and assessments. AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning. AIFs will meet with teachers weekly for collaborative planning and lesson study.	5B.1. Classroom teachers Principal Assistant Principal AIFs	5B.1. Classroom assessments, lessons plans, student work samples, classroom walkthroughs	5B.1. Discovery Assessments, FCAT 2.0, on-going progress monitoring assessments					
Mathematics Goal #5B: By Spring 2013, 50% of Black students will be AL 3 or above in Math as evidenced by their performance on the AMO Report. By Spring 2013, 50% of White students will be AL 3 or above in Math as evidenced by their performance on the AMO Report. By Spring 2013, 50% of Hispanic students will be AL 3 or above in Math as evidenced by their performance on the AMO	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">2012 Current Level of Performance:*</th> <th style="text-align: center;">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> <i>Enter numerical data for current level of performance in this box.</i> White: 46% (33) Black: 16% (26) Hispanic: 21% (11) Asian: NA American Indian: </td> <td style="text-align: center;"> <i>Enter numerical data for expected level of performance in this box.</i> White: 50% (37) Black: 50% (57) Hispanic: 50% (18) Asian: NA American Indian: </td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Enter numerical data for current level of performance in this box.</i> White: 46% (33) Black: 16% (26) Hispanic: 21% (11) Asian: NA American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: 50% (37) Black: 50% (57) Hispanic: 50% (18) Asian: NA American Indian:	5B.2. Limited student ability to complete multi-step problems	5B.2. Increase use of research based strategies: i.e. Collaborative Pairs/Groups, write to explain/justify, student practice	5B.2. Classroom teachers Principal Assistant Principal AIFs	5B.2. Classroom walkthroughs, student work samples, classroom assessments.	5B.2. Discovery Assessments, FCAT 2.0, on-going progress monitoring assessments	
2012 Current Level of Performance:*	2013 Expected Level of Performance:*										
<i>Enter numerical data for current level of performance in this box.</i> White: 46% (33) Black: 16% (26) Hispanic: 21% (11) Asian: NA American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: 50% (37) Black: 50% (57) Hispanic: 50% (18) Asian: NA American Indian:										

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Report.			<p>using unison responses techniques (whiteboards), student practice using Smart Board</p> <p>Provide more opportunities for “accountable talk” in collaborative structures.</p> <p>Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>			
		5B.3. Limited student vocabulary	5B.3. Vocabulary taught in context along with the use of interactive work walls	5B.3. Classroom teachers Principal Assistant Principal AIFs	5B.3. Classroom walkthroughs, student work samples, classroom assessments	5B.3. Discovery Assessments, FCAT 2.0, on-going progress monitoring assessments
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5C.1. Limited student vocabulary	5C.1. Vocabulary taught in context along with the use of interactive word walls	5C.1. Classroom teachers Principal Assistant Principal AIFs	5C.1. Classroom walkthroughs, student work samples, classroom assessments	5C.1. Discovery Assessments, FCAT 2.0, on-going progress monitoring assessments
Mathematics Goal #5C: <i>By Spring 2013, 50% of English Language Learners will be AL 3 or above in Math as evidenced by their performance on the AMO Report.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	17% (6)	50% (18)				
		5C.2. Weak Implementation of high-yield strategies	5C.2. Increase use of high-yield strategies that support differentiated instruction: i.e. extended thinking skills, summarization, vocabulary in context, advance organizers,	5C.2. Classroom teachers Principal Assistant Principal AIFs	5C.2. Classroom assessments, lessons plans, student work samples, classroom walkthroughs	5C.2. Discovery Assessments, FCAT 2.0, on-going progress monitoring assessments

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			<p>writing to justify/explain, etc.</p> <p>Increase the level of rigor for student task, activities, and assessments.</p> <p>Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>			
		5C.3. Lack of student motivation / engagement	<p>5C.3. Increase use of research based strategies to motivate students: i.e. manipulatives; Collaborative Pairs/Groups; math literature, writing across the curriculum, etc.</p> <p>Increase the number of problem solving methods employed in the mathematics classroom.</p> <p>Provide more opportunities for “accountable talk” in collaborative structures.</p>	5C.3. Classroom teachers Principal Assistant Principal AIFs	5C.3. Classroom assessments, lessons plans, student work samples, classroom walkthroughs	5C.3. Discovery Assessments, FCAT 2.0, on-going progress monitoring assessments
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 exposure to grade level curriculum	5D.1. Continue the inclusion model for curriculum delivery, utilize Special area teachers to support math vocabulary, and utilize Learn 360 videos	5D.1. Classroom teacher ESE inclusion teacher	5D.1. Weekly updates from ESE inclusion teacher	5D.1. Discovery Scores and on-going assessment scores
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *				

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<p><i>By Spring 2013, 50% of SWD will be AL 3 or above in Math as evidenced by their performance on the AMO Report.</i></p>	7% (2)	50% (14)		<p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>			
				<p>5D.2. Limited student vocabulary</p>	<p>5D.2. Vocabulary taught in context along with the use of interactive word walls</p>	<p>5D.2. Classroom teachers Principal Assistant Principal AIFs</p>	<p>5D.2. Classroom walkthroughs, student work samples, classroom assessments</p>
<p>5D.3. Lack of student motivation / engagement</p>				<p>5D.3. Increase use of research based strategies to motivate students: i.e. manipulatives; Collaborative Pairs/Groups; math literature, writing across the curriculum, etc.</p> <p>Increase the number of problem solving methods employed in the mathematics classroom.</p> <p>Provide more opportunities for “accountable talk” in collaborative structures.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>	<p>5D.3. Classroom teachers Principal Assistant Principal AIFs</p>	<p>5D.3. Classroom walkthroughs, student work samples, classroom assessments</p>	<p>5D.3. Discovery Assessments, FCAT 2.0, on-going progress monitoring assessments</p>

<p>Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Limited student vocabulary	5E.1. Vocabulary taught in context along with the use of interactive word walls	5E.1. Classroom teachers Principal Assistant Principal AIFs	5E.1. Classroom walkthroughs, student work samples, classroom assessments	5E.1. Discovery Assessments, FCAT 2.0, on-going progress monitoring assessments
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By Spring 2013, 50% of Economically Disadvantaged Students will be AL 3 or above in Math as evidenced by their performance on the AMO Report.</i>	34% (64)	50% (90)					
			5E.2. Lack of student motivation / engagement	5E.2. Increase use of research based strategies to motivate students: i.e. manipulatives; Collaborative Pairs/Groups; math literature, writing across the curriculum, etc. Increase the number of problem solving methods employed in the mathematics classroom. Provide more opportunities for “accountable talk” in collaborative structures. AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning. AIFs will meet with teachers weekly for collaborative planning and lesson study.	5E.2. Classroom teachers Principal Assistant Principal AIFs	5E.2. Classroom walkthroughs, student work samples, classroom assessments	5E.2. Discovery Assessments, FCAT 2.0, on-going progress monitoring assessments
			5E.3. Weak Implementation of high-yield strategies	5E.3. Increase use of high-yield strategies that support differentiated instruction: i.e. extended thinking skills, summarization, vocabulary in context, advance organizers, writing to justify/explain, etc. Increase the number of problem solving methods employed in the mathematics classroom. Increase the level of rigor for student task, activities, and assessments.	5E.3. Classroom teachers Principal Assistant Principal AIFs	5E.3. Classroom assessments, lessons plans, student work samples, classroom walkthroughs	5E.3. Discovery Assessments, FCAT 2.0, on-going progress monitoring assessments

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			<p>Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.</p> <p>AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning.</p> <p>AIFs will meet with teachers weekly for collaborative planning and lesson study.</p>			
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End of Elementary School Mathematics Goals

Mathematics 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
High Yield Strategies: Extended Thinking, summarizing, vocabulary in context, advance organizers, non-verbal representations	K-5 Math	Assistant Principal	Grade Levels school-wide	Fall, 2012 with follow-up provided as needed throughout the year in weekly PLCs and AIFs support through the coaching model and lesson study	PD specific; classroom observation, student products, lesson plans.	Leadership Team
Manipulative in Mathematics	K-5 Math	Assistant Principal	Grade Levels school-wide	Fall, 2012 with follow-up provided as needed throughout the year in weekly PLCs and AIFs support through the coaching model and lesson study	PD specific; classroom observation, student products, lesson plans.	Leadership Team
Unpacking Common Core Standards	K-5 Math	Assistant Principal	Grade Levels school-wide with an emphasis on K-2	Fall, 2012 with follow-up provided as needed throughout the year in weekly PLCs and AIFs support through the coaching model and lesson study	PD specific; classroom observation, student products, lesson plans.	Leadership Team
Total Participation Response Techniques	K-5 – Math	Assistant Principal	School wide	Introduced in Winter, 2012/2013 with follow-up provided as needed throughout the year in	PD specific; classroom observation, lesson plans.	Principal, Assistant Principal, AIFs

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				weekly PLCs and AIFs support through the coaching model and lesson study		
Maximizing the use of Go Math Resources	K-5- Math	Math AIF	Grades K-5	September, 2012 with follow-up provided as needed throughout the year in weekly PLCs and AIFs support through the coaching model and lesson study	PD specific; classroom observation, student products, lesson plans.	Principal, Assistant Principal, AIFs

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Hands-on Activities	Manipulatives	Grants/Donations	\$250.00
Family Math Night	Materials for Stations/ Refreshments	Title I / Donations	\$200.00
			Subtotal: \$450.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study	Math professional development book Total Participation Techniques	Grants	\$250.00
Curriculum Development	Research based lesson plan development	Title I Funds	\$10,000.00
			Subtotal: \$10,250.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Math AIF	The Math AIF provide the following support: <ul style="list-style-type: none"> Coach teachers in high-yield, research-based instructional strategies Collaborate in the development of 	Funded by the District	No Funds Needed

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	curriculum Provide support by working with small groups with an increased focus in grades 3-5		
Classroom Teacher (4 th Grade)	This teacher will provide additional support for identified students in grade 4 with math deficiencies.	Title I Funds	Funding reflected in Reading Budget
			Subtotal:
			Total: \$10,700.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Teachers lack specific content knowledge to effectively meet curriculum goals	1A.1a. Provide content specific professional development for teachers.	1A.1a. Classroom teachers Principal Assistant Principal AIFs	1A.1a. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	1A.1a. Formative, Formal and informal assessments; Discovery Education assessments, FCAT 2.0.
Science Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		1A.1b. The effectiveness of the science strategies for all learning groups and sub-groups will be monitored in weekly Leadership Meetings	1A.1b Principal Assistant Principal Leadership Team	1A.1b. On-going progress monitoring assessments	1A.1b – On-going progress monitoring data
<i>By Spring of 2013, 40% of total students will be at AL 3 in Science as evidenced by the FCAT 2.0.</i>	19% (12).	40%(26)					
			1A.2. Students have gaps in their background knowledge of essential science concepts	1A.2a. Apply a variety of instructional strategies, such as online resources and print materials differentiated for individual student needs.	1A.2a. Classroom teachers Principal Assistant Principal AIFs	1A.2a. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	1A.2a. Formative, Formal and informal assessments; Discovery Education assessments, FCAT 2.0.
				Increase the level of rigor for student task, activities, and assessments. Provide more opportunities for “accountable talk” in collaborative structures. 1A.2b Embed science content reading in formal reading instruction	1A.2b. Classroom teachers Principal Assistant Principal AIFs	1A.2b. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	1A.2b. Formative, Formal and informal assessments; Discovery Education assessments, FCAT 2.0
			1A.3. Students have misconceptions regarding essential science concepts	1A.3a. Utilize activating strategies or formative assessment probes to identify student misconceptions.	1A.3a. Classroom teachers Principal Assistant Principal AIFs	1A.3a. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	1A.3a Formative, Formal and informal assessments; Discovery Education assessments, FCAT 2.0.
				Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.	1A.3b. Classroom teachers Principal Assistant Principal AIFs	1A.3b. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	1A.3b Formative, Formal and informal assessments; Discovery Education assessments, FCAT 2.0.

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			1A.3.b Adapt instructional strategies to address student learning needs, i.e, using 5E approach to address student misconceptions.			
		1A.4. Male students lack motivation and as a result, struggle with higher-order scientific thinking	1A.4. Request district funding to fund an after school science enrichment opportunity for male students in grades 3-5 using STEM supported 5E Inquiry Approach using hands-on experiments two times a week	1A.4 Classroom teachers Principal Assistant Principal	1A.4. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	1A.4. Formative, Formal and informal assessments; Discovery Education assessments, FCAT 2.0.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
			1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Increasing the pace of instruction, or adding assignments is mistaken for increasing rigor.	2A.1. Provide curriculum resources and professional development for teachers to raise the level of inquiry to increase rigor for all students. Increase the level of rigor for student task, activities, and assessments. Increase the opportunities for students to demonstrate their level of understanding using short and extended writing opportunities in response to grade level text.	2A.1. Classroom teachers Principal Assistant Principal AIFs	2A.1. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	2A.1. Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
Science Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>By Spring of 2013, 10% of total students will be at AL 4 or above in Science as evidenced by the FCAT 2.0.</i>	2% (1)	10%(7)					
			2A.2. Strategies for addressing student misconceptions and gaps in background knowledge are not part of the lesson planning process.	2A.2. Provide professional development regarding identification of student misconceptions and alignment of curriculum to meet student needs.	2A.2. Classroom teachers Principal Assistant Principal AIFs	2A.2. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	2A.2. Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
			2A.3. Limited integration of technology to enhance content delivery.	2A.3. Provide professional development regarding the implementation of technology such as SMART boards, Airliners, and document cameras.	2A.3. Classroom teachers Principal Assistant Principal AIFs	2A.3. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	2A.3. Formal and informal assessments, Discovery Education assessments, FCAT 2.0.
			2A.4. Male students lack motivation and as a result, struggle with higher-order scientific thinking	2A.4. Request district funding to fund an after school science enrichment opportunity for male students in grades 3-5 using STEM supported 5E Inquiry Approach using hands-on experiments two times a week	2A.4. Classroom teachers Principal Assistant Principal	2A.4. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding	2A.4. Formative, Formal and informal assessments; Discovery Education assessments, FCAT 2.0.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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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
Scientific Thinking	K-5	Assistant Principal	K-5 teachers	On-Going in Monthly PLCs	PD specific classroom observations, student products, lesson plans	Leadership Team
Building Background for teachers	K-5	Assistant Principal	K-5 teachers	On-going in Monthly PLCs	PD specific classroom observations, student products, lesson plans	Leadership Team

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
Family Science Night	Materials for Activities	Title I / Donations	Funding reflected in Parent Involvement budget
Picture Perfect Science Lessons	Books; Materials for Science kits	Grants	\$500.00
			Subtotal:\$500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher training/support for inquiry-based science lessons	Materials	Grants/Donations	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Classroom Teacher (4 th Grade)	This teacher will provide additional support for identified students in grade 4 with reading deficiencies.	Title I Funds	Refer to reading budget
			Subtotal: \$700.00

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Students have limited incoming vocabulary and experience with word usage.	1A.1a. Stimulate oral and written language skills through conversation, use of descriptive words, use of a variety of questioning techniques and levels of complexity. AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning. AIFs will meet with teachers weekly for collaborative planning and lesson study. 1A.1b. The effectiveness of the writing strategies for all learning groups and sub-groups will be monitored in weekly Leadership Meetings	1A.1. Classroom teachers Principal Assistant Principal AIFs	1A.1. Walkthroughs, lesson plans, writing samples, on-going progress monitoring, formative assessments.	1A.1. On-Going Progress Monitoring Assessments, Monthly writing Assessments, FCAT 2.0 Writing Assessments
Writing Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By Spring of 2013, 85% of total students will at Level 4 or higher in Writing as evidenced by the FCAT 2.0 Writing Assessment.</i>	71% (45)	85%(75)					
			1A.2. Students entering 4 th grade are writing below grade level.	1A.2. Strengthen the foundational writing skills taught in K-3. AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning. AIFs will meet with teachers weekly for collaborative planning and lesson study.	1A.2. Classroom teachers Principal Assistant Principal AIFs	1A.2. Walkthroughs, lesson plans, writing samples, on-going progress monitoring, formative assessments	1A.2. On-Going Progress Monitoring Assessments, Monthly writing Assessments.

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		1A.3. Students writing at or above grade level are not being challenged to maintain or increase grade level proficiency.	1A.3. Teachers will provide increasingly complex activities with scaffolding strategies to meet students' needs. Have district level writing curriculum coordinator work with fourth grade teachers to identify instructional weaknesses AIFs will use the coaching model to support teachers through modeling effective instructional practices, lesson study, and collaborative planning. AIFs will meet with teachers weekly for collaborative planning and lesson study.	1A.3. Classroom teachers Principal Assistant Principal AIFs	1A.3. Walkthroughs, lesson plans, writing samples, on-going progress monitoring, formative assessments	1A.3. On-Going Progress Monitoring Assessments, Monthly writing Assessments
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

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

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Identifying Instructional Weaknesses	4 th grade/Writing	District Writing Coordinator	Fourth grade teachers	November, 2012 (if district coordinator is available)	Administration and AIFs will support the teachers by providing additional training as needed	Principal Assistant Principal AIFs

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Classroom Teacher (4 th Grade)	This teacher will provide additional support for identified students in grade 4 with writing deficiencies.	Title I Funds	Refer to reading budget
Reading/Writing Resource Teacher	The reading / writing resource teacher will provide support by working with small groups of students to provide additional assistance in with writing.	Title I Funds	Refer to reading budget
			Subtotal:
			Total:

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Families do not understand the importance of their children being at school and on time.	1.1. Parent conferences and meetings with the school social worker. Terminal Operator will meet weekly with school social worker to address attendance issues. Contacting parents when student absences and/or tardies occur more than three times in a grading period.	1.1. Assistant Principal Terminal Operator Rtl B Team Leadership Team	1.1. Attendance and Tardy Reports from Genesis and Elegrade. Teacher Reports	1.1. Student Progress Reports. Data analysis
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>By Spring 2013, the expected attendance rate will be at or above 96% as evidenced by Genesis data.</i>	94%	95%					
Tier 1: Terminal operator will monitor attendance and tardies and contact parents with excessive attendance and/or tardies occur.	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
Tier 2: Assistant principal, terminal operator, classroom teacher, and school social worker will hold attendance meetings with parents to develop a plan to decrease the number of unexcused absences/tardies.	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
<ul style="list-style-type: none"> African American 49% (194) Hispanic 20% (80) White 24% (96) 	165	145					
Tier 3: Assistant principal, terminal operator, and school social worker will work with individual cases for referral to appropriate social agency.	177	125					
			1.2. Lack of interest of students being on time.	1.2. Develop a daily reward system for students with excessive tardies or five or more.	1.2. Assistant Principal Terminal Operator	1.2. Attendance and Tardy Reports from Genesis and Elegrade	1.2. Student Progress Reports. Data analysis
			1.3. Lack of interest of students being in attendance.	1.3. Quarterly rewards for perfect attendance. Quarterly rewards for the class within each grade level with the best attendance.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Communication with Families	School-wide	Assistant Principal and School Social Worker	School wide	Introduced in PLC at beginning of year and re-addressed throughout the year when attendance data reflects a chronic truancy problem.	Attendance data; Genesis Reports, EleGrade Reports	Terminal Operator, Assistant Principal, School Social Worker.

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
Mentor/Mentee Program to provide incentives for increased attendance and reduction in tardies	Incentive to reward students for increased attendance and reduction in tardies	PBS Student Incentive Funds	Funding reflected in suspension budget
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$500.00			

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Teachers do not understand the PBS Flow Chart.	1.1. Provide professional development on implementation of the flow chart.	1.1. Classroom teacher PSRTI (PBS) Team	1.1. Monthly review of discipline data	1.1. Discipline data from Genesis
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>By Spring 2013, the expected out of school suspension rate will be at or below 100 students as evidenced by Genesis data.</i>	8	5					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
<i>Tier 1: Teacher will follow the school discipline flow chart. Teacher will contact parent when behavior is not appropriate.</i>	7	4					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
<i>Tier 2: PSRTI(PBS)Team will work with identified specific population to decrease the number of out-of-school suspensions.</i>	280 Days	100					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	58 students	45					

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<p>Tier 3: Interventions with the individual student and family. Referral to the appropriate social agency-type resource.</p>		<p>1.3. Lack of student social skills</p>	<p>1.3. Guidance counselor and resource teacher will work with targets students and teachers using <i>Skillstreaming the Elementary Child and Bullying: Not in This School.</i></p>	<p>1.3. PSRTI (PBS) Team</p>	<p>1.3. Monthly review of discipline data</p>	<p>1.3. Discipline data from Genesis</p>
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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
School-Wide PBS/RtIB	Training materials; incentives	District funded	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

End of Suspension Goals

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement	See School Parent Involvement Plan submitted online on to the LEA September, 2012.				
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
			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.
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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
Teaching with Poverty in Mind	All staff	Assistant Principal	School-wide	Winter 2012-2013	Parent Involvement Surveys	Assistant Principal

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Family Math Night	Curriculum based activities to assist parents with helping their child with math at home	Title I funds	\$200.00
Family Science Night	Curriculum based activities to assist parents with helping their child with science at home	Title I funds	\$200.00
Winter Wonderland	Curriculum based activities to assist parents with helping their child with reading at home	Grant	\$200.00
Bingo for Books	Curriculum based activities to assist parents with helping their child with reading at home	Title I funds	\$200.00
FCAT 2.0 Information Night	Provide information for parents about high-stakes testing	Title I Funds	\$100.00
Parent Data Chats – November	Provide time for parents to meet with teachers to discuss student progress	Title I Funds	\$1,500.00
Parent Data Chats – February	Provide time for parents to meet with teachers to discuss student progress	Title I Funds	\$1,500.00
			Subtotal: \$3,900.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teaching with Poverty in Mind	Book study for teachers to build a better understanding of the families they are working with so they are better prepared to assist with the learning needs of the students	Title I Funds	\$350.00
			Subtotal: \$350.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Printing of Title I Home School Compacts and School Summaries	Printing of documents for parents	Title I funding	\$150.00
Toner for printers	Printing documents for parents and parent involvement activities	Title I funding	\$250.00
Copy paper	Printing documents for parents and parent involvement activities	Title I funding	\$150.00
			Subtotal:\$550.00
			Total:\$900.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
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
<p>STEM Goal #1:</p> <p><i>By Spring 2013, 40% of students in grade 5 will be at AL 3 or above in Science through the integration of science, technology, engineering, arts, and mathematics.</i></p>	<p>1.1. Teachers do not integrate inquiry based lessons into science or math</p>	<p>1.1. Provide professional development on creating inquiry based lessons; implement inquiry based lessons in science and mathematics.</p>	<p>1.1. Principal Assistant Principal AIFs</p>	<p>1.1. Student work samples, classroom observations, walk-throughs, progress monitoring assessments.</p>	<p>1.1. FCAT 2.0; Discovery Education Assessments, On-going progress monitoring assessments.</p>
	<p>1.2. Students weak in scientific thinking</p>	<p>1.2. Provide students with opportunities to develop scientific thinking skills through inquiry based learning opportunities and nature of science</p>	<p>1.2. Principal Assistant Principal Classroom teacher</p>	<p>1.2. Student work samples, classroom observations, walk-throughs, progress monitoring assessments.</p>	<p>1.2. FCAT 2.0; Discovery Education Assessments, On-going progress monitoring assessments.</p>
	<p>1.3. Technology is not integrated into the daily curriculum</p>	<p>1.3. Tech coaches will provide professional development on technology integration.</p>	<p>1.3. Principal Assistant Principal Tech Coaches</p>	<p>1.3. Lesson plans Walkthroughs</p>	<p>1.3. FCAT 2.0; Discovery Education Assessments</p>
	<p>1.4. Male students lack motivation and as a result, struggle with higher-order scientific thinking</p>	<p>1.4. Request district funding to fund an after school science enrichment opportunity for male students in grades 3-5 using STEM supported 5E Inquiry Approach using hands-on experiments two times a week</p>	<p>1.4. Classroom teachers Principal Assistant Principal</p>	<p>1.4. Walkthroughs, lesson plans, district assessments, classroom assessments, checks for understanding</p>	<p>1.4. Formative, Formal and informal assessments; Discovery Education assessments, FCAT 2.0.</p>

STEM Professional Development

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

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

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Inquiry Based Lesson Design	School-wide K-5	Assistant Principal; District Elementary science Coordinator	School Staff	Fall, 2012	Lesson plans; student work samples; administrative walkthroughs	Principal Assistant Principal
Technology Integrations	School-wide K-5	Tech Coaches; Assistant Principal	School Staff	Winter, 2012/2013	Lesson plans, computer based reports; walkthroughs	Principal Assistant Principal Tech Coaches

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher training/support for inquiry based science lessons	Materials	Grants / Donations	(See Science Budget)
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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End of STEM Goal(s)

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$149,232.97
CELLA Budget	Total: 0
Mathematics Budget	Total: \$10,700.00
Science Budget	Total: \$700.00
Writing Budget	Total: 0
Civics Budget	Total: 0
U.S. History Budget	Total: 0
Attendance Budget	Total: 0
Suspension Budget	Total: 0
Dropout Prevention Budget	Total: 0
Parent Involvement Budget	Total: \$4,800.00
STEM Budget	Total: 0
CTE Budget	Total: 0
Additional Goals	Total: 0
	Grand Total: \$165,432.97

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount