

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: 4701 Walsingham Elementary School | District Name: Pinellas County Schools |
| Principal: Alicia Urbano | Superintendent: John A. Stewart, Ed.D. |
| SAC Chair: Kim Duffy | 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 | Alicia Urbano | MS School Leadership BS Elementary Education | 2 | 10 | Walsingham Elementary 2011-2012 B: No AYP Reading: 54% at or above grade level, Math: 52% at or above grade level, Writing: 76% at or above grade level, Science: 52% at or above grade level, Learning Gains in Reading: 62% Math: 69%; Lowest 25% in Reading: 71%, Math: 61% Walsingham Elementary 2010-2011 A: No AYP Pinellas Park Elementary 09-10 C, No AYP |
| Assistant Principal | Jocilyn Renee Sutter | MS Educational Leadership BS Elementary Education | 1 | 1 | Walsingham Elementary 2011-2012 B: No AYP Reading: 54% at or above grade level, Math: 52% at or above grade level, Writing: 76% at or above grade level, Science: 52% at or above grade level, Learning Gains in Reading: 62% Math: 69%; Lowest 25% in Reading: 71%, Math: 61% |

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/ Language Arts | Shelly Pompei-Holder | BS Elementary Ed MS Curriculum and Instruction | 0 | 0 | Safety Harbor Elementary teacher last year (teaching since 2000). SHE received an A with Reading: 63% at or above grade level, Math: 55% at or above grade level; Science: 45% at or above grade level; Writing: 85% at or above grade level. Reading Learning gains at 69%; Math at 80%. Lowest 25% for Reading at 74% and Math at 78% |

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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. Exhaustive search and interviews for the best candidates | Principal | 8/13/2012 |
| 2. Mentors – supportive environment | Principal and Mentors | 8/13/2012 |
| 3. | | |

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 |
|--|---|
| 0 | |

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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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 46 | 0% (0) | 19% (8) | 33% (14) | 47% (20) | 40% (17) | 100% (46) | 12% (5) | 5% (2) | 67% (29) |

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 |
|--------------|------------------------------|------------------------|--|
| Kim Duffy | Nieves, Colton, Parker | New teachers to school | 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 |
| Janine Brown | J. Henson, Greene, Hauburger | New teachers to school | |

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

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Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team:

Alicia Urbano, Principal; Renee Sutter, Assistant Principal; Maggie Brilliant, Guidance Counselor; Bill Rooney and Danielle Bray - Speech/Language; Mark Cresap, School Psychologist; Kim Duffy, ESE teacher; Renee McDaniel, ESE Resource teacher; Karen Reiss, Diagnostician; various general education teachers on a rotating basis

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

- Facilitator – generates agenda and leads team discussions
- Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data
- Technology Specialist – brokers technology necessary to manage and display data
- Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
- Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

Meeting time: Wednesdays at 8:30AM

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?

Our School Based Leadership Team meets for one hour each week in the mornings and again for 2 hours one time per month in the afternoon. We meet to discuss and coordinate the functions of RtI. A common vision is shared among our team in which we analyze and make data-based decisions. As a team we decide on intervention supports to offer to our educators in order to ensure that all our students are getting every opportunity to be successful learners. We meet to: check the fidelity of interventions put in place, to assess the RtI skills of school staff, to ensure that adequate professional development is occurring to support our RtI implementation, and to check that adequate intervention support and documentation is taking place. We hold additional meetings as needed with the parents, teachers and intervention providers of students who have been identified as struggling learners; during which we complete Problem Solving Worksheets &/or Positive Behavior Intervention Plans to document the needs and supports for the individual children.

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.

Our instructional coaches and curriculum diagnosticians collaborate with the School Based Leadership Team to evaluate school core content, standards and programs. They identify and analyze existing literature on scientifically based curriculum as well as behavior assessment and intervention approaches. This team identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies. They assist with whole school screenings that provide early intervening services for children to be considered struggling or to be at risk. They assist in the delivery of professional development and facilitate/assist in leading staff trainings. The curriculum diagnostician with the support of the school psychologist provide support to the teachers in making sure that they are conducting the proper assessments and monitoring processes.

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Describe the plan to train staff on MTSS.

RTI Team collaborates/share with Team Leaders representing each grade level on a monthly basis. Our SBLT heads up breakout sessions during which teachers are rotated through trainings on how to assess and identify student needs, monitor progress, collect, analyze and interpret data collected. Trainings are also facilitated by the SBLT that teach educators the processes of RtI and how to properly place and service a student within the Tier system. Additional trainings include teaching education staff on design and implementation of individualized instruction and remediation tools. Our teachers and support staff are educated on how to properly identify our struggling students and to assist them all the way through the RtI process on into the processes for staffing and eligibility should the students documented needs reach that level.

Describe the plan to support MTSS.

The administration has made the MTSS team a priority by providing scheduled weekly meetings and the principal and assistant principal attend all meetings. The team will also be included in monthly team PLCs to allow time to complete data meetings with staff members.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Alicia Urbano (Principal), Renee Sutter (Assistant Principal), Kim Duffy (ESE TL), Victoria Ferguson (ELL/Association Liaison), Julie Christian (K TL), Nancy Walsh (1st TL), Lidia Treu (2nd TL), Sandy Lambert (3rd TL), Janine Brown (4th TL), Francine Campogni (5th TL), Suzanne Lynch (Specialist TL), Fayza Mikhail (ESOL TL)

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

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

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

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

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

Support for text complexity

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

Public School Choice

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

****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.

NA

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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. Insufficient standard based instruction | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. P and 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 |
| Reading Goal #1a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| Improve current level of performance | (30%) (65) | Decrease level 1&2 from 48% To 38% | | | | | |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. P and 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. | 1a.2. Walkthrough |

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|---|--|---|---|--------------------------------------|---|--|
| | | | | | *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | |
| | | 1a.3. Insufficient standard based instruction | 1a.3. Increase instructional rigor | 1a.3. P and AP who evaluates teacher | 1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3. Walkthrough Teacher Appraisal Results |
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | | 1b.2. Insufficient standard based instruction | 1b.2. Implement High Yield Instructional Strategies | 1b.2. P and AP who evaluates teacher | 1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | 1b.2. Walkthrough |
| Reading Goal #1b: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | |
| Improve current level of performance | 0% | Decrease level 1,2,3 | | | | |

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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 reading. | | | 2a.1. Lack of differentiation of instruction | 2a.1. Provide formative assessments to inform differentiation in instruction | 2a.1. P and AP who evaluates teacher | 2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students | 2a.1. Walkthrough |
| <u>Reading Goal #2a:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Improve current level of performance | 22% (48) | Increase level 4 and 5 by 3% | | | | | |
| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. | | | 2b.1. Lack of differentiation of instruction | 2b.1. Provide formative assessments to inform differentiation in instruction | 2b.1. P and AP who evaluates teacher | 2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | 2b.1. Walkthrough |
| <u>Reading Goal #2b:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Improve current level of performance | 100% | Increase level 7 by 5% | | | | | |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | | | | | |
|---|--|---|---|---|-----------------|------|----------------------------------|---------------------------------|--------------------------------------|---|--|
| <p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p> <table border="1" data-bbox="79 334 569 846"> <tr> <td data-bbox="79 334 296 375">Reading Goal #3a:</td> <td data-bbox="296 334 428 375"><u>2012 Current Level of Performance:*</u></td> <td data-bbox="428 334 569 375"><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td data-bbox="79 375 296 846">Improve current level of performance</td> <td data-bbox="296 375 428 846">59% (76)</td> <td data-bbox="428 375 569 846">100%</td> </tr> </table> | Reading Goal #3a: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Improve current level of performance | 59% (76) | 100% | 3a.1. Lack of student engagement | 3a.1. Differentiate Instruction | 3a.1. P and AP who evaluates teacher | 3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable |
| Reading Goal #3a: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | | | | | |
| Improve current level of performance | 59% (76) | 100% | | | | | | | | | |
| <p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p> <table border="1" data-bbox="79 932 569 1386"> <tr> <td data-bbox="79 932 296 972">Reading Goal #3b:</td> <td data-bbox="296 932 428 972"><u>2012 Current Level of Performance:*</u></td> <td data-bbox="428 932 569 972"><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td data-bbox="79 972 296 1386">Improve current level of performance</td> <td data-bbox="296 972 428 1386">0% (0)</td> <td data-bbox="428 972 569 1386">100%</td> </tr> </table> | Reading Goal #3b: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Improve current level of performance | 0% (0) | 100% | 3b.1. Lack of student engagement | 3b.1. Differentiate Instruction | 3b.1. P and AP who evaluates teacher | 3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in | 3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable |
| Reading Goal #3b: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | | | | | |
| Improve current level of performance | 0% (0) | 100% | | | | | | | | | |

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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. Reading Goal #4a: Improve current level of performance | 2012 Current Level of Performance:* 66% (21) | 2013 Expected Level of Performance:* 100% | 4a.1. Lack of differentiation of instruction | 4a.1. Differentiate Instruction | 4a.1. P and AP who evaluates teacher | 4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4a.1. Lesson Plans Walkthrough |
| | | | 4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4a.2. Create intervention that support core instructional goals and objectives | 4a.2. SBLT | 4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention | 4a.2. Evidence of core teachers and intervention teachers communicating and planning Lesson Plans Walkthroughs |

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| | | | | | courses are evaluated by reviewing student success in core courses | | |
| <p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p> | | | 4b.1. Lack of differentiation of instruction | 4b.1. Differentiate Instruction | 4b.1. P and AP who evaluates teacher | 4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 4b.1. Lesson Plans Walkthrough |
| <p>Reading Goal #4b:</p> | <p>2012 Current Level of Performance:*</p> | <p>2013 Expected Level of Performance:*</p> | | | | | |
| <p>Improve current level of performance</p> | <p>0% (0)</p> | <p>100%</p> | | | | | |
| | | | 4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4b.2. Create intervention that support core instructional goals and objectives | 4ab.2. SBLT | 4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses | 4b.2. Evidence of core teachers and intervention teachers communicating and planning Lesson Plans Walkthroughs |

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| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--|--|------------------------------------|---|--|--|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Baseline data 2010-2011 69 | 74 | 79 | 85 | 90 | 95 | 100 |
| Reading Goal #5A: <i>Enter narrative for the goal in this box.</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 subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 5B. Student subgroups by ethnicity (White, Hispanic, Economically Disadvantaged, ELL) not making satisfactory progress in reading. | 5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction | 5b.1. Differentiate Instruction | 5b.1. P and AP who evaluates teacher | 5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5b.1. Lesson Plans Walkthrough | |

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| Reading Goal #5B: Improve current level of performance | 2012 Current Level of Performance:* White:72 64% Black: 6 5% Hispanic: 13 12% Asian: 18 16% American Indian: 0 0% | 2013 Expected Level of Performance:* 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 5% | | | | | |
|---|---|--|--|---------------------------------|---|--|-----------------------------------|
| | | | | | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. | | | 5c.1. Lack of differentiation of instruction | 5c.1. Differentiate Instruction | 5c.1. P and AP who evaluates teacher | 5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities | 5c.1. Lesson Plans Walkthrough |
| Reading Goal #5C: Improve current level of performance | 2012 Current Level of Performance:* 44% (14) | 2013 Expected Level of Performance:* 100% of ELL students to make a learning gain An increase in proficiency by 5% | | | | | |

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| | | | | | | | |
|---|--|---|--|---------------------------------|---|---|---------------------------------------|
| | | | | | | to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | | | 5d.1. Lack of differentiation of instruction | 5d.1. Differentiate Instruction | 5d.1. P and AP who evaluates teacher | 5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5d.1. Lesson Plans Walkthrough |
| <u>Reading Goal #5D:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Improve current level of performance | | | | | | | |
| Not a subgroup at this time | 20% (6) | 100% of all SWD students to make a learning gain An increase in proficiency by 10% | | | | | |
| 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 differentiation of instruction | 5e.1. Differentiate Instruction | 5e.1. P and AP who evaluates teacher | 5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness | 5e.1. Lesson Plans Walkthrough |
| <u>Reading Goal #5E:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Improve current level of performance | | | | | | | |

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| | | | | | | | |
|--|-------------|---|--|--|--|--|--|
| | 42% (53) | 100% of economically disadvantaged students will learning gain An increase in proficiency by 10% | | | | 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. | |
|--|-------------|---|--|--|--|--|--|

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 |
|-----------------------------------|---------------------|--|---|--|-----------------------------------|---|
| Data Analysis | K-5 | Team Leaders, Reading Coach, SBLT team | K-5 Teachers | PLCs, SBLT, early release days (once a month) | Review of Progress Monitoring | Classroom Teachers/Admin/Reading Coach |
| Curriculum | K-5 | Team Leaders, Reading Coach | K-5 Teachers | early release days (once a month) | Review of Progress Monitoring | Classroom Teachers/Admin/Reading Coach |
| Differentiated Instruction | K-5 | Team Leaders, Reading Coach | K-5 Teachers | Early release days (once a month) | Review of Progress Monitoring | Classroom Teachers/Admin/Reading Coach |
| Common Core Standards | K-5 | Team Leaders, Reading Coach | K-5 Teachers | Early release days (once a month) | Review of Progress Monitoring | Classroom Teachers/Admin/Reading Coach |

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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 |
| Support and Instruction | To be determined | Internal funds | 100.00 |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total: |
| | | | 100.00 |

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

| CELLA Goals | | Problem-Solving Process to Increase Language Acquisition | | | | |
|---|---|--|--|--|--|---|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring proficient in Listening/Speaking. | | 1.1. Lack of differentiation of instruction | 1.1. Provide formative assessments to inform differentiation in small group instruction | 1.1. P and AP who evaluates teacher ESOL 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. Walkthroughs Progress monitoring Classroom observation Classroom performance |
| CELLA Goal #1: Improve current level of performance Increase students' proficiency in listening/speaking by 2% Number CELLA tested: 53 | 2012 Current Percent of Students Proficient in Listening/Speaking: 42% (22) | | | | | |
| | | 2.1. Lack of differentiation of instruction | 2.1. Differentiate Instruction | 2.1. P and 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 | 2.1. Lesson Plans Walkthrough |

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| | | | | | | |
|---|--|--|--|--|--|---|
| | | | | | needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
| Students read in English at grade level text in a manner similar to non-ELL students. | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Students scoring proficient in Reading. | | 2.2. Insufficient standard based instruction | 2.2. Implement High Yield Instructional Strategies in small group instruction | 2.2. P and AP who evaluates teacher ESOL teacher | 2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | 2.2. Walkthroughs Progress monitoring Classroom observation Classroom performance |
| <u>CELLA Goal #2:</u> Improve current level of performance of students' proficiency in reading by 2%. | <u>2012 Current Percent of Students Proficient in Reading :</u> 28% (15) | | | | | |

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| Students write in English at grade level in a manner similar to non-ELL students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|--|---|--|
| <p>3. Students scoring proficient in Writing.</p> <p><u>CELLA Goal #3:</u></p> <p>Improve current level of performance of students' proficiency in writing by 2%.</p> | <p>3.1. Insufficient standard based instruction</p> | <p>3.1. Set and communicate a purpose for learning and learning goals in each lesson</p> <p>Small group instruction</p> | <p>3.1. P and AP who evaluates teacher</p> <p>ESOL teacher</p> | <p>3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson</p> | <p>3.1. Walkthrough</p> <p>Lesson Plans</p> <p>Progress monitoring</p> <p>Classroom observation</p> <p>Classroom performance</p> |
| <p>2012 Current Percent of Students Proficient in Writing :</p> | <p>17%</p> <p>(9)</p> | | | | |

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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 |
| Support and instruction | To be determined | Internal funds | 100.00 |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total: 100.00 |

End of CELLA Goals

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Elementary School Mathematics Goals

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

| Elementary Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|--|--|---|---|--|--|
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | | | 1a.1. Insufficient standard based instruction | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. P and AP who evaluates teacher | 1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide | 1a.1. Walkthrough |
| <u>Mathematics Goal</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Limited knowledge of number sense | Small group instruction | Classroom teacher | *Begins with a discussion of desired outcomes and learning goals | Lesson Plans |
| #1a: Improve current level of performance or level 3 students by 2% in mathematics | 62 28% | Decrease in level 1 and 2 from 51% To 41% | | Cyclical instructional methods | District Math Supervisor | *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 *Classroom observation and anecdotal records. | End of Unit assessments and Common Assessments |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. P and 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 | 1a.2. Walkthrough |

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|---|--|---|--|--|---|--|---|
| | | | | | personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | | |
| | | | 1a.3. Insufficient standard based instruction | 1a.3. Increase instructional rigor | 1a.3. P and AP who evaluates teacher | 1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | 1a.3. Walkthrough Teacher Appraisal Results |
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | | | 1b.2. Insufficient standard based instruction | 1b.2. Implement High Yield Instructional Strategies | 1b.2. P and AP who evaluates teacher | 1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | 1b.2. Walkthrough |
| <u>Mathematics Goal</u> #1b: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Improve current level of performance 2% | 0% | Decrease in level 1,2 and 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. Lack of differentiation of instruction | 2a.1. Provide formative assessments to inform differentiation in instruction | 2a.1. P and AP who evaluates teacher | 2a.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students * Classroom observation and anecdotal records. | 2a.1. Walkthrough |
| <u>Mathematics Goal #2a:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Limited exposure to problem solving tasks that require higher order thinking | Step up to Learning math activities that go with the math curriculum Enrichment Activities through our Core Math program FCAT math dailies | Classroom Teacher Math Supervisor | | Weekly/unit assessments and Common Assessments FCAT Topic Assessments |
| Improve current level of performance by 2% for level 4 & 5 | 20% 43 | Increase in level 4 and 5 by 5% | | | | | |
| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | | | 2b.1. Lack of differentiation of instruction | 2b.1. Provide formative assessments to inform differentiation in instruction | 2b.1. P and AP who evaluates teacher | 2b.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom activities and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points | 2b1. Walkthrough |
| <u>Mathematics Goal #2b:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Maintain current level of performance | 100% | Increase in level 7 by 5% | | | | | |

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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. Lack of student engagement | 3a.1. Differentiate Instruction | 3a.1. P and AP who evaluates teacher | 3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level | 3a.1. School Summary of observation section of teacher appraisal results |
| <u>Mathematics Goal #3a:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Limited knowledge of number sense | Remediation activities to be assigned based on diagnostic activities via www.pearsonsuccessnet.com | Classroom Teacher | *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) | IPI data when available |
| Improve current level of performance in student learning gains by 3% | 64% (82) | 100% of students will make a learning gain | Limited reading skills Needed to read the word problems | Use of Van De Walle instructional activities | Math Supervisor | *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. * Review technology reports *Classroom observation *Performance rubric | State instructional walkthrough when applicable End of Unit Assessments and Common Assessments Data technology reports |
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. | | | 3b.1. Lack of student engagement | 3b.1. Differentiate Instruction | 3b.1. P and AP who evaluates teacher | 3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level | 3b.1. School Summary of observation section of teacher appraisal results |
| <u>Mathematics Goal #3b:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Limited knowledge of number sense | Destination Success to build number sense and operations in school | Classroom teacher | *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) | IPI data when available |
| Improve current level of performance by 2%. | 100% (1) | 100% of students will make learning gains | Limited access to computers | Remediation activities through Core math program Small group instruction | District Math Supervisor | *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately | State instructional walkthrough when applicable Destination Success reports |

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|--|--|--|--|---|---|--|-----------------------------|
| | | | | | | <p>scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p> <p>* Review of usage and tech reports</p> <p>* Classroom observations</p> | End of Unit Tests |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics. | | | 4a.1. Lack of differentiation of instruction | 4a.1. Differentiate Instruction | 4a.1. P and AP who evaluates teacher | 4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level | 4a.1. Lesson Plans |
| <u>Mathematics Goal #4a:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013Expected Level of Performance:*</u> | Limited knowledge of number sense | Destination Success to build number sense and operations in school | Classroom teacher | *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) | Walkthrough |
| Improve current level of performance by 2%. | 56% (18) | 100% of students will make a learning gain | Limited access to computers | Remediation activities through Core math program Small group instruction | District Math Supervisor | *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. | Destination Success reports |
| | | | | | | *These small groups are flexible and change with the content, project and assessments | End of Unit Tests |
| | | | | | | *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying | |

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|---|--|---|---|---|---|---|---|
| | | | | | | degrees of difficulty. * Review of usage and tech reports * Classroom observations | |
| | | | 4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4a.2. Create intervention that support core instructional goals and objectives | 4a.2. SBLT | 4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses * Intervention and core teachers communicate and plan together regularly * Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses * Intervention strategies are reinforced in core classes * Interventions are integrated and aligned across all providers * Effectiveness of intervention courses are evaluated by reviewing student success in core courses | 4a.2. Evidence of core teachers and intervention teachers communicating and planning Lesson Plans Walkthroughs |
| 4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics. | | | 4b.1. Lack of differentiation of instruction | 4b.1. Differentiate Instruction | 4b.1. P and AP who evaluates teacher | 4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments | 4b.1. Lesson Plans Walkthrough |
| <u>Mathematics Goal #4b:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Maintain current level of performance | 100% (1) | 100% of students will make a learning gain | | | | | |

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|---|----|--|--|------------------|---|---|------------------|
| | | | | | | *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
| | | 4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4b.2. Create intervention that support core instructional goals and objectives | 4ab.2. SBLT | 4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses | 4b.2. Evidence of core teachers and intervention teachers communicating and planning Lesson Plans Walkthroughs | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | 69 | 72 | 74 | 77 | 79 | 82 | 85 |
| <u>Mathematics Goal #5A:</u> Improve current level of performance | | | | | | | |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|--|---|---|
| 5B. Student subgroups by ethnicity (White, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. | | | 5b.1. White: Black: Hispanic: Asian: American Indian: | 5b.1. Differentiate Instruction Use of manipulatives Small group instruction | 5b.1. P and AP who evaluates teacher Classroom teacher District Math Supervisor | 5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Classroom observations *Anecdotal records *Questioning techniques | 5b.1. Lesson Plans Walkthrough End of Unit tests Common Assessments |
| Mathematics Goal #5B: Improve current level of performance by 2% | 2012 Current Level of Performance: * White: 66% Black: 3% Hispanic: 12% Asian: 16% American Indian: 0% | 2013 Expected Level of Performance: * 100% of student subgroups will make learning gains An increase in proficiency by 10% | Lack of differentiation of instruction Limited knowledge of number sense Limited exposure to cognitive complexity levels Limited exposure to problem solving Hispanic – limited use of English academic and social language | Remediation activities Use of the ESOL and ESE Resource Teachers | | | |

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| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. |
|---|---|---|---|--|--|---|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: Improve current level of performance by 2% | | | 5c.1. Lack of differentiation of instruction Limited knowledge of number sense Limited exposure to cognitive complexity levels Limited exposure to problem solving Limited use of English academic and social language | 5c.1. Differentiate Instruction Use of manipulatives Small group instruction Remediation activities use of the ESOL Resource Teachers | 5c.1. P and AP who evaluates teacher Classroom teacher District Math Supervisor | 5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Classroom observations *Anecdotal records *Questioning techniques | 5c.1. Lesson Plans Walkthrough End of Unit tests Common Assessments |
| | 2012 Current Level of Performance: 53% (17) | 2013 Expected Level of Performance: 100% of ELL students will make learning gains An increase in proficiency by 10% | | | | | |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|----------------------------------|---|---|--------------------|
| 5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics. | | | 5d.1. Lack of differentiation of instruction | 5d.1. Differentiate Instruction | 5d.1. P and AP who evaluates teacher | 5d.1. Content materials are differentiated by student interests, cultural background, and skill level | 5d.1. Lesson Plans |
| <u>Mathematics Goal</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | Limited knowledge of number sense | Use of manipulatives | Classroom teacher | *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) | Walkthrough |
| #5D: | | | Limited exposure to cognitive complexity levels | Small group instruction | District Math Supervisor | *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. | End of Unit tests |
| Improve current level of performance by 2% | 25% (7) | 100% of SWD students will make learning gains An increase in proficiency by 10% | Limited exposure to problem solving | Remediation activities | | *These small groups are flexible and change with the content, project and assessments | Common Assessments |
| | | | Limited use of academic and social language | Use of the ESE Resource Teachers | | *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | |
| | | | | | | *Classroom observations | |
| | | | | | | *Anecdotal records | |
| | | | | | | *Questioning techniques | |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---------------------------------|---|--|---------------------------------------|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. | | | 5e.1. Lack of differentiation of instruction | 5e.1. Differentiate Instruction | 5e.1. P and AP who evaluates teacher | 5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | 5e.1. Lesson Plans Walkthrough |
| <u>Mathematics Goal</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| #5E: Improve current level of performance | 40% (51) | 100% of Economically Disadvantaged students will make learning gains An increase in proficiency by 10% | | | | | |
| | | | 5E.2 | 5E.2 | 5E.2 | 5E.2 | 5E.2 |
| | | | 5E.3 | 5E.3 | 5E.3 | 5E.3 | |

End of Elementary School Mathematics Goals

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Elementary and Middle School Science Goals

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

| Elementary and Middle Science Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|--|---|---|---|---|---------------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1a.FCAT 2.0: Students scoring at Achievement Level 3 in science. | | | 1a.1. Insufficient standard based instruction | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson Explicitly teach content vocabulary | 1a.1. P and 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 *Inclusion of content related vocabulary in science journals and through guided class discussions. | 1a.1. Walkthrough Lesson Plans |
| Science Goal #1a: Improve current level of performance by 2% | <u>2012 Current Level of Performance:</u> 29% 18 | <u>2013 Expected Level of Performance:</u> Decrease the number of level 1 and 2 | | | | | |

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| | | | | | | |
|--|--|--|---|---|---|--|
| | | <p>1a.2. Insufficient standard based instruction</p> <p>Lack of student engagement</p> | <p>1a.2. Implement High Yield Instructional Strategies</p> <p>Differentiate instruction</p> | <p>1a.2. P and AP who evaluates teacher</p> | <p>1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur *Teacher observation *anecdotal records *increase on-task performance</p> | <p>1a.2. Walkthrough</p> |
| | | <p>1a.3. Insufficient standard based instruction</p> <p>Time allotted for science lab prep</p> | <p>1a.3. Increase instructional rigor</p> <p>Plan units in advance</p> | <p>1a.3. P and AP who evaluates teacher</p> | <p>1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks * Hands-on lab to increase</p> | <p>1a.3. Walkthrough Teacher Appraisal Results</p> |

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| | | | | | | | |
|--|--|---|---|--|---|---|--|
| | | | | | | student comprehension | |
| 1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science. | | | 1b.1. Insufficient standard based instruction | 1b.1. Set and communicate a purpose for learning and learning goals in each lesson | 1b.1. P and AP who evaluates teacher | 1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson | 1b.1. Walkthrough Lesson Plans |
| <u>Science Goal #1b:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Improve current level of performance | 0% | Decrease the number of level 1,2, and 3 | | | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. | | | 2b.1. Lack of differentiation of instruction | 2b.1. Provide formative assessments to inform differentiation in instruction | 2b.1. P and AP who evaluates teacher | 2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to | 2b.1. Walkthrough Increase in test scores |
| <u>Science Goal #2a:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| Improve current level of performance by 2% | 22% | Increase the level 4 and 5 students 5% | Lack of Cycle I formative assessment to guide instruction | Pre and post assessments | | | |

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

End of Elementary and Middle School Science Goals

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

Science Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---------------------|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| 5 E's training | K-5 | District coach | K-5 teachers | Early release | PLCs, progress monitoring | Team Leaders, Administration |
| | | | | | | |
| | | | | | | |

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 |
| Support and instruction | To be determined | Internal funds | 100.00 |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total:100.00 |

End of Science Goals

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

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Writing Goals

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

| Writing Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|---|--|---|--|---|---|---------------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. | | | 1a.1. Insufficient standard based instruction | 1a.1. Set and communicate a purpose for learning and learning goals in each lesson | 1a.1. P and 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>Writing Goal #1a:</u> Improve current level of performance by 2% | <u>2012 Current Level of Performance:*</u> 75% 58 Level 4 and above 27% 21 | <u>2013 Expected Level of Performance:*</u> Decrease number of level 1,2 and 3 students | | | | | |
| | | | 1a.2. Insufficient standard based instruction | 1a.2. Implement High Yield Instructional Strategies | 1a.2. P and 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 | 1a.2. Walkthrough |

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

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| | | | | | | | |
|--|--|--|--|--|--|---|--|
| | | | | | | <p>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</p> | |
|--|--|--|--|--|--|---|--|

End of Writing Goals

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| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|-----------------------------------|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Writers Workshop | 3 rd & 4 th | Team Leaders & Coaches | PLC and Team | Early Release Days and PLC dates | Modeling, coaching, observations | Teachers, Coaches, and Administrators |

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 |
| Support and instruction | To be determined | Internal funds | 100.00 |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total:100.00 |

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

Attendance Goal(s)

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

| Attendance Goal(s) | | | Problem-solving Process to Increase Attendance | | | | |
|---|---|--|---|---|---|--|--|
| Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Attendance | | | 1.1. Lack of student engagement | 1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan | 1.1. SBLT | 1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted | 1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule |
| Attendance Goal #1: | <u>2012 Current Attendance Rate:*</u> | <u>2013 Expected Attendance Rate:*</u> | | | | | |
| Improve current level of performance by 1% | 94% | Greater than prior year | | | | | |
| | <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> | | | | | |
| | 199 | 10% decrease from prior year | | | | | |
| | <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> | | | | | |
| | 142 | 10% decrease from prior year | | | | | |

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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 |
| CHAMPS | K-5 | Team Leaders, other instructional personnel | K-5 | Early release | Progress monitoring | Classroom teachers, administrations |

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 |
| Support and instructional | To be determined | Internal funds | 100.00 |
| 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:100.00 |

End of Attendance Goals

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

Suspension Goal(s)

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

| Suspension Goal(s) | | | Problem-solving Process to Decrease Suspension | | | | |
|---|---|--|--|---|---|--|--|
| Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Suspension | | | 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 |
| Suspension Goal #1: Improve current level of performance | 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions | | | | | |
| | 0 | 10% decrease from prior year | | | | | |
| | 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School | | | | | |
| | 1 | 10% decrease from prior year | | | | | |
| | 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions | | | | | |
| | 1 | 10% decrease from prior year | | | | | |
| | 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School | | | | | |
| | 1 | 10% decrease from prior year | | | | | |

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

Suspension Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---------------------|---|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| CHAMPS | K-5 | Team Leaders, other instructional personnel | K-5 | Early release | Progress monitoring | Classroom teachers and administrators |

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 |
| Support and instruction | To be determined | Internal funds | 100.00 |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total:100.00 |

End of Suspension Goals

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

Parent Involvement Goal(s)

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

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

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

| Parent Involvement Goal(s) | | Problem-solving Process to Parent Involvement | | | | |
|--|--|---|---|---|---|-----------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | | 1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress | 1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress | 1.1. SBLT classroom teachers as needed. | 1.1. | 1.1. |
| Improve current level of performance | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | |
| Portal logins by parents | | Increase by 20% | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. |

Parent Involvement Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|--|---------------------|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Portal Training | K-5 | Administration, teachers, PTA | Parents, teachers | September 2012 | Parent responses | Administration, PTA |

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

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 |
| Support and instruction | To be determined | Internal funds | 100.00 |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| | | | Subtotal: |
| | | | Total:100.00 |

End of Parent Involvement Goal(s)

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

Additional Goal I Wellness (s)

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

| Additional Goal(s) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|--|--|---|---|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Additional Goal: Wellness | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Additional Goal #1: | 2012 Current Level :* | 2013 Expected Level :* | A: Failure to form a Healthy School Team. | A: Wellness activities are offered to students during physical education classes and staff. Jump Rope for Heart program is community service project. Our school garden involves all students. Complete Healthy Schools Program 6 Step Process online 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: Being Fit Matters tests are given twice a year at physical education periods. Completion of 6 th Step of the Healthy School Program online (Celebrate Successes) | A: Being Fit Matters test scores Healthy School Inventory (Evaluate Your School) online |
| Improve current level of performance | A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here. | Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgram School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by | 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) |

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| | | | | | | | |
|--|--|---------|--|--|--|--|--|
| | | school. | | | | | |
|--|--|---------|--|--|--|--|--|

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 |
| PLC discussions | K-5 | Team leaders | K-5 teachers | monthly | Administration attending PLCs | Administration and classroom teachers |

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) | | | |
| Support and instruction | To be determined | Internal funds | 100.00 |
| | | | NA -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:100.00 |

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Additional Goal II Bradley MOU (s)

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

| Additional Goal(s) | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|----------------------------------|---|--|-----------------------------------|---|---|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Additional Goal: Black Academic Achievement | | | 1.1. Lack of differentiation of instruction | 1.1. Differentiate Instruction | 1.1. P and 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 Plan Walkthrough |
| Additional Goal #1: | <u>2012 Current Level :*</u> | <u>2013 Expected Level :*</u> | | | | | |
| There will be an increase in black student achievement | Reading level 3 and above:5% (6) | All black students to make learning gains in reading and math | | | | | |
| | MathLevel 3and above: 3% (3) | | | | | | |

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Additional MOU Goals Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---------------------|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| PLC discussions | K-5 | Team leaders | K-5 | monthly | Administrations attending PLCs | Administration and team leaders |

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) | | | |
| Support and instruction | To be determined | Internal funds | 100.00 |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total:100.00 |

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Additional Goal III Bradley MOU (s)

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

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

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 |
| PLC discussions | K-5 | Team Leaders | K-5 | monthly | Administrations attending PLCs | Administration and team leaders |

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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) | | | |
| Support and instruction | To be determined | Internal funds | 100.00 |
| | | | |
| | | | Subtotal: |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | Subtotal: |
| | | | Total:100.00 |

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Final Budget(Insert rows as needed)

| | |
|--|---------------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total:100.00 |
| Mathematics Budget | Total:100.00 |
| Science Budget | Total:100.00 |
| Writing Budget | Total:100.00 |
| Attendance Budget | Total:100.00 |
| Suspension Budget | Total:100.00 |
| Dropout Prevention Budget | Total:100.00 |
| Parent Involvement Budget | Total:100.00 |
| Additional Goals | Total: |
| | Grand Total:800.00 |

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Final Budget(Insert rows as needed)

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

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- 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. |
| The SAC will advise the principal on issues related to student achievement and the safety of the school. |

| Describe the projected use of SAC funds. | Amount |
|---|--------|
| No SAC funds are projected for this year. Carry over funds are used as described above. | |
| | |