FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name:1261John M Sexton Elementary School	District Name: Pinellas County Schools
Principal: Suzette Burns	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Alan Pedigo	Date of School Board Approval: Pending: October 9, 2012

Student Achievement Data and Reference Materials:

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Suzette Burns	B.S in Specific Learning Disabilities, M.A in Varying Exceptionalities, Ed. Leadership Certification, all degreed work was completed at the University of South Florida	0 years	7 years	Assistant Principal of Sanderlin IB World School: 2011-12: Grade B Reading Mastery 53%, Math Mastery 44%, Writing Mastery 82%, Science Mastery 50% 2010-11: Grade D Reading Mastery: 55%, Math Mastery 45%, Writing Mastery 75%, Science Mastery 33%
Assistant Principal	Cheryl Ann Maggio	BA in Elementary and Early Childhood Education from the University of South Florida. MA in Educational Leadership and Supervision from National-Louis University. NBPTS Middle Childhood Generalist.	4.5 years	5 years	Assistant Principal of John M. Sexton Elementary 2011-2012: Grade B - Reading Mastery 61%; Math Mastery 53%; Writing Mastery 74%; Science Mastery 53% 2010-2011: Grade: A, Reading Mastery: 78%, Math Mastery: 77%, Writing Mastery: 89%, Science Mastery: 52%

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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)
Curriculum Coach (Contracted Service Provider)	Melissa Walls	BA in Pre-K/Primary from University of South Florida; MA in Reading from University of South Florida, with certifications in Reading and ESOL	10 years	6 years	Reading Coach of John M. Sexton Elementary in 2011-2012: Grade B, Reading Mastery 61%; Math Mastery 53%; Writing Mastery 74%; Science Mastery 53% 2010-2011: Grade: A, Reading Mastery: 78%, Math Mastery: 77%, Writing Mastery: 89%, Science Mastery: 52%
Math Coach	Charlene Miller	BA in Math from Ohio University; Certification in Elementary Education	15 years	3 years	Math Coach of John M. Sexton Elementary in 2011-2012: Grade B, Reading Mastery 61%; Math Mastery 53%; Writing Mastery 74%; Science Mastery 53% 2010-2011: Grade: A, Reading Mastery: 78%, Math Mastery: 77%, Writing Mastery: 89%, Science Mastery: 52%
District Literacy Coach	Kerri Barnes (K-2) Rachelle McDowell (3-5)				

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
The Pinellas County School District has a procedure in place which assures that all schools recruit and retain high-quality, highly qualified teachers. Only those that hold an elementary education degree from an accredited university are eligible to teach in our district's elementary schools. The district requires that all instructional personnel complete an application, be fingerprinted and have a college transcript sent to the county's personnel office. After all documents have been reviewed, qualified applicants are	Principal / Assistant Principal / Curriculum Coaches	5/31/2013

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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

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
55	0	7% (4)	42% (23)	38% (21)	33% (18)	100% (55)	4% (2)	7% (4)	58% (32)

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
Dawn Kwiatkowski, Cynthia Hedberg, Patti Overbeck, Nicole Lester, Melinda Carney, Jennifer Johnson, M artha Thurman, Carrie Preston, Suzie Lak, Barbie Paetzold, Maria Vierling, Stephanie Doughty-Waters, Kim Dunn, Chelsea Matthews-Riley	Susete Almeida, Christina Platt, Cate Clark, Brenda Tessier, Ginni Pedigo	ESE / PK-Gr. 2 experience	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards;

			Discussing student progress and analyzing student work; Modeling or co-teaching lessons

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<u>Additional Requirements</u>

Coordination and Integration-Title I Schools Only

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

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

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Violence Prevention Programs
In addition to being a Foundations (Safe & Civil CHAMPS Positive Behavior System) school, Sexton Elementary participates in the Olweus Bully Prevention Program to provide education and strategies for preventing and dealing with bullying in the school setting and the "Bucket Filler" program to encourage positive behaviors, including random acts of kindness to one another. Monthly, thematic guidance lessons that promote positive social skills, character traits, good citizenship, and skills for life.
Nutrition Programs
John M. Sexton Elementary was the recipient of the 2011 Silver Award and 2010 Bronze Award presented by The Alliance for a Healthier Generation, a joint venture between the American Heart Association and the William J. Clinton Foundation, with the mission of combating and eliminating childhood obesity. In addition to promoting good health through exercise and nutrition, our school participates annually in the "Jumprope for Heart" or "Juvenile Diabetes Walk"
Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.
Housing Programs
Head Start
Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
Adult Education
Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration (S. Burns, Principal & C. Maggio, Assistant Principal); language arts, math, and science, specialist/instructional coaches (M. Walls, Curriculum & C. Miller, Math); behavior specialist (N/A); school psychologist TBA); social worker (C. Runyon); educational diagnostician (J. Furlott), guidance counselor (C. Milliar, Teacher, ESE teacher (D. Kwiatkowski / C. Hedberg), Technology Specialist (L. Woods); and parent (A. Rouse).

Principal (S. Burns) / Assistant Principal (C. Maggio): Provides leadership and a common vision for the use of data-based decision-making, ensures that the school-based team is implementing PS/RtI (Problem Solving /Response to Intervention) process, conducts assessment of RtI skills of school staff, creates a site-based Master Schedule that includes an embedded block of time daily that ensures the documented implementation of iii.

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

• Facilitator (C. Maggio, Assistant Principal and C. Milliar, Guidance Counselor) – generates agenda, leads team discussions, and forwarding meeting minutes to all team members.

• Data Manager(s)/Data Coach(es): (J. Furlott, M. Walls, C. Miller, L. Woods,) – assist team in accessing and interpreting (aggregating/disaggregating) the data

• Technology Specialist: (L. Woods, M. Anderson)– brokers technology necessary to manage and display data

   C. Maggio, Assistant Principal and C. Milliar, Guidance Counselor) – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

• Time Keeper (C. Runyon &/or S. Burns) –helps team begin on time and ensures adherence to agenda

The MTSS (Multi-Tiered System of Supports) / RtI (Response to Intervention) Team focuses meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, teachers, and in our students? During these weekly team meetings, members engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting / exceeding benchmarks, and those at moderate or high risk for not meeting benchmarks. Based on the above information, the team identifies professional development and resources. The team collaborates regularly, problem-solves, brainstorms ideas and shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation.

Meeting time: Weekly basis: Wednesdays from 10:00-11:30

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?

The MTSS (Multi-Tiered System of Supports) is responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.
Members of the RtI Leadership Team, in conjunction with grade level teachers, support staff, and members of the School Advisory Council (SAC), work together to develop and implement the SIP.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Florida Assessment for Instruction in Reading (FAIR) is utilized as the universal screening in reading across all grade levels. The Pinellas County Schools PCAS tests are utilized for screening purposes in math, science and writing. PCS Portal, EDS, PMRN, and the AIMS web are utilized to access probes and manage student data school wide. Classroom (Level II) and Office (Level III) referral data are utilized as on going progress monitoring to measure the effectiveness of Tier 2 behavior interventions. These data collection tools will be utilized in the following ways:
Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Kindergarten Readiness Screener (FLKRS), Early Childhood Observation Systems (ECHOS), Florida Assessments for Instruction in Reading (FAIR), Pinellas Classroom Assessment Series (PCAS), DIBELS, Florida Comprehensive Assessment Test (FCAT), PCS Portal & Schoolwide Behavioral Database, EDS, and AIMS Web.
Midyear data: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), Pinellas Classroom Assessment Series (PCAS), PCS Portfolio Assessments.

Describe the plan to train staff on MTSS.

Through Pre-school Professional Development training both Academic and Behavioral expectations and processes were reviewed with all staff members, including the steps taken for documenting parental communication / contacts in Portal FOCUS, PMP interventions implemented, as well as the referral process utilized for obtaining further support.

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Describe the plan to support MTSS. In addition to tracking ALL retainees and Level 1 & 2 students, teachers refer academic concerns to Melissa Walls, Curriculum Coach and behavioral concerns to Cecelia Milliar, guidance Counselor. From this list an agenda is formed for weekly MTSS/RtI meetings.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

Principal (S. Burns) / Assistant Principal (C. Maggio); Site-based Curriculum Coach, currently on Contracted Service (M. Walls); Media / Technology Specialist (L. Woods); Math Coach (C. Miller); PCSB District appointed K-2 (Kerri Barnes) and 3-5 (Rachelle McDowell) Literacy Coaches

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

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

- Support for text complexity

- Support for instructional skills to improve reading comprehension

Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
Providing scaffolding that does not preempt or replace text reading by students
Developing and asking text dependent questions from a range of question types
Emphasizing students supporting their answers based upon evidence from the text
Providing extensive research and writing opportunities (claims and evidence)

- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

Principal (S. Burns) / Assistant Principal (C. Maggio): Provides leadership and promotes a common vision for increasing the literacy skills of students and their families.

Site-based Curriculum Coach, currently on Contracted Service (M. Walls) & RtI / **Title I Instructional Team (P. Bell):** Develops, provides support, and evaluates school core content standards / programs: identifies and analyzes existing literature on scientifically researched based curriculum and intervention approaches. Assists with the design and implementation of on-going progress monitoring, data collection, and data analysis "chats"; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on the K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding PMRN data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Media / Technology Specialist (L. Woods): Serves as the site-based CDM (Curriculum Data Manager), promotes and supports literacy through the provision of literature-based resources and activities, and by modeling scientifically researched based curriculum and intervention strategies.

The LLT meets on the first and third Monday of the month, in the Media Center, to discuss curriculum, data, school wide trends, grade level expectations, scheduled events, parent involvement activities, etc. utilized to increase the literacy skills of students and their families.

PCSB District appointed K-2 (Kerri Barnes) and 3-5 (Rachelle McDowell) Literacy Coaches: During alternating weeks, serves as an embedded coach and district liaison to the various grade level teachers and to provide additional training & resources through the regularly scheduled, weekly PLCs.

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

What will be the major initiatives of the LLT this year?
Support for text complexity

- Support for instructional skills to improve reading comprehension

- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Public School Choice

Supplemental Educational Services (SES) Notification

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

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

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Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: Improve current level of performance **June 2012 Rule 6A-1.099811 Revised April 29, 2011**	2012 Current Level of Performance:* — (33%) (104)	2013Expected Level of Performance:* Decrease Level 1 & 2 from 40% To 30%	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Administrator who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study: Pathways to the Common Core: Accelerating Achievement by L. Calkins, M. Ehrenworth, & C. Lehman	PK - Grade 5	C.Maggio /M.Walls	Instructional Staff, Including Specialists	Sept. 2012-May 2013	ON-going PD through collaborative discussions at grade level PLCs; DWT, and Walkthrough feedback	Administrative Team
iStation Webinar	PK - Grade 5	LMTS L. Woods	Classroom based Instructional Staff	Aug. 2012-June2013	Data Log and iStation Progress Monitoring Graphs	LMTS and site-based Coaches
Book Study during PLCs: Lesson Study: Step by Step (How Teacher Learning Communities Improve Instruction) by C. Lewis and J. Hurd	Grade 2 & 3	C. Maggio	Grade 2 and 3 Team members	Weekly PLCs, Sept. 2012-May 2013	Collaborative discussions, feedback given by colleagues and through Administrative Walkthrough, OPM data results	Administrative team / MTSS discussions aligned to Core Curriculum and Instruction

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Intensive Reading Support	3 – Title I hourly teachers	Title I	$57,071.40
Additional intensive reading support / tutor; LLI (Leveled Literacy Instruction) implementing research-based supplementary lessons.	2 - Instructors	Title I ; Extended Learning Program funds	$1,890.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
iStation; Destination Reading Success & FCAT Explorer (student use / teacher tracking); Reading Applications for iPads; Kindle labs	Computer based program that assesses and builds targeted reading skills directly linked to CCSS	Title I	$6,500.00
Teacher Assistant to provide support to students and individualizing software	Technology Assistant	Title I	$13,580.20
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study on 2 topics: Entire Instructional Staff Grades 2 & 3 Book Study and grade level implementation	Book Study: Pathways to the Common Core: Accelerating Achievement by L. Calkins, M. Ehrenworth, & C. Lehman Lesson Study: Step by Step (How Teacher Learning Communities Improve Instruction) by C. Lewis and J. Hurd	Title I (Roll over dollars from 2011-12)	$4000.00
iStation Webinar	Web description and support related to teacher lessons, formative assessment, and differentiated instruction	Professional Development Grant	$500.00
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
Securing Volunteers and classroom partners to provide additional resources	Family & Community Involvement Liaison	Title I	$6,995.23
			Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
CELLA Goal #1: Improve current level of performance Number CELLA tested: 54	2012 Current Percent of Students Proficient in Listening/Speaking: 61% (33)					
June 2012 Rule 6A-1.099811 Revised April 29, 2011	7	2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	2.1. Lesson Plans & Walkthrough

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at AchievementLevel 3 in mathematics.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Mathematics Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 88 28%	2013Expected Level of Performance:* Decrease in level 1 and 2 from 50% To 40%					
June 2012 Rule 6A-1.099811 Revised April 29, 20			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice	1a.2. Walkthrough

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End of Elementary School Mathematics Goals

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<u>**Elementary and Middle**</u> School Math/Science Goals

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

Elementary and Middle Science Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0:Students scoring at Achievement Level 3 in science.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<u>Science Goal #1a:</u> Improve current level of performance	2012 Current Level of Performance:* 38% 42	2013Expected Level of Performance:* Decrease the number of level 1 and 2					
June 2012 Rule 6A-1.099811 Revised April 29, 2011		2	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to	1a.2. Walkthrough

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End of Elementary and Middle School Science Goals

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Math / 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
MFAS Grant: Authentic Formative Assessment	K & Grade 1 Math	M. Anderson C. Maggio	Kindergarten & Grade 1 team members	Aug. 2012 - May 2013, weekly mtgs. on Tuesdays 8:40-10:30	Observation, Walkthrough feedback, Assessment data	Administrative Team, Math Coach, and MFAS Grant rep: Michael Anderson
Book Study: Pathways to the Common Core: Accelerating Achievement by L. Calkins, M. Ehrenworth, C. Lehman	PK - Grade 5	C. Maggio C. Miller	Instructional staff, including Specialists	Sept. 2012 - June 2013	ON-going PD through collaborative discussions at grade level PLCs; DWT, and Walkthrough feedback	Administrative Team
MOAT (Math Operation Assessment Test) utilized to address automaticity of basic fact knowledge.	K-5/Math	Math Coach (C. Miller)	Title I hourlies, K-5 teachers	Weekly PLCs, Sept. 2012 - May 2013	Observation by Math Coach, MOAT data, & Administrative Walkthroughs	Administrative Team, Math Coach

Math / 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
Intensive Math Support	2 – Title I hourly teachers	Title I funds	$38,047.60
Schoolwide participation in the "Mad Scientist" Program and the district Science Fair	Demonstration and hands-on implementation / participation in the Scientific Process; SEAMS materials	Title I and student participants	$175.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teacher Assistant to provide support to students and individualizing software	Technology Assistant	Title I	$13,580.20
Continued schoolwide implementation of the MOAT program	Copy costs for weekly program and incentives	Title I funds	$25.00
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Embedded Math Coach	Provide embedded Staff Development with planning and implementation of curriculum; MFAS Project, transition to CCSS	Title I.	$28,756.27
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Securing Volunteers and classroom partners to provide additional resources	Family & Community Involvement Liaison	Title I	$6,995.23
			Subtotal:
			Total:

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing. Writing Goal #1a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
	73% 73 Level 4 and above 16% 16	Decrease number of level 1,2 and 3 students					
June 2012 Rule 6A-1.099811 Revised April 29, 201		26	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background	1a.2. Walkthrough

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End of Writing Goals

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<table>
<tr>
<th colspan="7">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.</th>
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<tr>
<th>PD Content /Topic and/or PLC Focus</th>
<th>Grade Level/Subject</th>
<th>PD Facilitator and/or PLC Leader</th>
<th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th>
<th>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th>
<th>Strategy for Follow-up/Monitoring</th>
<th>Person or Position Responsible for Monitoring</th>
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<tr>
<td>Book Study: <u>Pathways to the Common Core: Accelerating Achievement</u> by L. Calkins, M. Ehrenworth, C. Lehman</td>
<td>PK - Grade 5</td>
<td>C. Maggio/ M.Walls</td>
<td>Instructional Staff, including Specialists</td>
<td>Sept. 2012 – May 2013; Meeting monthly</td>
<td>ON-going PD through collaborative discussions at grade level PLCs; DWT, and Walkthrough feedback</td>
<td>Administrative Team, site-based Curriculum Coach, District appointed Literacy Coaches</td>
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Budget (Insert rows as needed)

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<tr>
<td colspan="4">Evidence-based Program(s)/Materials(s)</td>
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<tr>
<td>Strategy</td>
<td>Description of Resources</td>
<td>Funding Source</td>
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<td colspan="4">Technology</td>
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<td>Strategy</td>
<td>Description of Resources</td>
<td>Funding Source</td>
<td>Amount</td>
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<td colspan="4">Professional Development</td>
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<tr>
<td>Strategy</td>
<td>Description of Resources</td>
<td>Funding Source</td>
<td>Amount</td>
</tr>
<tr>
<td>Book Study: <u>Pathways to the Common Core: Accelerating Achievement</u> by L. Calkins, M. Ehrenworth, C. Lehman</td>
<td>Reading, sharing, discussing and creating authentic examples of CCSS strategies being implemented across grade levels and all curriculum areas.</td>
<td>Title I funds</td>
<td>$500.00</td>
</tr>
</table>

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

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

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

Attendance Goal(s)

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 Attendance Goal #1: Improve current level of performance	2012 Current Attendance Rate:* 95% 2012 Current Number of Studentswith Excessive Absences (10 or more) 221 2012 Current Number of Students with Excessive Tardies (10 or more) 187	2013 Expected Attendance Rate:* Greater than prior year 2013 Expected Number of Students with Excessive Absences (10 or more) 10% decrease from prior year 2013Expected Number of Students with Excessive Tardies (10 or more) 10% decrease from prior year	1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

Attendance Budget (Insert rows as needed)

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

Check-in and Check-out Program	Site-based mentor appointed to targeted students by Child Study Team with the assistance of the Family & Community Liaison	Title I funds	$1,223. 12
			Subtotal:
			Total:

End of Attendance Goals

Suspension Goal(s)

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Olweus BullyPrevention	PK-Grade 5	Joan Reubens	All Staff	August 2012	Monthly OBP Team meeting with grade level reps /members	Administrators, OBP Coordinator, Guidance Counselor

Suspension Budget(Insert rows as needed)

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

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

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

Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Review of CHAMPS processes and Olweus Bully Preventioin Strategies	Safe & Civil Schools CD's; MOODLE resources; Strategies and resources on combating bullying type behaviors, reporting on districtwide website (Sugar CRM)	No cost entailed	$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

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

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

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

Dropout Prevention Budget(Insert rows as needed)

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

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

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

STEM Goal #1:						
1. Parent Involvement *Enter narrative for the goal in this box.* Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*		1.1. Students lack skills to plan for future aspirations and create education of goals, and allows for families to support and supervise their child's educational progress	An effective school wide parent engagement school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Administrative Team & SBLT / MTSS team members	Positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected	Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments
Improve current level of performance Portal logins by parents	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*	1.2.	1.2.	1.2. Data-based monitoring and adaptations to the plan are regularly conducted	1.2.
	23	10% decrease from prior year / Increase by 20%	1.3.	1.3. A database for keeping records and making decisions is established	A database for keeping records and making decisions is established	Number of students assigned to alternative bell schedule
	2012 Current Graduation Rate*	2013 Expected Graduation Rate*	1.2.	1.2.	1.2.	1.2.
	36	10% decrease from prior year	1.3.	1.3.	1.3.	1.3.
	2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	14	10% decrease from prior year				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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

End of Dropout Prevention Goal(s)

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 Professional Development

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

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Parent Involvement Budget

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1
End of Parent Involvement Goal(s)

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

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

STEM Professional Development

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

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			

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Improve current level of performance	2012 Current Level :*	2013 Expected Level :*	A: Failure to form a Healthy School Team.	A: Complete Healthy Schools Program 6 Step Processonline https://schools.healthiergeneration.org/	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	A: Completion of 6th Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online
	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory					
June 2012 **Rule 6A-1.099811** **Revised April 29, 2011**	B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	B Data: Being Fit Matters/Fitnessgram School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.	B: Failure to assess students and upload Being Fit Matters/Fitnessgram data	B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	B: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	B: Being Fit Matters Statistical Report (Portal)
			1.2.	1.2.	1.2.	1.2.	1.2.

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

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

	Subtotal:
	Total:

End of CTE Goal(s)

Additional Goal I Wellness (s)

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black Academic Achievement			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough
Additional Goal #1: There will be an increase in black student achievement	2012 Current Level :*	2013 Expected Level :*					
	Reading Level 3 and above:9% (17) Math Level 3and above: 6% (10)	All black students to make learning gains in reading and math					
June 2012 Rule 6A-1.099811 Revised April 29, 2011							

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| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |

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

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

Additional Wellness Goals Professional Development

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

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students		1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Additional Goal #1: There will be an increase in black student engagement	**2012 Current Level :*** **School data for % of black students receiving referrals found on EDS: School Wide Behavior Plan report** / **2013 Expected Level :*** Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide tangible incentives for participation in the site-based "Running Club"; holiday "Jingle Jog", etc.	Toe tokens, pedometers (Walk with Walgreens)	Title I	$100.00
			Subtotal:
			Total:

Additional Goal II Bradley MOU (s)

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

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

Additional MOU Goals Professional Development

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

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

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

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

Additional Goal III Bradley MOU (s)

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

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

Additional MOU II Goals Professional Development

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

Additional 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
Additional Goal(s)			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet students' needs (learning readiness and specific learning needs) *Models, examples and questions meet the needs of diverse learners *Teachers provide small group instruction to target specific needs *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness
Additional Goal #1: There will be an increase percent of black students enrolled in rigorous advanced coursework There will be an increase in performance of black students in rigorous advanced coursework	2012 Current Level :*	2013 Expected Level :* Increase from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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Additional Goal IV Bradley MOU (s)

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

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

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

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

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

Additional Goal V Bradley MOU (s)

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

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

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

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

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

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:
Mathematics Budget
Total:
Science Budget

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	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	

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	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

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		
Priority	Focus	Prevent

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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.

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