

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Wilson Elementary	District Name: Hillsborough
Principal: Gina Becker	Superintendent: Mary Ellen Elia
SAC Chair: Karen Carnes	Date of School Board Approval:

Student Achievement Data:

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](#)

Highly Qualified Administrators

List your school’s highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Gina Becker Wilson Elementary School Grade A FCAT Performance Overall AYP 87%	BS Elementary Education MA Educational Leadership Early Childhood Certification ESOL Endorsement	7	15	08-09: A 100% AYP 09-10: A 87 % AYP 10-11: A 79% AYP 11-12: A Overall Learning Gains Reading 79Pts Math 71 pts.
Assistant Principal	Orestes Mendez Wilson Elementary	BS Elementary Education	4	4	09-10: A 87% AYP 10-11: A 79% AYP

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School Grade A FCAT Performance Overall AYP 87%stes Mendez	MA Educational Leadership Certification ESOL Endorsement			11-12: A Overall Learning Gains Reading 79Pts Math 71 pts.
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Highly Qualified Instructional Coaches

List your school's highly qualified 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 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	Karen Carnes	BA Psychology MS Elementary Education K-6 Certification ESOL K-12Certification	6	6	08-09: A 100% AYP 09-10: A 87% AYP 10-11: A 79% AYP 11-12: A Overall Learning Gains Reading 79Pts Math 71 pts.

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	Administrative Leadership Team	June 2012	
2. Mentoring through Empowering Effective Teachers Grant	Peer Mentors/Peer Evaluators	On-going	
3. Chamber of Commerce New Teacher Breakfast	Chamber Board	August 2011	
4. Teacher Recognition: "Gina's Gems", birthday cards/candy, positive notes, , door prizes and/or	Administration	On-going	

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refreshments at Faculty meetings, comp time			
5. Maintain Teacher Morale through School Level Social Committee monthly breakfasts, and holiday themed activities	All Staff	On-going	
6. Performance Pay	HCPS	On-going	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

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
2	Attending ESOL endorsement courses EET Mentor and/or Peer support Coaching cycles Teach Like a Champion book study Kagan Cooperative Learning trainings

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
36	3% (2)	44% (16)	33% (12)	30% (11)	40% (14)	93% (34)	8% (3)	8% (3)	93% (34)

Teacher Mentoring Program

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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Please describe the school’s teacher mentoring program 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
Shanna McMurphy	Patricia Coral, Chelsea Given, Janeen Berry, Maria Trego, Sagan Skinner	District assignment	Coaching cycles using EET rubric

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.

<p>Title I, Part A Services are provided to ensure students needing additional remediation are provided support through SES, ELP and ESY programs, instructional professional development to maintain high quality teachers, content resource teachers and mentors.</p>
<p>Title I, Part C- Migrant</p>
<p>Title I, Part D HCPS receives funds to support the alternative education program. This program provides transition services from alternative education to school of choice.</p>
<p>Title II</p>
<p>Title III District Services are provided to improve the education of immigrant and English Language Learners through purchasing educational materials and ELL district level supportive services. During the 2011-12 school year, Title III funds were used to purchase student licenses for Rosetta Stone, a web-based English Language Development program .</p>
<p>Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for free and appropriate education.</p>

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Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title One Funds to provide Summer Reading Camp, reading coaches and Extended Learning Programs.
Violence Prevention Programs Hillsborough County has adopted a district-wide Anti-bullying policy.
Nutrition Programs Hillsborough County has a Universal FREE Breakfast Program.
Housing Programs
Head Start We utilize information from students enrolled in Head Start to transition into Kindergarten.
Adult Education
Career and Technical Education
Job Training Job training support is specific to each school site.
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. <ul style="list-style-type: none">A. Principal, Gina BeckerB. Asst. Principal, Orestes MendezC. School Psychologist, Stephanie HuffmanD. Guidance Counselor , Teresa HallamE. Reading Coach / SAC Chair, Karen CarnesF. Reading Resouce Teacher, Jessica StevensG. Academic Intervention Specialist, Michelle GuardadoH. K-5 PLC FacilitatorsI. Michaelyn Moscinski, Media Specialist

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

The purpose of the MTSS Leadership team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important educational decisions to guide instruction. The MTSS Leadership team functions to address the progress of low performing students to help meet sub group targets and help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made using data.

Our MTSS Leadership Team will be called the Problem Solving Leadership Team (PSLT) and will serve as the main leadership team of the school. The Problem Solving Team will meet weekly to:

- Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
- Determine scheduling needs, curriculum and intervention resources
- Review/interpret student data (Academic and Behavior)
- Organize and support systematic data collection.
- Strengthen the Tier 1 (core curriculum)instruction:
 - Through the implementation of strong PLC's
 - Through the use of school-based Reinforcement Calendars, Mini Lessons and Mini Assessments
 - Through the use of Common Assessments given every 6-9 weeks.
 - Through the implementation of research-based, scientifically validated instruction/interventions.

This year our MTSS Leadership team will focus on Differentiated Instruction practices through our CIM Model and Engagement Strategies Cooperative learning strategies learned at faculty meetings.

- Plan, implement and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.
- Monitor interventions and data assessment in Tier 2 and Tier 3.
- Work collaboratively with the PLC's in the implementation of the Continuous Improvement Model and progress monitoring

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- Coordinate/collaborate with other working committees such as the Reading Leadership Team
- Assist in the implementation and monitoring of the Differentiated Accountability Model
- Identify professional development needs and resources
- Strengthen the Tier 1 (core curriculum)instruction:

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? Our MTSS Team will be called the Problem Solving Leadership Team (PSLT) and will serve as

the main leadership team of the school. The Problem Solving Team will meet weekly to:

- Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
- Determine scheduling needs, curriculum and intervention resources
- Review/interpret student data (Academic and Behavior)
- Organize and support systematic data collection.
- Strengthen the Tier 1 (core curriculum)instruction:

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.
We are using dashboard, achievement series, and teacher grade books to manage our data at each tier for reading, mathematics, science, writing and behavior.

Describe the plan to train staff on MTSS.

Staff will be trained in Grade Level Groups to bring them up to date with the new implementation.

Describe plan to support MTSS.

Each grade level has been assigned a consultant from the MTSS Leadership team to be a support to that grade level team and they will meet with the grade level teachers and support personnel during their regular PLCs to help with the MTSS process.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT) A. Principal B. Assistant Principal C. Reading Coach D. Reading Resource Teacher E. Academic Intervention Specialist F. Guidance Counselor G. School Psychologist H. K-5 PLC Facilitators I. ESE Contact J. Media Specialist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). This team meets once a month to discuss Reading needs. We also meet individually with Grade Level Teams for Data Chats.
What will be the major initiatives of the LLT this year? <ul style="list-style-type: none">• Increase Vocabulary of students in all content areas through the use of 5 Day Vocabulary Lessons in every content area for teaching vocabulary.• Increase Reading Comprehension through the implementation of Reciprocal Teaching, cooperative learning and Teach Like a Champion strategies.• Implementation and evaluation of the SIP reading strategies across the content areas• Professional Development• Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas• Data analysis (on-going)• Implement K-12 Reading Plan• Refining the Data Chat process.

NCLB Public School Choice

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Dr. Eric. J. Smith, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

***High Schools Only**

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

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

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

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Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1.-Teachers need additional training on how to effectively engage students in instruction.	1.1.Teachers will receive the text <i>Teach Like a Champion</i> . A faculty book study of engagement strategies from <i>Teach Like a Champion</i> will be presented at monthly faculty meetings (August –December 2012). Teachers will implement the strategies learned in their classrooms.	1.1.Administrative Informal and Formal observations will be conducted throughout the school year. Student engagement strategies will be observed and documented through the observation process.	1.1.The evaluation tool data to be used to determine effectiveness of student engagement strategies will be accomplished through post conferencing with teachers about observations in the classroom.	1.1.Formativ e and Summative tests, teacher observation, performance based assessments, self assessment.
Reading Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Reading will remain at 63% <div style="text-align: center; font-size: 24pt; font-weight: bold;">Goal Met</div>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Teachers need more training to increase student engagement within planned lessons to include all types of learners.	Teachers will receive Co-operative learning training at faculty meetings (January – May 2013) . Teachers will implement the strategies learned in their classrooms.	Copies of lesson plans with Co-operative Learning Strategies documented will be on teacher desks for administrative monitoring .	(EET Rubric evaluation tool)	
	63%	63%	Teachers need more strategies to improve classroom management.				
				1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
Reading Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Reading will increase from 26% to 31%	2012 Current Level of Performance:* 26%	2013 Expected Level of Performance:* 31%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1
Reading Goal #3: In grades 3-5, the percentage of All Curriculum students making learning gains on the 2012 FCAT Reading will increase from 79 points to 80 points	2012 Current Level of Performance:* 79pts	2013 Expected Level of Performance:* 80pts					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	
Reading Goal #4: In grades 3-5 the percentage of All Curriculum students in the bottom quartile making learning gains on the 2012 FCAT Reading will remain at 78 points. <div style="text-align: center; font-size: 24pt; font-weight: bold;">Goal Met</div>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	78pts	78pts						
			4.2.	4.2.	4.2.	4.2.	4.2.	
			4.3.	4.3.	4.3.	4.3.	4.3.	
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
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
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			5A. See 1.1	5A. See 1.1	5A. See 1.1	5A. See 1.1	5A. See 1.1	

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<u>Reading Goal #5A:</u> In grades 3-5, 63% of All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT 2.0 Reading or the percentage of non-proficient students will decrease by 10%.	<u>Reading 2012</u> White: 77% Black: 73% Hispanic: 52% Asian: N/A American Indian: N/A	<u>Reading 2013</u> White: 77% Black: 76% Hispanic: 53% Asian: N/A American Indian: N/A					
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
5B. Economically Disadvantaged students not making satisfactory progress in reading.			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<u>Reading Goal #5B:</u> In grades 3-5, 61% of Economically Disadvantaged All Curriculum students will score a Level 3 or above on the 2013 FCAT 2.0 Reading or the percentage of non-proficient students will decrease by 10%. Goal Met	<u>2012 Current Level of Performance:*</u> 61%	<u>2013 Expected Level of Performance:*</u> 61%	See 1.1	See 1.1	See 1.1	See 1.1	See 1.1
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
5C. English Language Learners (ELL) not making satisfactory progress in reading.			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.

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<p>Reading Goal #5C:</p> <p>In grades 3-5, English Language Learner <u>All Curriculum</u> students will score a Level 3 or above on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 10%.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>See 1.1</p>	<p>See 1.1</p>	<p>See 1.1</p>	<p>See 1.1</p>	<p>See 1.1</p>
	<p>40%</p>	<p>40%</p>					
<p>Goal Met</p>			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>
			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
			See 1.1	See 1.1	See 1.1	See 1.1	See 1.1
<p>Reading Goal #5D:</p> <p>The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 38% to 43%.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>38%</p>	<p>43%</p>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Reading Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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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
Teach Like a Champion book study	K-5	Cheryl Edwards	School-wide	Monthly faculty meetings	Administrative observations	Administration-Principal / AP
Co-operative Learning Strategy Training	K-5	Ms. Kime Mrs. Wood	School-wide	Monthly faculty meetings	Administrative observations	Administration-Principal/ AP
Common-Core Training	K-1	District	Kinder. and 1 st gr. teachers Reading Resource and Reading Coach	July-September 2012	Administrative observations and coaching cycles Administrative check of teacher Inservice records	Administration-Principal / AP

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1.-Teachers need additional training on how to effectively engage students in instruction. Teachers need more training to increase student engagement within planned lessons to include all types of learners. Teachers need more strategies to improve classroom management.	1.1.Teachers will receive the text <i>Teach Like a Champion</i> . A faculty book study of engagement strategies from <i>Teach Like a Champion</i> will be presented at monthly faculty meetings (August –December 2012). Teachers will implement the strategies learned in their classrooms. Teachers will receive Co-operative learning training at faculty meetings (January – May 2013) . Teachers will implement the strategies learned in their classrooms.	1.1.Administrative Informal and Formal observations will be conducted throughout the school year. Student engagement strategies will be observed and documented through the observation process. Copies of lesson plans with Co-operative Learning Strategies documented will be on teacher desks for administrative monitoring .	1.1.The evaluation tool data to be used to determine effectiveness of student engagement strategies will be accomplished through post conferencing with teachers about observations in the classroom. (EET Rubric evaluation tool)	1.1.Formativ e and Summative tests, teacher observation, performance based assessments, self assessment.
<u>Mathematics Goal #1:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Math will increase from 53% to 58%	<u>2012 Current Level of Performance:*</u> 53%	<u>2013 Expected Level of Performance:*</u> 58%					

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
Mathematics Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Math will increase from 23% to 25%	2012 Current Level of Performance:* 23%	2013 Expected Level of Performance:* 25%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1
Mathematics Goal #3: In grades3-5, the points gained from All Curriculum students making learning gains on the 2013 FCAT Math will increase from 71 to 75	2012 Current Level of Performance:* 71pts	2013 Expected Level of Performance:* 75pts					
			3.2.	3.2.	3.2.	3.2.	3.2.

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			3.3.	3.3.	3.3.	3.3.	3.3.
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.		4.1	4.1. 1	4.1. 1	4.1. 1	4.1.	
		See 1.1	See 1.1	See 1.1	See 1.1.	See 1.1	
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 81 points to 83 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	81pts	83pts					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
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
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		5A1	5A1	5A1	5A1	5A1	
		See 1.1	See 1.1	See 1.1	See 1.1	See 1.1	
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics							

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<p><u>Mathematics Goal #5A:</u></p> <p><u>Mathematics Goal #5:</u> The percentage of white students scoring satisfactory on the 2013 FCAT will increase from 62% to 66%.</p> <p>The percentage of Black students scoring satisfactory on the 2013 FCAT will increase from 45% to 51%.</p> <p>The percentage of Hispanic students scoring satisfactory on the 2013 FCAT will increase from 48% to 53%.</p>	Co-operative Learning Strategy Training	K-5					
	White:62% Black:45% Hispanic:48% Asian:N/A American Indian:N/A	White:66% Black:51% Hispanic:53% Asian:N/A American Indian:N/A					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5. B.1. See 1.1	5B.1 See 1.1
<p><u>Mathematics Goal #5B:</u></p> <p>The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT will increase from 53% to 58%.</p>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	53%	58%					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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 subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u> The percentage of English Language Learners scoring satisfactory on the 2013 FCAT will increase from 40% to 46%. Goal Met.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See 1.1.	See 1.1.	See 1.1	See 1.1	See 1.1
	40%	46%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. SEE 1.1.	5D.1. SEE 1.1.	5D.1. SEE 1.1.	5D.1. SEE 1.1.	5D.1 SEE 1.1..
<u>Mathematics Goal #5D:</u> The percentage of Students with Disabilities (SWD) scoring satisfactory on the 2013 FCAT will increase from 43% to 49%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	43%	49%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

Algebra EOC 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics 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
Teach Like a Champion book study	K-5	Edwards Standen	School-wide	Monthly faculty meetings	Administrative observations	Administration-Principal /AP
Co-operative Learning Training	K-5	Standen Wood	School-wide	Monthly faculty meetings	Administrative observations	Administration-Principal / AP
Common-Core Training	K-1	District	Kinder. and 1 st gr. teachers Reading Resource and Reading Coach	July-September 2012	Administrative observations and coaching cycles Administrative check of teacher Inservice records	Administration-Principal / AP

End of Mathematics Goals

Elementary and Middle School Science Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			<p>1.1. Teachers are learning a new curriculum resource. District focus is just recently turning to Science. Our lower SES students lack experiences common to many children in high SES schools. Students lack engagement and often appear unmotivated during learning activities. Teachers need additional training on how to effectively engage students in instruction. Teachers need more training opportunities to increase student engagement within</p>	<p>1.1. Teachers will receive the text <i>Teach Like a Champion</i>. A faculty book study of engagement strategies from <i>Teach Like a Champion</i> will be presented at monthly faculty meetings (August –December 2012). Teachers will implement the strategies learned in their classrooms. Teachers will receive Co-operative learning training at faculty meetings (January – May 2013) . Teachers will implement the strategies learned in their classrooms.</p>	<p>1.1. Administrative Informal and Formal observations will be conducted throughout the school year. Student engagement strategies will be observed and documented through the observation process. Copies of lesson plans with Co-operative Learning Strategies documented will be on teacher desks for administrative monitoring.</p>	<p>1.1. The evaluation tool data to be used to determine effectiveness of student engagement strategies will be accomplished through post conferencing with teachers about observations in the classroom. (EET Rubric evaluation tool)</p>	<p>1.1. Formative and Summative tests, teacher observation, performance based assessments, self assessment.</p>
<p>Science Goal #1: In grade-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT2.0 will increase from 28% to 37%</p>	<p>2012 Current Level of Performance:*</p> <p>28%</p>	<p>2013 Expected Level of Performance:*</p> <p>37%</p>					

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			planned lessons to include all types of learners. Teachers need more strategies to improve classroom management.				
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1. See 1.1
Science Goal #2: In grade-5, the percentage of Standard Curriculum students scoring a Level 4 or 5 on the 2013 FCAT 2.0 will increase from 7% to 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	7%	10%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Nat-Geo. Science Series Training	K-5	Carnes, Stevens, Edwards	School-wide	Pre-planning (Aug. 2012)	Administrative observations	Administration-Principal / AP
Teach Like a Champion	K-5	Edwards	School-wide	Monthly faculty	Administrative observations	Administration-Principal / AP

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book study		Standen		meetings		
Co-operative Learning Strategy Training	K-5	Standen Wood	School-wide	Monthly faculty meetings	Administrative observations	Administration-Principal /AP

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1.-Teachers need additional training on how to effectively engage students in instruction. Teachers need more training to increase student engagement within planned lessons to include all types of learners. Teachers need more strategies to improve classroom management.	1.1.Teachers will receive the Text: <i>Teach Like a Champion</i> . A faculty book study of engagement strategies from <i>Teach Like a Champion</i> will be presented at monthly faculty meeting (August –December 2012). Teachers will implement the strategies learned in their classrooms. Teachers will receive Co-operative learning training at faculty meetings (January – May 2013). Teachers will implement the strategies learned in their classrooms.	1.1.Administrative Informal and Formal observations will be conducted throughout the school year. Student engagement strategies will be observed and documented through the observation process. Copies of lesson plans with Co-operative Learning Strategies documented will be on teacher desks for administrative monitoring .	1.1.The evaluation tool data to be used to determine effectiveness of student engagement strategies will be accomplished through post conferencing with teachers about observations in the classroom. (EET Rubric evaluation tool)	1.1.Formativ e and Summative tests, teacher observation, performance based assessments, self assessment.
Writing/LA Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grade 4, the percentage of Standard Curriculum students scoring proficient (3.0 or higher) on the 2012 FCAT Writing will increase from 92% to 93% Enter narrative for the goal in this box.	92%	93%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Writing/Language Arts 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
Teach Like a Champion book study	K-5	Edwards	School-wide	Monthly faculty meetings	Administrative observations	Administration-Principal / AP
Co-operative Learning Strategy Training	K-5	Standen & Wood	School-wide	Monthly faculty meetings	Administrative observations	Administration-Principal / AP
Writing Rubric Scoring Courses	Writing	District On-Line Training	Teachers in grades 2 & 4 that have not completed within two years	By May 2013	Administrative review of teacher Inservice documents	Administration-Principal / AP

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			<p>1.1.students don’t have a way to get to school.</p> <p>oversleeping is a big problem as many students don’t have their own alarms.</p> <p>Lack of responsibility of some parents</p> <p>Parents don’t understand how much students miss when they are absent for even one day.</p> <p>Student engagement and motivation are lacking.</p>	<p>1.1. Teachers will receive the text Teach Like a Champion.</p> <p>A faculty year long bookstudy of Teach Like a Champion and teachers will implement the strategies learned in their classrooms</p> <p>Co-operative learning training at faculty meetings throughout the year.</p> <p>Teachers will implement these strategies in their lessons.</p> <p>Morning Show snippets about coming to school on time; ready to learn.</p> <p>Teachers educate parent during parent conferences, about how important it is for students to be at school every day</p> <p>Personal phone calls</p>	<p>1.1. Administrative walk through observations by the principal and AP.</p> <p>Copies of lesson plans with Co-operative Learning Strategies documented.</p> <p>Administration to track absentees.</p>	<p>1.1..Through conferencing with teachers about attendance in their classrooms</p> <p>discuss and note on PLC Logs by grade level</p>	<p>1.1.School monthly attendance record on Bulletin Board.</p>
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
The expected attendance rate will be 96% for 2012-2013 school year.	96.33%	97%					
The number of students with greater than or equal to 10 unexcused absences will decrease from 22 to 13 for the 2012-2013 school 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>					
	22	13					
The number of students with greater than or equal to 10 unexcused tardies will decrease from 10 to 5 in the 2012-2013 school 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>					
	10	5					

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				home when a student is absent.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

End of Attendance Goals

Suspension Goal(s)

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1. Teachers need to have knowledge of common school wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior	1.1 <u>Tier 1</u> PSLT will assign a behavior committee sub-group to conduct a staff survey, revise the school-wide expectations and rules and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations as determined by our	1.1. PSLT and behavior committee	1.1. PSLT “Behavior Committee” will review data on Office Discipline Referrals and Out of School Suspensions monthly.	1.1. PSLT reviews and analyses monthly student referrals.
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	2	2					
Enter narrative for the goal in this box.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	2	2					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School					

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	Suspensions		school-wide positive behavior program, PAWS.				
	5	3					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	2	2					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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
Behavior Rtl Process	K-5	School Psych	Instructional Staff	October 30, 2012	Teacher Survey and PSLT Support	Administration and PSLT
Anti Bullying Training	K-5	Guidance	Instructional Staff	October 30, 2012	Classroom Guidance Lessons	Administration and PSLT

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped</i>	1.1.	1.1.	1.1.	1.1.	1.1.

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out during the 2011-2012 school year.						
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.

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Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement Parent Involvement Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

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
Website Development Training	District wide	Maria Turner, DRT Tech.	Voluntary In-service training for Staff	September through December	Wilson Elementary Website design and maintenance	Administration, and Staff Attendees

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Health and Fitness Goal #1: During the 2012-2013 school year the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 53% on the pre-test to 55% on the post test	2012 Current Level :*	2013 Expected Level :*	Formal PE time is only 60 minutes per week.	1.1. Elementary students will engage in 150 minutes of physical education activities per week in grades kindergarten through fifth grade.	1.1. Administrative observation and lesson plan check.	1.1. Teachers will document 90 minutes of teacher directed PE weekly within their lesson plans. 60 minutes of PE will be evidenced within the master schedule for each classroom.	1.1. Pacer test
	53%	55%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness 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

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Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. Parents don't read newsletters	1.1.Purchase of an electronic marquee to be updated weekly with school events. Monthly use of Parent Link telephone voicemail information system. Communication in both Spanish and English. Monthly school newsletters in Spanish and English School and classroom Websites	1.1. Viewing messages on Marquee Documented Parent Link Messages on District service Copies of Monthly Newsletters Updated school and classroom websites	1.1. Increased parent involvement and an increase in percentage of parents who strongly agree that Communication is good as indicated on the School Climate Survey.	1.1. Increased student test scores.
<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
The percentage of parents who strongly agree with the indicators under Communication on the <i>School Climate and Perception Survey for Parents</i> will increase from 60% in 2012 to 70% in 2013.							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement 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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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				meetings)		
Website Development Training	District wide	Maria Turner, DRT Tech.	Voluntary In-service training for Staff	September through December	Wilson Elementary Website design and maintenance	Administration, and Staff Attendees

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
N/A			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
N/A			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

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NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1	1.1	1.1	1.1	1.1
CELLA Goal #C: ELL Students in grades K-5 scoring proficient on the 2012 CELLA Listening/Speaking portion will increase from 42% to 48% in 2013.	2012 Current Percent of Students Proficient in Listening/Speaking: <div style="text-align: center; font-size: 24pt; font-weight: bold;">42%</div>	-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	<u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations . In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	<u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool

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					effectiveness of strategy?	
D. Students scoring proficient in Reading.		1.1	1.1	1.1	1.1	1.1
CELLA Goal #D: ELL Students in grades K-5 scoring proficient on the 2012 CELLA Reading portion will increase from 37% to 44% in 2013.	2012 Current Percent of Students Proficient in Reading : <div style="text-align: center; font-size: 24pt; font-weight: bold;">37%</div>	-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 5. Extended time (lesson and assessments) 6. Small group testing 7. Para support (lesson and assessments) 8. Use of heritage language dictionary (lesson and assessments)	Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendation s. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	1.1 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.1 <u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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E. Students scoring proficient in Writing.		1.1	1.1	1.1	1.1	1.1
CELLA Goal #E: ELL Students in grades K-5 scoring proficient on the 2012 CELLA Writing portion will increase from 36% to 43% in 2013.	2012 Current Percent of Students Proficient in Writing : <div style="text-align: center; font-size: 24pt; font-weight: bold;">36%</div>	-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 9. Extended time (lesson and assessments) 10. Small group testing 11. Para support (lesson and assessments) 12. Use of heritage language dictionary (lesson and assessments)	Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations . In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.1 During the Grading Period -Core curriculum end of core common unit/segment tests
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

NEW Geometry End-of-Course Goals *(High School ONLY)

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement
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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Geometry EOC Goals

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NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal K:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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N/A							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Biology Goal L:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

NEW Writing Florida Alternate Assessment Goal

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.

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Writing Goal M: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Implement/expand project/problem based learning in math and science.</p>	<p>1.1. Need PLCs for Math and Science to include Resource Teachers servicing grade levels.</p> <p>Co-teach model utilizing AGP and ESE teachers are is not strong due to lack of planning together.</p>	<p>1.1. Explicit direction for STEM professional Learning Communities (PLCs) to be established.</p> <p>Documentation of PLC STEM planning.</p> <p>Increase effectiveness of lessons through Co-teach Model and lesson reflection.</p>	<p>1.1. Grade Level PLC minutes with Instructional Attendance listed.</p>	<p>1.1. Administrative Walk-through</p>	<p>1.1. Logging number of project-based learning experiences in math and science in which students are engaged.</p>

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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Nat-Geo. Science Series Training	K-5	Carnes, Stevens, Edwards	School-wide	Pre-planning (Aug. 2012)	Administrative observations	Administration
Teach Like a Champion book study	K-5	Edwards	School-wide	Monthly faculty meetings	Administrative observations	Administration
STEM Fair Training	K-5	Mendez & Shaw	School Wide	Faculty Meeting	Administrative observations	Administration

End of STEM Goal(s)

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NEW Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from three speakers per class in 2011-2012 to five speakers per class in 2012-2013.</p>	<p>1.1. No committee to plan and facilitate organization for Teach-In speakers.</p>	<p>1.1. Conduct a School-Level Teach-In Event. Provide field trips to local businesses and government agencies. Read non-fiction social studies books Use career workbooks, videos and activities.</p>	<p>1.1. Administrative walk through</p>	<p>1.1. Formative and performance based assessments</p>	<p>1.1. Field Trip Log Lesson Plans</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
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
Integration of career opportunities in Core academic areas.	K-5	Assistant Principal	Teachers	On-going	Administrative walk-through	Administration-Principal/AP
Teach-In	K-5	Assistant Principal	Teachers	November 2012	Administrative walk-through	Administration-Principal/AP

End of CTE Goal(s)

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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

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

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 use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading, Attendance, Mathematics, Science	Student Incentives and awards for End of Year	\$800.00	
Parent Involvement	Food	\$150.00	
Final Amount Spent			