

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: Banyan Elementary	District Name: Broward County
Principal: Dr. Eric Miller	Superintendent: Robert Runcie
SAC Chair: Judy-Ann Mora	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Dr. Eric Miller	Ed.D./Educational Leadership/M.S.- Elem. Ed. K-6 and Ed. Leadership	2	14	In 2012, 58% of student met high standards in reading and 65% of students met high standards in math. 71% made learning gains in reading and 75% made learning gains in math. Of our lowest 25% of students, 82% made learning gains in reading and 81% made learning gains in math. In science 41% met high standards and 77% in writing. In 2011 78% of student met high standards in reading and 71% of students met high standards in math. 65% made learning gains in

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					reading and 61% made learning gains in math. Of our lowest 25% of students, 62% made learning gains in reading and 67% made learning gains in math. In science 43% met high standards and 83% in writing.
Assistant Principal	Cheryl A. Proctor	Ed.S./Educational Leadership/Varying Exceptionalities	4	7	<p>In 2012, 58% of student met high standards in reading and 65% of students met high standards in math. 71% made learning gains in reading and 75% made learning gains in math. Of our lowest 25% of students, 82% made learning gains in reading and 81% made learning gains in math. In science 41% met high standards and 77% in writing.</p> <p>In 2011 78% of student met high standards in reading and 71% of students met high standards in math. 65% made learning gains in reading and 61% made learning gains in math. Of our lowest 25% of students, 62% made learning gains in reading and 67% made learning gains in math. In science 43% met high standards and 83% in writing.</p>

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cheri Murto	Elementary Education / Early Childhood Education	26	26	<p>In 2012, 58% of student met high standards in reading and 65% of students met high standards in math. 71% made learning gains in reading and 75% made learning gains in math. Of our lowest 25% of students, 82% made learning gains in reading and 81% made learning gains in math. In science 41% met high standards and 77% in writing.</p> <p>In 2011 78% of student met high standards in reading and 71% of students met high standards in math. 65% made learning gains in reading and 61% made learning gains in math. Of our lowest 25% of students, 62% made learning gains in reading and 67% made learning gains in math. In science 43% met high standards and 83% in writing.</p>

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. Administration review of resumes	Dr. Eric Miller/Cheryl Proctor	August 2012
2. Review CAFS transfer/surplus list	Dr. Eric Miller/Cheryl Proctor	August 2012
3. Encourage staff to obtain additional areas of certification (eg. ESOL, Gifted, Reading, ESE)	Dr. Eric Miller/Cheryl Proctor	August 2012

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4. Professional Learning Communities- Staff Development (Technology, Math, Writing, etc.)	Dr. Eric Miller/Cheryl Proctor	August 2012
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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None at this time.	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
42	5	16	48	31	30	100	100	7.5	100

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
Betty Warren-NESS Coordinator	Nicole Degraaf	New Teacher	Planning, Curriculum & Grading Review
Mary Catherine Dansky	Shante Humphrey	New Teacher	Common Planning, Curriculum & Grading Review

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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: Banyan will target the Title I funds received to the percentages of children from low-income families. Title I funds will be used to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.
Title I, Part C- Migrant: N/A
Title I, Part D: N/A
Title II: Banyan will ensure the professional development needs of teachers, staff and administrators by including them in needs assessment and planning. Professional development will be regularly evaluated for effectiveness. Training provided will be in the core academic subject taught and in teaching strategies that enable teachers to teach and address the needs of students with different distinct learning styles, improve student classroom behavior, and understand how to use data and assessments to improve classroom practice and student learning.
Title III: In the past few years, the districted multi-cultural department has purchased various kits, materials and books to be used for our ESOL student population.
Title X- Homeless: At the present time, we have 10% students are attending Banyan via a bonafide statement living with either a relative or friend.
Supplemental Academic Instruction (SAI): Banyan Elementary has used our SAI funds to lower class size by coding off portions of teachers salaries at various grade levels.
Violence Prevention Programs: Banyan Elementary has a part-time school resource officer provided by the City of Sunrise. The school does contribute a small amount to his salary (\$2500). Officer Baffuto does safety lessons with all of our students, Gang Resistance and Drug Education (GRADE) with our fifth grade, and recently completed a gun safety video/program with all our students in Grades K-3. Our staff is up-dated and trained on our School Safety Plan and Codes. Constant up-dates and notices are shared with staff, students, and parents. In addition, Banyan Elementary has a Silence Hurts campaign designed to encourage students to break the code of silence.
Nutrition Programs: This year Banyan Elementary qualified as a Title I school due to the fact that 74% of our students qualified for free or reduced meals. On an average day, we serve 180 breakfasts and 590 lunches. Students are offered a minimum of two main entrees or a healthy salad daily. Our third grade students and staff participate in the District's "Fit to Achieve" program. Students receive a special "Fit to Achieve" daily planner to record what they are eating and their physical activity. Our kindergarten team participated in a state grant program called "Organ Wise" which used puppets and manipulative to teach children about their bodies and healthy eating habits. As part of our Health curriculum, all students receive information on good eating habits and nutritional information.
Housing Programs
Head Start: N/A

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Adult Education: Annually, Banyan Elementary participates in “Take Your Daughter/Son To Work” day. We provide work packets for students attending work with their parents. Banyan also incorporates various careers into the academic curriculum, and our school has a Teacher of Tomorrow program in Grades 4 and 5.
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Dr. Eric Miller – Principal Cheryl Proctor – Assistant Principal Jeanette Simionescu – Co-Facilitator, School Counselor Cheri Murto – Reading / Writing Coach Betty Warren - Math / Science Coach Nakia Walker – Facilitator, ESE Specialist Jeanne Hooper – School Social Worker Kathleen Chaddock - School Psychologist Classroom teachers Curriculum Committee Chairpersons Team Leaders
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 RtI Leadership Team meets weekly. The essential role of the team is to assist teachers in the classroom with students who are struggling with academics and/or behavior problems. The RtI team uses data to determine how students are progressing and what type of interventions might be needed. The team is the primary vehicle by which interventions are planned, implemented, progress monitored, and evaluated. Case managers are assigned by area of concern and intervention type. Case managers are assigned as follows: Primary Reading (Nakia Walker), Intermediate Reading (Cheri Murto), Math & Science (Betty Warren) and Behavior (Jeanette Simionescu). The role of the other members is to develop and implement interventions at various Tier levels in addition to assisting teachers in progress monitoring and graphing data.
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? 1. Identify problems found in reading, math, writing, science, attendance, behavior, and parental involvement 2. Analyze data to identify why the problems exist 3. Develop and implement an Intervention Plan with goals, objectives, timelines, and support 4. Establish a monitoring process for anticipated outcomes
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. Tier 1 reading, math, science, writing data sources: Review previous year’s District Test/Florida Comprehensive Assessment Test (FCAT) scores to identify struggling and advanced students.

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Diagnostic Assessment for Reading (DAR) is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring at a Level 1 on the FCAT reading.

FAIR is developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! The assessment system provides teachers with screening, progress monitoring, and diagnostic information that are essential for guiding instruction.

School developed checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., monthly) to assess and identify areas of weakness and growth in specific strands that are tested on the District Test and FCAT.

Narrative and Expository Writing Samples

Tier 1 reading, math, science, writing management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assesses students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.

Compass Learning Odyssey technology program is used daily to assess, monitor and provide practice on specific strands, that are tested on the District Test and FCAT (i.e. Reading and Math).

Virtual Counselor, Excel and FileMaker Pro databases are used to house and generate student data.

Writing Rubric

Tier 2 reading, math, science, writing data sources:

Diagnostic Assessment for Reading (DAR) is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring at a Level 1 on the FCAT reading.

District mini-benchmarks/ school developed checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., monthly) to assess and identify areas of weakness and growth in specific strands that are tested on the District Test and FCAT.

Narrative and Expository Writing Samples

Tier 2 reading, math, science, writing data management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assesses students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook

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quizzes.

Compass Learning Odyssey technology program is used daily to assess, monitor and provide practice on specific strands, that are tested on the District Test and FCAT (i.e. Reading and Math).

Virtual Counselor, Excel and FileMaker Pro databases are used to house and generate student data.

Writing Rubric

Tier 3 reading, math, science, writing data sources:

Diagnostic Assessment for Reading (DAR) is administered to students that fell below the 70th percentile on the District Reading Test and all students scoring at a Level 1 on the FCAT reading.

District mini-benchmarks/ school developed checkpoint assessments are administered as scheduled on the Instructional Focus Calendars (i.e., every 2 to 3 weeks) to assess and identify areas of weakness and growth in specific strands that are tested on the District Test and FCAT.

Narrative and Expository Writing Samples

Tier 3 reading, math, science, writing data management systems:

Accelerated Reading Technology Program personalizes reading practice to each student's current level and it manages all reading activities including read to, read with, and read independently. It also assesses students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook quizzes.

Compass Learning Odyssey technology program is used daily to assess, monitor and provide practice on specific strands, that are tested on the District Test and FCAT (i.e. Reading and Math).

Virtual Counselor, Excel and FileMaker Pro databases are used to house and generate student data.

***BEHAVIOR**

Tier 1 behavior data sources:

The intent of the Struggling Behavior Chart is to provide classroom teachers, administrators, and support staff, who may serve as members of Collaborative Problem Solving (CPS) teams, with tools for behavioral interventions in the classroom. The underlying assumption is that many of the behavioral problems of students can be adequately addressed with evidence-based interventions in the general education classroom. In addition, the vast majority of students should

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respond to “universal” interventions (e.g., school-wide and/or class-wide strategies), while some may require “targeted” interventions (e.g., small group or individualized strategies), and relatively few should require “intensive” interventions (e.g. highly individualized strategies, including special education). Finally, in tier 2 and tier 3 progress-monitoring graphs are generated for each student to show progress or lack of progress.

Tier 1 behavior management system:

When teachers encounter behavioral problems in the classroom, their first set of options for intervention should be those universal strategies found in Tier 1 of the Struggling Behavior Chart. These are school-wide strategies found in the CHAMPs Program. Where appropriate, teachers should first select strategies from Tier 1 of the Struggling Behavior Chart that best correspond to the types of problems they are encountering. This may occur individually, or in consultation with another colleague or grade level team leader, but should not require involvement of the CPS team. At minimum, anecdotal data should be kept about the interventions attempted and an evaluation (even an informal one) should be made of the success of the strategies used by the teacher. Enough time should be allowed to elapse (e.g., 4-6 weeks) to determine if the strategies were successful before moving to targeted interventions (Tier 2).

Tier 2 behavior data sources:

Tier 2 interventions are targeted for more specific behavioral problems of individual students and may require consultation between the teacher and selected specialists from the CPS team (e.g., behavior specialist, school psychologist, social worker, etc.). In most Tier 2 cases, involvement of the full CPS team should not be required. The strategies included in Tier 2 are drawn from a variety of sources (e.g. CHAMPs, interventioncentral.org, etc.) and several may prove useful for addressing the behavioral problem(s) encountered by the classroom teacher.

Tier 2 behavior management system:

Tier 2 strategies are drawn from a variety of sources (e.g., CHAMPs, interventioncentral.org, etc.) and several may prove useful for addressing the behavioral problem(s) encountered by the classroom teacher. Hence, consultation with other professionals who have expertise in behavioral interventions is crucial. It is also necessary at Tier 2 to keep more rigorous records of interventions attempted and the success (or lack of success) of the strategies used. That is, baseline data should first be obtained for the student’s problem, which can be compared to data collected during intervention. Evaluation of the intervention should consist of inspection of these comparative data (baseline vs. intervention) in order to draw conclusions about the effectiveness of the strategies used. Documentation of these databased interventions should be retained as part of the student’s record. Specialists from the CPS team can be used to assist with data collection and evaluation when the teacher needs assistance in this area. Again, enough time should be allowed (e.g., 4-6 weeks) to determine if the strategies were successful before moving to intensive interventions (Tier 3).

Tier 3 behavior data sources:

Tier 3 interventions tend to be more severe and/or chronic, involvement of the full CPS team is recommended. Again, the strategies included at Tier 3 are drawn from a variety of sources (e.g., CHAMPs II, RIDE, interventioncentral.org, etc.) and are more intensive and individualized in their focus.

Tier 3 behavior management system:

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Tier 3 strategies require the same rigor with regard to data collection, evaluation of the intervention(s), and retention of student records. Additionally, it is at this level that consideration of a referral for ESE evaluation may become viable. That is, if the student does not respond to Tier 3 interventions, then referral for a comprehensive evaluation may be considered. The full assistance of the CPS team should be used for Tier 3 interventions to ensure that strategies are attempted as planned and with the fullest cooperation possible. Tier 3 is ultimately an evaluation of whether or not interventions were effective and the team can determine if there is a need for referral for a comprehensive evaluation.

Tracking Student Data

A Filemaker pro database is used to track student data during the RTI process. This database will simply maintain information pertaining to student progression in the RTI process. In addition, teachers are responsible for maintaining all hard data used in the process in the RTI process in a safe and secure location. All RTI data used to track student progress will also be used when determining the student growth. Finally, the same RTI academic and behavior process will be used to track data for all students and support students at-risk.

Training and support

The school psychologist, ESE specialist, district ESE personnel, social worker, subject area coaches, and the assistant principal will provide RTI training and support at Banyan Elementary collaboratively.

What is the Process?

Tier 1 – Identify the students in classes who are struggling

- Identify the expected level of performance, student level of performance, and peer level performance
- Implement Tier 1 interventions/instruction (basic classroom strategies you would use for any student in need)
- Document baseline data on intervention record
- Monitor progress for a minimum of 6 weeks
- No progress made? Move to tier 2

Tier 1: All students receive classroom - based instruction

- Core Reading (i.e., Treasures - Grades K-5) and Core Math (Go Math - Grades K-5)
- Center Activities
- Elements of Vocabulary
- Compass Learning (Odyssey)
- FCAT Explorer
- Accelerated Reader (AR)
- Diagnostic Assessment of Reading (DAR)
- Skill based grouping
- Classroom Guidance

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- On-Going Progress Monitoring
- FAIR
- QBAT
- Checkpoints/Mini Benchmarks Assessment via FCAT Pro
- Oral Reading Fluency Probes
- Go Math Assessments
- Weekly test
- Mid-Unit Tests
- End -of- Unit Test

Tier 1-Behavior

- School-wide discipline plan
- Positive reward system
- Misbehavior Recording Sheet (Analysis of conduct)

Tier 2 – Consultation with CPST

- At bi-weekly CPST meeting develop Tier 2 interventions/instruction. Tier 2 intervention plan is based on the data collection from Tier 1.
- Document Tier 2 intervention plan on the student's intervention record during CPST meeting.
- Monitor progress---collecting data for 4-6 weeks
- No progress made. Request another CPST meeting

Tier 2: Targeted Supplemental Group Interventions/Instruction

- Small group instruction (4 – 6 students)
- In addition to and in alignment with effective core instruction

Tier 2 Intervention/Instruction Programs

Triumphs

- Grades 1 - 5
- 20 minutes daily with-in initial 90 minute reading block, and supplemental beyond 90-minute reading block, if need
- Daily Treasures lesson
- On-Going Progress Monitoring
- Quick Checks within lessons
- Weekly Tests
- Mid-Unit Tests
- End-Of-Unit Tests

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Additional Tier 2 Resources

Phonics for Reading

- Grade 2-5
- 30 minutes daily
- Supplemental beyond 90- minute reading block
- On-Going Progress Monitoring
- Core Program Assessments
- Quick Checks
- Super QAR

Bar & lined graphs will be used to track effectiveness of interventions.

Grades 1-5

- 15 – 30 minutes daily
- Supplemental beyond 90-minute reading block
- Concept lessons can be divided into two sessions
- Boosters lessons may take more than one day
- On-Going Progress Monitoring
- Core Program Assessments
- Quick Checks

Grades 3 -5

- 30 – 40 minutes daily
- Supplemental beyond 90- minute reading block
- On-Going Progress Monitoring
- Informal Reading Inventory (IRI) Assessment
- Protocols for Oral Reading Fluency and Retelling
- Phonics and Decoding
- Go Math

Grades K – 5

- Prescriptive lessons
- On- Going Progress Monitoring
- Core program assessments

Tier 2- Behavior

- 30 minute teach observation
- #1 parent conference

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- Behavior checklist (identify specific behaviors)
- Goal contract
- Monitoring Reactions to Correction form (Tallies appropriate and inappropriate conduct)
- Student rating form (Collaborative problem-solving and comprehensive evaluation)
- PBIP

Tier 3 – Intensive

Describe the plan to train staff on RtI.

- CPST will collaboratively develop a plan of action with parent involvement
- At CPST meeting, document Tier 3 intervention record
- At CPST meeting, schedule a follow- up meeting after 6 or more weeks at Tier 3

Tier 3 – Intensive Interventions/Instruction

- Very small group (1 – 3)
- In addition to and in alignment with effective core instruction

Resource & Assessments

- Foundations
- Grades K – 2
- 30 minutes or twice daily
- Supplemental beyond 90 reading block
- One lesson per day
- On-Going Progress Monitoring
- Weekly check-ups
- End-of unit Tests

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- Grades 3-5
- 60 minutes daily
- Supplemental beyond 90 minute reading block
- Daily lesson

On-Going Progress Monitoring

- Weekly charting
- Daily dictation tasks
- End-of-step tests

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Moving With Math

- Grades 1 – 5
- Alternative core math program delivered during 60 minute math block
- Daily lessons

On-Going Progress Monitoring

- Pre/post tests
- Bi-weekly assessments
- Chapter tests
- Mini-assessments
- Individual Counseling

FBA & PBIP

Tier 3-Behavior

- FBA
- Student rating
- Observation (Point person)
- #2 Parent conference
- 30 minute time observation (Point person)
- Work completion form
- Frequency chart

Describe the plan to train staff on MTSS.

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. A Professional Development refresher will take place in August 2012.

Describe the plan to support MTSS.

The school psychologist, ESE specialist, district ESE personnel, social worker, subject area coaches, and the assistant principal will provide RtI training and support at Banyan Elementary collaboratively.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Dr. Eric Miller – Principal Cheryl Proctor – Assistant Principal Cheri Murto – Reading Coach Team Leaders
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Meet monthly Explore and research successful literacy initiatives in different settings. Design, assign and monitor literacy initiatives. Report to SAC current reading data from mini assessments tied to the instructional focus calendar (IFC). Monthly Reading Reports will be sent via CAB conference to staff about the school's reading initiatives (i.e., goals and objectives) and plan of action for achieving the initiatives.
What will be the major initiatives of the LLT this year? Teacher effectively used Tier based instruction to meet the needs of individual students by differentiating instruction. For example, push ins, pullout and afterschool tutoring. 90 Uninterrupted Reading; Three Team Up for Remediation; "Tub of Books", School wide – Vocabulary with Vocab-Costume Day.

Public School Choice

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

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

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

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

The Leadership Team will identify preschool programs within our area that service possible future students. Three parent meetings during the school year will be held with these private programs. Curriculum for our pre-kindergarten program, PLACE program, and kindergarten program will be shared at the parent meetings. One event will be planned at the school to get the students familiar with the school. A transition meeting will be planned in early May for incoming kindergarten students and parents.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Make sure that all tested strands and benchmarks are covered prior to checkpoint assessments; allow time for remediation and mastery	1A.1. Teachers will utilize district minis and school developed checkpoint assessments to monitor students' progress. Teachers will utilize assessments that cover previously taught benchmarks.	1A.1. Classroom teachers	1A.1. Monthly data chats between the Leadership Team (i.e. Administration/Support Staff) and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes. FAIR Assessment	1A.1. Utilization of data from district minis and checkpoint assessment results. FAIR Assessment 2013 FCAT 2.0 Results
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, the percentage of students scoring at level 3 in Reading will increase from 27% to 31%.	27% (90)	31% (102)					
			1A.2. Due to our diverse population vocabulary appears to be deficient.	1A.2. Teachers will implement school wide vocabulary initiative will be implemented.	1A.2. Reading coach Grade chairs Administration	1A.2. Monthly data chats between the Leadership Team (i.e. Administration/Support) and teachers in Grades K-5 will be held to discuss students' progress and make instructional changes.	1A.2. Treasures Weekly assessments FCAT Mock Assessments FAIR Assessment 2013 FCAT 2.0 Results
			1A.3. Varying levels within student groups	1A.3. Teachers will differentiate instruction, rigorous reading centers. Teachers will utilize baseline assessments for placement. Teachers will incorporate periodic assessments and utilize the reading IFC and secondary IFC. Teachers will incorporate sustained silent oral readings, read alouds, and will implement text complexity. Teachers will implement Integrated Learning Systems (ILS): Study Island, FCAT explorer.	1A.3. Classroom teacher and reading coach	1A.3. Student placement and fluency groups Periodic school wide assessments Progress monitoring (data chats, CWT, RtI) Student reading logs, Quarterly fluency assessment, ILS Monthly data reports FAIR Assessment	1A.3. Weekly assessments Unit mini assessments FCAT Test Maker PRO 2013 FCAT 2.0 Results FAIR Assessment

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Reading Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>				
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Maintaining motivation and interest in the curriculum	2A.1. Teachers will incorporate literature circles, book talks, and peer buddies. Teachers will integrated learning systems: Accelerated Reader (AR), Compass Odyssey and FCAT Explorer (3 rd and 4 th grades). Teachers will utilize level readers for enrichment activities. School will implement reading incentive program (Book It, Reading Across Broward, Publix Touchdown, SSYRA).	2A.1. Reading Coach Classroom teachers	2A.1. Periodic school wide assessments Progress monitoring (data chats, CWT) Student reading logs ILS monthly data reports	2A.1. Unit mini assessment FCAT Test Maker PRO 2013 FCAT 2.0 Results FAIR Assessment
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By Spring 2013, the percentage of students scoring at level 4-5 in Reading will increase from 25% to 29%	25% (81)	29% (95)					
			2A.2. Maintaining and making learning goals	2A.2. Teachers will utilize student data tracker (pinnacle, data, weekly folder). Students will participate in Advanced reading centers and multi media projects. Teachers will implement text complexity.	2A.2. Classroom teachers	2A.2. Teacher/Student Data Chat Center/ Independent tracker Progress Monitoring FAIR Assessment	2A.2. Unit Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR Assessment
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Maintaining motivation	3A.1. Teachers will use appropriate student grouping based on Baseline Data. Teachers will participate in monthly data chats. Teachers will utilize crunch time activities- pullout groups. Students will be exposed to various types genres and participate in rigorous center activities.	3A.1. Classroom teacher Administration Reading Coach	3A.1. Results Data Student progress monitoring	3A.1. Mini Assessments FCAT Test Maker Pro FAIR Assessment 2013 FCAT 2.0 Results
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By, June 2013 72% of students will make learning gains in reading as measured by the 2013 Reading FCAT</i>	68% (149)	72% (172)					
			3A.2. Time On Task (student focus)	3A.2. Teachers will participate in team teaching, differentiated instruction, and incorporate rigorous reading centers. Teachers will utilize the reading and secondary IFCs.	3A.2. Classroom Teacher	3A.2. Progress Monitoring (data chats, CWT, RtI) Weekly assessments Chapter Test	3A.2. Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR Assessment
			3A.3. Increase in varying levels in classroom	3A.3. Teachers will implement differentiated instruction and incorporate rigorous reading centers. Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT Explorer (3 rd & 4 th grade). Teachers will incorporate periodic assessments and utilize baseline assessments for placement. Teachers will utilize sustained silent oral reading and read alouds. Teachers will utilize the reading and secondary IFCs.	3A.3. Administration Classroom Teacher Reading coach	3A.3. Student placement and fluency groups Periodic school wide assessment Progress monitoring (data chats, CWT, RtI) Student reading Logs Quarterly Fluency Assessments ILS Monthly Data Reports FAIR Assessment	3A.3. Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR Assessment
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<i>Enter narrative for the goal in this box.</i>	<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>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Varying skills deficiencies in below level groups	4A.1. Teachers will administer the various reading assessments for placement (DAR, Rigby, Easy CBM, IRD). Teachers will implement differentiated instruction and incorporate rigorous reading centers. Teachers will implement the Struggling Reading Chart-Intervention Programs, AR incentives Teachers will utilize crunch time activities- pullout groups. Teachers will double dose beyond 90 min reading block and provide small group instruction.	4A.1. Reading Coach Classroom teachers Administration	4A.1. Results data and usage of data Student placement and fluency of groups Teacher assessment FAIR Assessment	4A.1. Mini Assessments FAIR Assessment 2013 FCAT 2.0 Results FCAT Test Maker Pro DAR
<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By, June 2013, 84% of students in the lowest 25% will make learning gains in reading as measured by the 2013 Reading FCAT.</i>							
			4A.2. Student motivation	4A.2. School will host Family Technology (BEEP) Night. Teachers will increase instructional technology usage. Students will participate in an interest survey. Teachers will utilize Accelerated Reader and incorporate multi-media projects. School will implement a School Wide Reading Initiative.	4A.2. Reading Coach Grade Chairs Media Specialists Classroom Teachers	4A.2. Mini BAT (BEEP) Lessons Monthly Checkpoint Assessments AR Quizzes	4A.2. Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<i>Enter narrative for the goal in this box.</i>	<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>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 56% (FCAT 2.0)		58% (FCAT 2.0)	62%	66%	70%	74%	78%
	<u>Reading Goal #5A:</u> <i>In six years, the school will reduce the achievement gap by 50%. By Spring 2013, the percentage of students who are proficient in Reading will increase from 58% to 62%.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. Not enough time to review data with all students individually	5B.1. Student data chats will be conducted with all students in Grades 3-5 following school checkpoint assessments. Teachers will set objectives and provide feedback.	5B.1. Reading Coach /Administration	5B.1. Administration will be aware of the IFC' upcoming focus and monitor implementation through classroom walkthroughs.	5B.1. Effectiveness will be determined through checkpoint assessments.	
<u>Reading Goal #5B:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
By June 2013, 61% of our Black students will score a level 3 or higher as measured by the 2013 Reading FCAT.	<i>Enter numerical data for current level of performance in this box.</i> White:47% (17) Black:42% (68)	<i>Enter numerical data for expected level of performance in this box.</i> White:44% Black:39%						
By June 2013, 57% of our Hispanic students will score a level 3 or higher as measured by the 2013 Reading FCAT.	Hispanic:46% (35) Asian:11% (1) American Indian:33% (1)	Hispanic:43% Asian:8% American Indian:30%						
By June 2013, 56% of our White students will score a level 3 or higher as measured by the 2013 Reading FCAT.			5B.2. Students do not demonstrate grade level appropriate vocabulary	5B.2. Teacher will increase vocabulary focus by incorporating the QAR, FAIR, Interactive word walls and Elements of Vocabulary programs into their reading block on a weekly basis.	5B.2. Reading Coach/Administration	5B.2. Program assessment data will be analyzed and discussed bi- weekly.	5B.2. Effectiveness will be determined through program assessments.	
By June 2013, 92% of our Asian students will score a level 3 or higher as measured			5B.3. Students have difficulty demonstrating oral reading fluency.	5B.3. Teachers will model appropriate oral reading and decoding strategies for students through daily read alouds, using Quick Reads, Treasures Oral Reads and FAIR Tools Kit.	5B.3. Reading Coach/Administration	5B.3. Oral Reading Fluency Probes will be reviewed by administration in data chats with teachers.	5B.3. Students' Oral Reading Fluency scores.	

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by the 2013 Reading FCAT. By June 2013, 70% of our Native students will score a level 3 or higher as measured by the 2013 Reading FCAT.		5B.4. Students have difficulty demonstrating reading comprehension skills.	5B.4. Teachers will model comprehension strategies (Super QAR, think alouds, graphic organizers).	5B.4. Reading Coach /Administration	5B.4. Unit Reading Test FAIR Assessments	5B.4. Classroom walkthroughs, data chats, FAIR results
		5B.5. Make sure that all tested strands and benchmarks are covered prior to checkpoint assessments and FCAT; allow time for remediation.	The school will utilize school developed checkpoint assessments to monitor student progress. IFC's will be utilized with fidelity.	5B.5. Reading Coach /Administration	5B.5. Monthly data chats between the Leadership Team and 3-5 grade teachers will be held to discuss student progress and make instructional changes.	5B.5. Utilization of data from checkpoint assessments results.

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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
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Varying levels within student groups	5C.1. Teachers will implement differentiated instruction and incorporate rigorous reading centers. Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT Explorer (3 rd & 4 th grade). Teachers will incorporate periodic assessments and utilize baseline assessments for placement. Teachers will utilize sustained silent oral reading and read alouds. Teachers will utilize the reading and secondary IFCs.	5C.1. Classroom teacher Reading Coach	5C.1. Student placement and fluency groups Periodic school wide assessment Progress monitoring (data chats, CWT, RtI) Student reading Logs Quarterly Fluency Assessments ILS Monthly Data Reports	5C.1. Weekly assessments Unit Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR Assessment
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, the percentage of ELL students scoring a level 3 or higher in Reading will increase from 30% to 34%</i>	53%(7)	50%(10)					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Varying levels within student groups	5D.1. Teachers will implement differentiated instruction and incorporate rigorous reading centers. Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT Explorer (3 rd & 4 th grade). Teachers will incorporate periodic assessments and utilize baseline assessments for placement. Teachers will utilize sustained silent oral reading and read alouds. Teachers will utilize the reading	5D.1. Classroom teacher Reading Coach	5D.1. Student placement and fluency groups Periodic school wide assessment Progress monitoring (data chats, CWT, RtI) Student reading Logs Quarterly Fluency Assessments ILS Monthly Data Reports	5D.1. Weekly assessments Unit Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR Assessment
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, the percentage of SWD students scoring a level 3 or higher in Reading will increase from 38% to 42%</i>	66% (25)	63% (23)					

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			and secondary IFCs.			
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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	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. Not enough time to review data with all students individually	5E.1. Student data chats will be conducted with all students in Grades 3-5 following school checkpoint assessments. Teachers will set objectives and provide feedback.	5E.1. Reading Coach /Administration	5E.1. Administration will be aware of the IFC' upcoming focus and monitor implementation through classroom walkthroughs.	5E.1. Effectiveness will be determined through checkpoint assessments.
Reading Goal #5E: By June 2013, 56% of our Economically Disadvantaged students will score a level 3 or higher as measured by the 2013 Reading FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	46% (106)	43% (98)					
			5E.2. Making sure all tested strands/benchmarks are covered prior to checkpoint assessments; Allow time for remediation.	5E.2. The school will utilize district minis and school developed checkpoint assessments to monitor student progress.	5E.2. Reading Coach /Administration	5E.2. Monthly data chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss student progress and make instructional changes.	5E.2. Printout of checkpoint assessments results.
			5E.3. Students do not demonstrate grade level appropriate vocabulary	5E.3. Teacher will increase vocabulary focus by incorporating the Elements of Vocabulary, various Interactive Word Walls (banks), and the FAIR Tools Kit program into their reading block on a weekly basis.	5E.3. Reading Coach /Administration	5E.3. Program assessment data will be analyzed and discussed monthly.	5E.3. Treasurers End of Unit Assessments, Mini BEEP Assessments, FCAT Explorer, and Compass Odyssey
			5E.4. Students have difficulty demonstrating oral reading fluency.	5E.4. Teachers will model appropriate oral reading and decoding strategies for students through daily read alouds, using Quick Reads, Treasures Oral Reads and FAIR Tools Kit.	5E.4. Reading Coach /Administration	5E.4. Oral Reading Fluency Probes will be reviewed by administration in data chats with teachers.	5E.4. Students' Oral Reading Fluency scores.
		5E.5. Students have difficulty demonstrating reading comprehension skills.	5E.5. Teachers will model comprehension strategies (Super QAR, think alouds, graphic organizers).	5E.5. Reading Coach /Administration	5E.5. Unit Reading Test FAIR Assessments	5E.5. Classroom walkthroughs, data chats, FAIR results	

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
FAIR Assessment	Reading	Reading Coach	Grades 1 st -5 th	August 2012	FAIR Assessments results Sign in sheets	Reading Coach

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Effective Conferencing	K-5	District Staff	Grades K-5 th	August 2012	Title I Parent Survey	Title I Facilitator / Administration
Reading PLC	Reading	Reading Coach / District Staff	Grades K-5 th	September 2012	Minutes and sign in sheets	Administration
Reading Text Complexity	Reading	TBA	Grades K-5	September 2012	Classroom visits/ observations	Administration
Differentiated Small Group Instruction	Reading	TBA	Grades K-5	October 2012	Classroom visits/ observations	Administration
Social Studies Adoption Training	Reading	TBA	Grades K-5	August 2012	Classroom visits/ observations	Administration
Reading Common Core Training Grades 1-2	Reading	TBA	Grade 1 and 2	September 2012	Classroom visits/ observations	Administration

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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
Fundations Reading Intervention	Substitute Teachers (3 Tch x \$90)	Title I	\$270
Wilson Reading Intervention	Substitute Teachers (3 Tch x \$90)	Title I	\$270
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Nine High Yield Strategies	Substitute Teachers (12 Tch x 1 day x \$90)	Title I	\$1,080
Reading Comprehension	Accelerated Reader	A+ Funds	\$2,500
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reading Common Core Training Grades 1-2	Substitute Teachers (10 Tch x 3 days x \$90)	Title I	\$2,700
Reading Text Complexity	Substitute Teachers (12 Tch x 1 day x \$90)	Title I	\$1,080
Differentiated Small Group Instruction	Substitute Teachers (12 Tch x 1 day x \$90)	Title I	\$1,080
Social Studies Adoption Training	Substitute Teachers (12 Tch x 1 day x \$90)	Title I	\$1,080
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Conference (IRA)	Registration for conference (IRA)	Title I	\$1,354
Conference (IRA)	Travel for 3 Staff Members (IRA)	Title I	\$3,600
			Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.Varying levels within student groups	1.1. Teachers will implement differentiated instruction and incorporate rigorous reading centers. Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT Explorer (3 rd & 4 th grade). Teachers will incorporate periodic assessments and utilize baseline assessments for placement. Teachers will utilize sustained silent oral reading and read alouds. Teachers will utilize the reading and secondary IFCs.	1.1. Classroom teachers ELL coordinator	1.1. Student placement and fluency groups Periodic school wide assessment Progress monitoring (data chats, CWT, RtI) Student reading Logs Quarterly Fluency Assessments ILS Monthly Data Repo	1.1. Weekly assessments Unit Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR
CELLA Goal #1:	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
By Spring 2013, 25% of students taking the CELLA will be proficient in listening and speaking.	<i>22% of the students who took the CELLA were proficient in listening and speaking</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.Varying levels within student groups	2.1. Teachers will implement differentiated instruction and incorporate rigorous reading centers. Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT Explorer (3 rd & 4 th grade). Teachers will incorporate periodic	2.1. Classroom teachers ELL coordinator	2.1. Student placement and fluency groups Periodic school wide assessment Progress monitoring (data chats, CWT, RtI) Student reading Logs Quarterly Fluency Assessments	2.1. Weekly assessments Unit Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR
CELLA Goal #2:	<u>2012 Current Percent of Students Proficient in Reading:</u>					
By Spring 2013, 21% of students taking the CELLA will be proficient in reading.	<i>18% of the students who took the CELLA were proficient in reading</i>					

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			assessments and utilize baseline assessments for placement. Teachers will utilize sustained silent oral reading and read alouds. Teachers will utilize the reading and secondary IFCs.		ILS Monthly Data Repo	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.Varying levels within student groups	2.1. Teachers will implement differentiated instruction and incorporate rigorous reading centers. Teachers will implement integrated learning (ILS) Accelerated Reader (AR), Compass Odyssey, FCAT Explorer (3 rd & 4 th grade). Teachers will incorporate periodic assessments and utilize baseline assessments for placement. Teachers will utilize sustained silent oral reading and read alouds. Teachers will utilize the reading and secondary IFCs.	2.1.Classroom teachers ELL coordinator	2.1. Student placement and fluency groups Periodic school wide assessment Progress monitoring (data chats, CWT, RtI) Student reading Logs Quarterly Fluency Assessments ILS Monthly Data Repo	2.1. Weekly assessments Unit Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker Pro FAIR Assessment
<u>CELLA Goal #3:</u>	2012 Current Percent of Students Proficient in Writing :					
By Spring 2013, 12% of students taking the CELLA will be proficient in writing.	<i>9% of the students who took the CELLA were proficient in reading</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

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. Varying levels within student groups.	1A.1. Teachers will utilize small group instruction. Teachers will implement Integrated Learning Systems (ILS) such as Study Island and FCAT Explorer (5 th grade) Teachers will follow the district math IFC and will integrate secondary IFC created at the school.	1A.1. Classroom Teacher Math Coach Administration	1A.1. Classroom Walk-throughs Progress monitoring plan Teacher Data Chats	1A.1. Chapter Test Big Idea Test FCAT Test Maker PRO 2013 FCAT 2.0 Results
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, the percentage of students scoring a level 3 in math will increase from 34% to 37%.</i>	34%(108)	37% (41)					
			1A.2. Lack of parental knowledge of technology resources.	1A.2. School will communicate with parents a through Monthly Newsletter. Title I BEEP Parental Training will be facilitated to introduce parents to math technology resources. Math Family Night will be held to showcase student projects and to give information about math benchmarks.	1A.2. PTA Administration Classroom Teacher Math Coach	1A.2. Parent Survey Homework checklist	1A.2. Homework grades Student activity report of ILS usage.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<i>Enter narrative for the goal in this box.</i>	<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>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<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>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<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>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Lack of student motivation	2A.1. Students will participate in Math Superstars Incentive Program. Teachers will utilize enrichment and extension activities for Go Math.	2A.1. Math Coach Classroom Teacher Administration	2A.1. Points tracking system Participation Log	2A.1. Mini Benchmarks 2013 FCAT 2.0 Results FCAT Test Maker PRO
Mathematics Goal #2A: <i>By Spring 2013, the percentage of students scoring a level 4 and 5 in math will increase from 24% to 27%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24% (80)	27% (89)					
			2A.2. Maintaining and making learning gains	2A.2. Teachers will track student data (pinnacle, data binder, weekly folder). Teachers will incorporate enrichment math centers, multi-media projects and implement math complexity.	2A.2. Classroom Teachers Math Coach	2A.2. Teacher/Student Data Chart Center/Independent tracker Progress Monitoring	2A.2. Unit-Mini Assessments 2013 FCAT 2.0 Results FCAT Test Maker PRO
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Enough time to review data with all students individually.	3A.1. Students will participate in data chats following Big Idea Assessments and Chapter Tests.	3A.1. Math Coach Administration	3A.1. Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walk- Throughs.	3A.1. Big Idea Assessments and Chapter Tests and Data Chats (Monthly) 2013 FCAT 2.0 Results FCAT Test Maker PRO
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, the percentage of students making learning gains in math will increase from 72% to 75%.</i>	72% (158)	75% (165)					
			3A.2. Make certain that all tested strands and benchmarks are covered prior to Big Idea Assessments and Chapter Tests with built-in remediation.	3A.2. The school will utilize Big Idea Assessments and Chapter Tests to monitor student progress and drive instruction.	3A.2. Math Coach Administration	3A.2. Data chats between the leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional adjustments.	3A.2. Big Idea Assessments and Chapter Tests, Checkpoints 2013 FCAT 2.0 Results FCAT Test Maker PRO
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<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>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4A: <i>By June 2013, 80% of the lowest 25% of students will make learning gains in math as measured by the 2013 Math FCAT.</i>			4A.1. Teacher knowing how to effectively differentiate instruction.	4A.1. Teachers will determine core instructional needs by reviewing common assessments data for all students within lowest quartile. Teachers will plan differentiated instruction using evidence based instruction/ interventions within the 60 minutes math block.	4A.1. Math Coach Administration	4A.1. Data Chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes.	4A.1. Alternative Assessments/Test, Big Idea Assessments, Chapter Tests 2013 FCAT 2.0 Results FCAT Test Maker PRO		
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4A.2. Having enough time to review data with students in grades 3-5	4A.2. Teachers will plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by the review of common assessment data, and will include explicit instruction, modeled instruction, guided practice and independent practice. Supplemental instruction is provided in addition to core instruction.	4A.2. Math Coach Administration	4A.2. Data Chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes.	4A.2. Alternative Assessments/Test, Big Idea Assessments, Chapter Tests 2013 FCAT 2.0 Results FCAT Test Maker PRO
			77% (44)	80% (46)	4A.3. The availability of intervention materials for teachers and students.	4A.3. Teachers will plan targeted intervention for students not responding to core, plus supplemental instruction using the problem- solving process. Interventions will be matched to individual student needs, be evidence based, and provided in addition to core instruction.	4A.3. Math Coach Administration	4A.3. Data Chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes. Conduct Daily Classroom Walkthroughs to monitor use of intervention materials.	4A.3. Checkpoints Big Idea Assessments, Chapter Tests 2013 FCAT 2.0 Results FCAT Test Maker PRO
			4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4B: <i>Enter narrative for the goal in this box.</i>			2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4B.1.	4B.1.
			<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>	4B.2.	4B.2.	4B.2.	4B.2.	

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		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	65% (FCAT 2.0)	69%	72%	76%	80%	83%	
	59% (FCAT 2.0)							
<u>Mathematics Goal #5A:</u> <i>In six years, the school will reduce achievement gap by 50%. By Spring 2013, the percentage of students who are proficient in math will increase from 66% to 69%.</i>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			5B.1. Enough time to review data with bubble students, retainees, and lowest quartile students in grades 3-5.	5B.1. Student data chats will be conducted with all students in Grades 3-5 following Big Idea Assessments and Chapter Tests/BAT	5B.1. Math Coach/Administration	5B.1. Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.	5B.1. Data Chat Form, Big Idea Assessments and Chapter Tests	
<u>Mathematics Goal #5B:</u> By June 2013, 68% of our Black students will score a level 3 or higher as measured by the 2013 Math FCAT. By June 2013, 62% of our Hispanic students will score a level 3 or higher as measured by the 2013 Math FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	<i>Enter numerical data for current level of performance in this box.</i> White:39% (14) Black:35% (56) Hispanic:41% (31) Asian:0% American Indian:66% (2)	<i>Enter numerical data for expected level of performance in this box.</i> White:36% Black:32% Hispanic:38% Asian:0% American Indian:63%						
By June 2013, 74% of our White students will score a level 3 or higher as measured by the 2013 Math FCAT.			5B.2. Making certain all strands/benchmarks are covered prior to testing	5B.2. The school will utilize Big Idea Assessments and Chapter Tests to monitor student progress	5B.2. Math Coach/Administration	5B.2. Data chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes.	5B.2. Big Idea Assessments and Chapter Tests	

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<p>By June 2013, 100% of our Asian students will score a level 3 or higher as measured by the 2013 Math FCAT.</p> <p>By June 2013, 37% of our Native students will score a level 3 or higher as measured by the 2013 Math FCAT.</p>										
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>		<p>5B.1. Enough time to review data with bubble students, retainees, and lowest quartile students in grades 3-5.</p>	<p>5B.1. Student data chats will be conducted will all students in Grades 3-5 following Big Idea Assessments and Chapter Tests/BAT</p>	<p>5B.1. Math Coach/Administration</p>	<p>5B.1. Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walkthroughs.</p>	<p>5B.1. Data Chat Form, Big Idea Assessments and Chapter Tests</p>				
<p>Mathematics Goal #5B:</p> <p>By June 2013, 68% of our Black students will score a level 3 or higher as measured by the 2013 Math FCAT.</p> <p>By June 2013, 62% of our Hispanic students will score a level 3 or higher as measured by the 2013 Math FCAT.</p>	<table border="1"> <thead> <tr> <th data-bbox="387 657 535 735">2012 Current Level of Performance:*</th> <th data-bbox="535 657 669 735">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td data-bbox="387 735 535 1066"> <p><i>Enter numerical data for current level of performance in this box.</i> White:39% (14) Black:35% (56) Hispanic:41% (31) Asian:0% American Indian:66% (2)</p> </td> <td data-bbox="535 735 669 1066"> <p><i>Enter numerical data for expected level of performance in this box.</i> White:36% Black:32% Hispanic:38% Asian:0% American Indian:63%</p> </td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<p><i>Enter numerical data for current level of performance in this box.</i> White:39% (14) Black:35% (56) Hispanic:41% (31) Asian:0% American Indian:66% (2)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White:36% Black:32% Hispanic:38% Asian:0% American Indian:63%</p>					
2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
<p><i>Enter numerical data for current level of performance in this box.</i> White:39% (14) Black:35% (56) Hispanic:41% (31) Asian:0% American Indian:66% (2)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White:36% Black:32% Hispanic:38% Asian:0% American Indian:63%</p>									
<p>By June 2013, 74% of our White students will score a level 3 or higher as measured by the 2013 Math FCAT.</p> <p>By June 2013, 100% of our Asian students will score a level 3 or</p>		<p>5B.2. Making certain all strands/benchmarks are covered prior to testing</p>	<p>5B.2. The school will utilize Big Idea Assessments and Chapter Tests to monitor student progress</p>	<p>5B.2. Math Coach/Administration</p>	<p>5B.2. Data chats between the Leadership Team and teachers in Grades 3-5 will be held to discuss students' progress and make instructional changes.</p>	<p>5B.2. Big Idea Assessments and Chapter Tests</p>				

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<p>higher as measured by the 2013 Math FCAT.</p> <p>By June 2013, 37% of our Native students will score a level 3 or higher as measured by the 2013 Math FCAT.</p>						
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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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Varying levels within groups.	5C.1. Teachers will implement small group instruction. Teachers will implement Crunch-Time Pull-out groups. Teachers will implement Integrated Learning Systems (ILS)...Study Island, FCAT Explorer (5 th grade).	5C.1. Classroom Teacher Math Coach	5C.1. Student grades Mock FCAT Assessments	5C.1. Chapter Test Big Idea Test FCAT Test Maker PRO 2013 FCAT 2.0 Results
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, the percentage of ELL students scoring a level 3 or higher in math will increase from 47% to 50%.</i>	53% (7)	50% (8)					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Varying levels within groups.	5D.1. Teachers will implement small group instruction. Teachers will implement Crunch-Time Pull-out groups. Teachers will implement Integrated Learning Systems (ILS)...Study Island, FCAT Explorer (5 th grade).	5D.1. Classroom Teacher Math Coach	5D.1. Student grades Benchmark Test	5D.1. Chapter Test Big Idea Test FCAT Test Maker PRO 2013 FCAT 2.0 Results
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>By June 2013, the percentage of SWD students scoring a level 3 or higher in math will increase from 50% to 53%.</i>	50% (19)	47% (17)					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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	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. Enough time to review data with all students individually	5E.1. Student data chats will be conducted with bubble students, retainees, and lowest quartile students in grades 3-5	5E.1. Math Coach/Administration	5E.1. Administration will be aware of the IFC's upcoming focus and monitor implementation through Classroom Walkthroughs	5E.1. Checkpoints, Big Idea Assessments, Mock FCAT, Data Chat Form (monthly)
<u>Mathematics Goal</u> #5E: By June 2013, 67% of students identified as Economically Disadvantaged will be proficient in math as measured by the 2013 Math FCAT.	<u>2012 Current Level of Performance:*</u> 36% (83)	<u>2013 Expected Level of Performance:*</u> 33% (76)					
			5E.2. Pre-planning and front loading for Go Math Activities	5E.2. Each classroom will be set up as a "lab" where centers, word walls and a print rich environment will be evident.	5E.2. Math Coach/Administration	5E.2. Classroom Walkthroughs will be conducted weekly and constructive feedback will be given to teachers.	5E.2. Classroom Walkthroughs
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals



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Middle School Mathematics Goals

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

Middle 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	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.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<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>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<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>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<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>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<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>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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	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.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals



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Florida Alternate Assessment High School Mathematics Goals

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

High 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	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
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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>					
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
	<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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

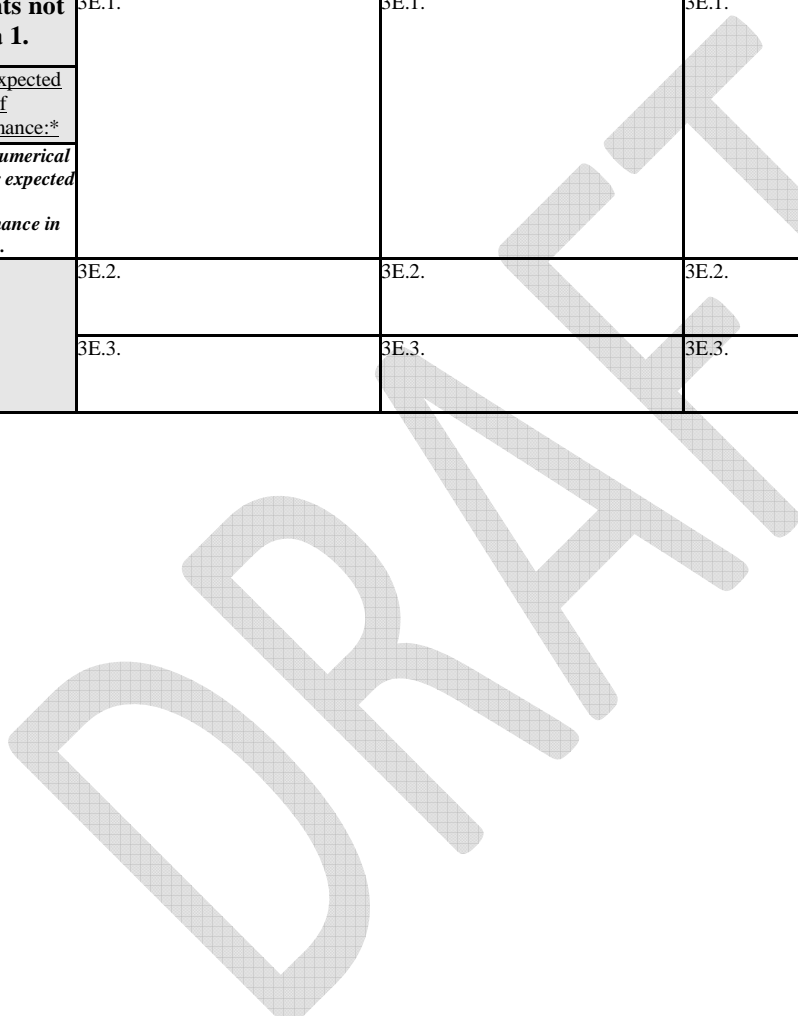
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.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
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals



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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	2.1.	2.1.	2.1.	2.1.	2.1.
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.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
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Math PD	1 st and 2 nd	District staff	1 st and 2 nd teachers	September 2012	Progress Monitoring, CWT	Administration Math Coach
Math PLC	K-5	Math Coach	K-5 teachers	October 2012-May 2013 (Monthly)	Minutes and Sign-in Sheets	Administration

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
All Math Strategies	Study Island	A+ Funds	\$1,500
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Math Complexity	Substitute Teachers (12 Tch x 1 days x \$90)	Title I	\$1,080
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Teachers planning and implementing hands on experiments regularly in Grades K-5.	1A.1. Teachers will plan and implement hands on experiments regularly include planning and discussing best practices for using the Broward County Hands-On Science Kits. Teachers will implementation of 5 E model. Teachers will utilize science notebooks for common Science Lab Reports. Teachers will participate in common planning time.	1A.1. Science Coach Administration	1A.1. Classroom walkthroughs will be conducted weekly, and constructive feedback will be given. Classroom walkthroughs to ensure that lessons are aligned to IFC. Feedback will be given at either grade level meeting and / or teacher/admin. data chats held monthly focusing on instructional practices including hands on experiences and learning centers. Use of science notebooks.	1A.1. CWT focusing on instructional practices including hands on experiences and learning centers. Science notebooks common lab reports. FCAT Test Maker PRO
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By Spring 2013, the percentage of students scoring a level 3 on the SSS Science will increase from a 33% to 36%</i>	33% (37)	36% (40)					
			1A.2. Students are entering 5th grade with a deficiency in science knowledge and skills	1A.2. Students will participate in a pre-test exam to identify weak areas in grade 5. Teachers will develop of secondary IFC (for grades 3-5). Students will use of science notebooks/journals. Student will use of Grade 5 FCAT Explorer and Florida Achieves-FOCUS. Teachers will implementation of 5 E model.	1A.2. Science Coach Administration	1A.2. Common lesson planning and PLC. Interactive word walls CWT will be conducted weekly	1A.2. Classroom walkthrough and district mini- assessments. Fidelity of Word Walls Science notebooks FCAT Test Maker PRO
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<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>	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Planning for hands-on experiments.	2A.1. Teachers will meet by grade level at least once a week and plan together. They will include planning and discussing best practices for using the Broward County Customized Hands-on Science Kits and other resources.	2A.1. Science Coach Administration	2A.1. Classroom walkthroughs will be conducted weekly to ensure that science Delta Hands-on Kits are being used effectively and constructive feedback will be given to teachers monthly or as needed.	2A.1. Classroom walkthroughs and observations. Authentic Student Work (i.e. projects) Common lab report Science notebooks FCAT Test Maker PRO
Science Goal #2A: <i>By Spring 2013, the percentage of students scoring a level 4-5 on SSS Science will increase from 7% to 10%.</i>	<u>2012 Current Level of Performance:*</u> 7% (8)	<u>2013Expected Level of Performance:*</u> 10% (11)	Differentiated instructional strategies need to be implemented to enrich potential level 4/5 students on a regular basis. • Level 4/5 students need to be given additional opportunities to complete work that challenge their ability on a consistent basis.	Teachers will plan appropriate Science project based learning activities. Students will participate in project based showcases such as Broward County Academic Exposition			
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School 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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.2.	1.2.	1.2.	1.2.	1.2.
	<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>					
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.2.	2.2.	2.2.	2.2.	2.2.
	<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>					
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science training	K-5	Science Coach	Science PLC committee	TBD and TBA	PLC-best practices	PLC Leaders

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
National Geographic and Scholastic News Supplemental Materials	National Geographic Magazines –Gr 3-5 Scholastic News Gr K-2	Internal Accounts	National Geographic = \$1,000 Scholastic News = \$2000
Science Experiment Materials	Science Materials needed for science curriculum experiments	Internal Accounts	\$500
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science PLC	Science Curriculum		
Science Training	Substitute Teachers (12 Tch x 1 days x \$90)	Title I	\$1,080
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
In-House and Off Campus Field Trips (*2-4 field trips per year per grade)	High Touch and High Tech/SASP	Supplemental Arts and Science Funds	\$2,462
			Subtotal:

End of Science Goals

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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. Limited understanding of FCAT Writing Rubric and PARCC Assessment.	1A.1. Students will participate in activities that develop skills in focus, organization, support and conventions as well as the six traits.	1A.1. Writing Coach Administration	1A.1. Teachers will review and score practice test bi-weekly.	1A.1. FCAT Writing Rubric; Application of students' writing.
Writing Goal #1A: By Spring 2013, the percentage of students scoring a 3.0 on FCAT Writing will increase from 77% to 80%.	2012 Current Level of Performance:* 77% (86)	2013 Expected Level of Performance:* 80% (95)					
			1A.2. Progress Monitoring	1A.2. Students will use the writing process daily; all writing will be dated, and recorded in writing notebooks/folders.	1A.2. Writing Coach Administration	1A.2. Teachers will review and score practice test bi-weekly.	1A.2. FCAT Writing Rubric; Application of students' writing.
			1A.3. Limited understanding and practice with the writing process in Grades K-3.	1A.3. K-3 students will participate in daily writing activities that promote effective use of the writing process and/or writer's. Students will respond to literature through writing.	1A.3. Writing Coach Administration	1A.3. Teachers will provide daily writing instruction and practice on the writing process in Grades K-3.	1A.3. Students' writing samples in portfolios in Grades K-3.
			1A.4. Enough time to review data with students individually	1A.4. Teachers will utilize individual, small and peer conferencing to provide differentiated and target instruction to improve students' writing skills.	1A.4. Writing Coach Administration	1A.4. Teachers will review and conference with students about bi-weekly practice assessments.	1A.4. Dated students' writing and completed student data/conference logs. 2013 FCAT Writing – Grade 4
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing PLC	K-2 and 5	Mary Catherine Dansky	K-2 and 5 teachers	Every other Wednesday starting September 2012	PLC minutes and sign-in sheet	Writing Coach Administration
Writing PLC	3rd and 4 th	Michelle Flores	3rd and 4 th teachers	Every other Wednesday starting September 2012	PLC minutes and sign-in sheet	Writing Coach Administration
Writing for the Common Core	K-5	District Staff	K-5 teachers	September 2012	CWT	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing Common Core	Substitute Teachers (12 Tch x 1 days x \$90)	Title 1	\$1,080
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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Writing Incentives	Pens & Certificates	PTA	\$200	
				Subtotal:
				Total:

End of Writing Goals

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Civics End-of-Course (EOC) Goals (required in year 2014-2015)

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

Civics 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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>					
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics 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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals (required in year 2013-2014)

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

U.S. History 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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>					
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History 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

U.S. History Budget (Insert rows as needed)

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Attendance (Home / School) Communication Plan	1.1. School will send an information letter home regarding attendance within the Students' First Day Packet.	1.1. Administration	1.1. Returned parent signature	1.1. Attendance data
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>By June 2013, Banyan's daily average attendance will increase to 98%.</i>	96% (690)	99% (712)					
	<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>					
	15%(107)	12% (86)					
	<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>					
	26% (189)	23% (165)					
			1.2. Attendance (Home / School) Communication Plan	1.2. School will implement reward system for Early Release days and Monday attendance. Grade level teams will implement special activities on Early Release Days.	1.2. Team leaders Administration	1.2. Number of student participants	1.2. Attendance data
			1.3. Parent lack of understanding of need and attendance policy	1.3. School will monitor attendance and follow-up with parents of students with emerging patterns of non-attendance (quarterly checks: 15, 30, 45 days)	1.3. Team leaders Administration	1.3. Reduced pattern of non-attendance	1.3. Attendance data

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Orientation & Sharing of Attendance Plan	K-5	Admin	Classroom Teachers, Support Staff, Office Staff	August 2011	Quarterly Monitoring	Administration/Teachers/IMT/Social Worker
Orientation & Sharing of Attendance Plan	K-5	Admin	Parents	September-Open House	Quarterly Monitoring	Administration/Teachers/IMT/Social Worker

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
School Improvement	Teacher Stipends (9 Teachers x 3 days x \$60)	Title I	\$1,620
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Annual Parent Seminar	Registration 2 parents	Title I	\$80
			Subtotal:

End of Attendance Goals

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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. Home/ School Communication	1.1. School will provide Training – Sensitivity / Parent Communication Conferencing and Involvement. School will provide discipline training for staff.	1.1. Administration	1.1. Reduced parent complaints/ student referral	1.1. Class change data / Discipline Matrix Data
Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	0.9% (6)	5					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0.9% (6)	5					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	0.4% (3)	2					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	0.4% (3)	2					
			1.2. Lack of Alternative Behavior Strategies	1.2. School will review Classroom Management Plan (Post Rules / Consequences), Referral writing process / DM Incident Codes, Detention Center, and Weekly Internal Center.	1.2. Administration	1.2. Reduction of written referrals	1.2. Discipline Matrix Data
			1.3. Conduct (Home / School) Communication Plan	1.3. School will provide training – Sensitivity / Parent Communication, Conferencing and Involvement.	1.3. Administration	1.3. Reduced parent complaints / student referral	1.3. Class change data / Discipline Matrix Data

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher Sensitivity Training	K-5	Administration Guidance	Teachers	August 2012	Discipline Management System	Teacher Administration
Guidance Lessons	K-5	Guidance Counselor	Teachers	August 2012	Quarterly Monitoring	Administration

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Prizes for Reward Systems	Rewards for drawing on Early Release & Mondays	PTA/Partners	\$250.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Lack of time on the parents' part	1.1 School will implement Meet and Greet to recruit parents to volunteer...find an event to fit their schedule Events Reading to students (Dads and Donuts, Moms and Muffins, Parents and Popcorn, Mystery Reader) Proctoring Chaperones Field Day Career Day Classroom Volunteer Vocabulary Word Warrior PTA PTA Events SAC Mega Skills	1.1. Volunteer Coordinator	1.1. Increase in parent participation	1.1. Parent Sign-In Sheet Parent Survey
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<i>By June 2013, parental involvement will increase from 12% to 15%.</i>	12%	15%					
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
			1.2. Lack of Academic/School Information	1.2 School will host Banyan Family Nights: Academic Night to teach parents reading strategies to integrate at home and BEEP. School will communicate with parents through Banyan Website, District Website, and Newsletters. School will provide a Parent Suggestion Box in the front	1.2. Volunteer Coordinator	1.2. Increase in participation	1.2.1.1. Parent Sign-In Sheet Parent Survey

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			office.			
		1.3. Lack of English Language	1.3 School will host an ESOL Family Night. School will provide newsletters in different languages. School will utilize ESOL staff contact person.	1.3. Volunteer Coordinator/ESOL Coordinator	1.3. Increase in parent participation	1.3. Parent Survey Parent Sign-In ESOL contact person

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Conferencing Skills	K-5	District Staff	Teachers	August 2012	Review Conference Forms quarterly	Administration

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Mega Skills Training	Stipends for Presenters (2 x 9 hours x \$26.00)	Title I	\$468
Mega Skills Training Materials	Supplies (folders, pencils)	Title I	\$50
Parent Agendas 2012-2013	Parent Communication Tools	Title I	\$2000
Parent Meeting Refreshments	Refreshments	Title I	\$870
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1: <i>Integrate STEM into the general curriculum. Increase student awareness of STEM application in real life.</i></p>	<p>1.1. Lack of staff's knowledge on how to integrate technology into daily curriculum. Inadequate funding to support technology needs.</p>	<p>1.1. Teachers will incorporate video conferencing into curriculum. Teachers will prove technology lessons. School will implement a Math club. Teachers will utilize white boards, Elmos, etc. in classroom instruction.</p>	<p>1.1 Classroom Teacher Technology Specialist Math Coach</p>	<p>1.1. Classroom walkthroughs</p>	<p>1.1. Teacher Observation Required Assessments</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Academy	K-5	Science/Math Coach	K-5 teachers	October 2012	Minutes and Sign-in Sheet	Administrator

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: <i>To provide our students with the knowledge of career opportunities and equip them with the skills needed to compete in an ever changing global employment market.</i>	1.1. Lack of knowledge of available career	1.1. School will implement Teachers of Tomorrow (TOTs), Career Day, Student Government (SGA), Safety Patrols, and Equipment Team.	1.1. Principal Guidance P.E. Coach	1.1. Student participation Attendance Log	1.1 Teacher Survey
	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Career Day	K-5	Career Day Coordinator	K-5 Teachers	May 2012	Sign-up Sheet	Administrator

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

X 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.
To meet on a monthly bases to review the progression of the goals and objectives written in the School Improvement Plan and make adjustments when needed.

Describe the projected use of SAC funds.	Amount
Accelerated Reader	\$2,500
Study Island	\$1,500
National Geographic Magazines for Gr. 3-5 & Scholastic News for Grades K-2	
Science Experiment Materials	\$500

June 2012
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