FLORIDA DEPARTMENT OF EDUCATION

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: Apalachee Tapestry Magnet School of the Arts	District Name: Leon County
Principal: Iris C. Wilson	Superintendent: Jackie Pons
SAC Chair: Tammy Arnold	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

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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	Iris C. Wilson	Specialist-Education Leadership/Administrator; MS – Reading; BS- Elementary Education, Early Education; PhD Educational Policy Leadership Candidate	3	18	2009 - present: Principal, Apalachee 2007-2009: Deputy Chancellor at FL DOE 2004- 2007: Assistant Superintendent of Curriculum in Leon County Schools 1994-2004: Principal, Kate Sullivan Elementary %>=Level 3 7 Econ. Dis. Year GD RD MA WT SC ED LG(R) LG(M) 25%(R) 25% (M) 2012 D 41 40 74 29 60 51 63 58 2011 C 58 57 71 25 57 57 54 63 61 2010 C 70 63 75 36 60 71 49 60 41 2004 A 86 82 92 38 2003 A 82 77 91 37 2002 A 77 70 76 43 2001 B 78 91 98 2000 A 90 84 91
Assistant Principal	Elizabeth Z. Rudd	Elementary Education, Early Childhood, Reading Endorsement, Educational Leadership	1	1	Year GD RD MA WT SC ED LG(R) LG(M) 25%(R) 25% (M) 2012 D 41 40 74 29 60 51 63 58

Instructional Coaches

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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	Beryl James	M. Ed. Education Leadership, B.S. Elementary Ed.., ESOL Endorsed, Reading Certification	3	3	2006-07 FDOE turnaround principal

<u>Effective and Highly Effective Teachers</u>

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Mentor pairing on grade level and cross grade levels	Administrators/Leadership Team	On-going
2. Administrative Support	Administrators	On-going
3. Team interviews about teaching philosophy and personal beliefs about the efficacy of arts integrated curriculum to facilitate student proficiency gains in core academic areas	Administrators/Teachers	Summer 2013
4. Professional Development/Professional Learning Communities	TEC Committee//Administrators	On-going

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
47	9% (4)	38% (18)	36% (17)	17% (8)	15% (7)	100% (47)	11% (5)	6% (3)	17% (8)

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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Gloria Gallon Maduyan Wells Jessica Sposato	Nyesha Agama	Grade level experienced teacher with high expectation, teacher to provide cross grade level articulation, and a language expert	Modeling Monthly Meetings Peer observations
Tammaela Carter Joan Wimberly Nicole Carter	Aisha Saunders	Grade level experienced teacher with high expectation, teacher to provide cross grade level articulation, and a Reading endorsed teacher	Modeling Monthly Meetings Peer observations
Gloria Gallon Teresa Newsome Anedra Johnson	Marilynn Griffith	Grade level experienced teacher with high expectation, teacher to provide cross grade level articulation, and a teacher writing expert	Modeling Monthly Meetings Peer observations
Billy Penn Rebecca Carlan Teresa Newsome	Karrissa Wimberley	Arts experienced teachers with high expectation, teacher to provide curriculum expertise, and National Board Certified teacher	Modeling Monthly Meetings Peer observations

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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 Teachers to further reduce class size at third grade. Additional teacher to provide identified children who need extra support with a different curriculum that supports the student's needs-Corrective Reading. Students are identified by using historical data from Progress monitoring, FCAT, FAIR, ITBS, and SuccessMaker.
Title I, Part C- Migrant
Title I, Part D
Title II Professional Development on student achievement data analysis and the implementation of Florida Continuous Improvement Model. Math consultant will provide training to intermediate teachers focusing on NGSS. In addition professional development will continue in Differentiated Instruction, Science, Behavior Management, Corrective Reading, Reading strategies, Go Math, Arts infusion through literacy, and the integration of technology throughout the curriculum, as well as assessment areas.
Title III Services are provided by the district for educational materials and ELL support services to improve the education of ELL students. The district provides Professional Development for those seeking ESOL endorsement.
Title X- Homeless   District homeless liaison provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education.
Supplemental Academic Instruction (SAI) Reduction in class size and additional support for lowest performing students
Violence Prevention Programs District and school level trainings are provided in regards to Bully Prevention, LifeSkills, and Positive Behavior.
Nutrition Programs   School identified as a Provision II school
Housing Programs
Head Start
Adult Education
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. The RtI Leadership team consists of the principal, one representative from each grade level and tapestry team, guidance counselor, district program specialist, school psychologist, and school social worker.
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 team meets weekly to review data and students who have been brought before the team by teachers or parents.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Data points for reading are FAIR, SM4, Imagine It!, AIMSweb, and Benchmark assessments. Math data points are SM4, district progress monitoring assessments, and Go Math assessments. Science data points are Fusion assessments and district progress monitoring assessments. Writing data points are Florida Writes, 3rd-5th district Writes Upon Request, and K-2 district writing rubrics. Behavior data points are citizenship grades, behavior charts, and individualized plans as needed. All this information in filed in each teacher's data notebook.
Describe the plan to train staff on MTSS. The district program specialist, psychologist, behavior specialist, and guidance counselor will meet with the entire faculty to discuss the referral process and goals of the RtI team.
Describe the plan to support MTSS. The district program specialist, psychologist, behavior specialist, and guidance counselor meet and discuss strategies and additional support with teacher and parents. Progress monitoring to determine success or need for additional data and/or support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The LLT consists of the principal, assistant principal, and one representative from each grade level, tapestry team, and reading coach.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets bi-weekly to review data and plan intervention strategies or reinforce current strategies. Grade levels meet once a month.
What will be the major initiatives of the LLT this year? Continuation of integrating literacy through the arts, school-wide vocabulary and comprehension focus, use of Junior Great Books, and Corrective Reading at grades 3-5.

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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.

*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.

Apalachee has two preschool classes. Articulation takes place with preschools that have children at Apalachee to discuss curriculum, needs of students, and strategies to increase K readiness. In addition prekindergarten students are invited to spend a half-day on campus to orient them to their new school.

*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. Teachers expertise with the NGSS and K-1 teachers with Common Core Standards	1A.1. 2nd-5th grade teachers will set goals for NGSS K -2 implementing Common Core Standards	1A.1. Principal/Assistant Principal/Reading Coach	1A.1. Review AIMSweb data and benchmark data Classroom library Focus calendar	1A.1. AIMSweb, SM5, benchmark assessment; classroom observation tools; various classroom assessments
Reading Goal #1A: Forty-three percent of students in grades 3-5 will score at Level 3 in reading	2012 Current Level of Performance:* 23% (54)	2013 Expected Level of Performance:* 116					
			1A.2. Teachers following scope and sequence of Imagine It!	1A.2. Modeling provided by consultant	1A.2. Principal/Assistant Principal/Stuart Greenberg	1A.2. Instructional Rounds, Imagine It! assessments	1A.2. Classroom observations
			1A.3. Students in need of additional reading instruction.	1A.3. Students grouped for instruction Students read one book every two weeks School-wide AR Junior Great Books	1A.3. Principal/ Assistant Principal/Media Specialist Stuart Greenberg	1A.3. Review AIMSweb, AR, SM5 data Imagine It!	1A.3. Write Score Reading ForeSight (3rd) Classroom benchmark assessments
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Students in need of additional reading instruction.	1B.1. Students grouped for instruction Reading Mastery	1B.1. Principal/Assistant Principal/Reading Coach/ESE teachers	1B.1. Progress of mastery toward NGSS and IEP goals	1B.1. Observation tools, classroom assessments, IEP goal mastery
Reading Goal #1B: Sixty percent of students in grades 3-5 will score at Levels 4-6 in reading on Florida Alternate Assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2. Student exposure to grade level content	1B.2. Mainstreaming	1B.2. Principal/Assistant Principal/Reading Coach/ESE teachers Mark Rolewski	1B.2. Monthly data chats, Quarterly reviews of data board with professional dialogue regarding student achievement Instructional Rounds	1B.2. Classroom libraries, lesson plans, observation tools, IEPs Data summaries

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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. Awareness of the text complexity and higher-level questions that can be asked about the text	2A.1. Teachers will be innovative in using a variety of text complexities and questioning.	2A.1. Principal/Assistant Principal/Reading Coach/Media Specialist	2A.1. Progress of mastery toward NGSS	2A.1. Benchmark assessments, observation tools, Data Director, and lesson plan checks
Reading Goal #2A: Twenty-five percent of students in grades 3-5 will score at Level 4-5 in reading.	2012 Current Level of Performance:* 17 % (41)	2013 Expected Level of Performance:* (68)					
			2A.2. The number of age and grade level appropriate informational books	2A.2. Teachers will use 50% literature and 50% informational text in the classrooms Great Junior Books AR assessments for Imagine It!	2A.2. Principal/Assistant Principal/Reading Coach/Media Specialist Stuart Greenberg	2A.2. Progress of mastery toward NGSS	2A.2. Classroom libraries, lesson plans, observation tools, and benchmark assessments
			2A.3. Time to develop questions, assessments and grade level collaboration	2A.3. Develop common assessments using item specs Junior Great Books-monthly	2A.3. Teachers, Administrators Reading Coach Mark Rolewski	2A.3. Monthly data chats, Quarterly reviews of data board with professional dialogue regarding student achievement Instructional Rounds	2A.3. Data summaries
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Students in need of additional reading instruction.	2B.1. Students grouped for instruction Reading Mastery	2B.1. Principal/Assistant Principal/Reading Coach/ESE teachers	2B.1. Progress of mastery toward NGSS and IEP goals	2B.1. Observation tools, classroom assessments, IEP goal mastery
Reading Goal #2B: Twenty-five percent of students in grades 3-5 will score at Levels 4-6 in reading on Florida Alternate Assessment	2012 Current Level of Performance:* 100% (3)	2013 Expected Level of Performance:* 100% (1)					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Ability to analyze data to inform instruction	3A.1. Follow FCIM Tracking student progress Use data to guide instruction with an emphasis on differentiating instruction	3A.1. Principal/Assistant Principal/Reading Coach Mark Rolewski Stuart Greenberg	3A.1. Progress of mastery toward NGSS AIMSweb progress monitoring	3A.1. Benchmark assessments, SuccessMaker5 Lexia, FCAT AIMSweb, STAR Reading Write Score
Reading Goal #3A: Sixty-five percent of the students in grades 3-5 will make learning gains on FCAT	2012 Current Level of Performance:* 60% (84)	2013 Expected Level of Performance:* 176					
			3A.2. The ability to differentiate plans and manage small groups in the classroom	3A.2. Facilitating students practice and deepening knowledge. Direct, explicit teaching of vocabulary and comprehension	3A.2. Principal/Assistant Principal/Reading Coach	3A.2. Classroom walkthrough Lesson plan reviews Focus calendar	3A.2. Benchmark assessments, lesson plans, and observation Core Reading assessments Rubric for vocabulary mastery (Marzano's) AIMSweb
			3A.3. Consistency of arts integration strategies and teacher collaboration	3A.3. Literature and Vocabulary integrated across content areas Consistent use of question clusters, graphic and semantic organizers, Socratic seminars	3A.3. Principal/Assistant Principal/Reading Coach Stuart Greenberg	3A.3. Team Meeting Focus calendar Data reviews Classroom walkthrough Observations	3A.3. Classroom observation, SM5, AR, Core reading assessment Assessing independent ability through Imagine It curriculum or reading assessment
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: Sixty percent of the students in grades 3-5 will make learning gains on FAA	2012 Current Level of Performance:* 50% (1)	2013 Expected Level of Performance:* 50% (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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Student attendance and mobility	4A.1. Planning and Preparing for the Needs of Students Who Lack Support for Schooling 21st Century Program Extended Day Program Reading Pals	4A.1. Principal, Assistant Principal/Reading Coach/21st Century and Extended Day Directors	4A.1. Attendance records Progress monitoring	4A.1. Attendance Records, FCAT, AIMSweb, Data Director, SM5
Reading Goal #4: Sixty-six percent of the lowest quartile will achieve learning gains on FCAT Reading	2012 Current Level of Performance:* 63% (22)	2013 Expected Level of Performance:* 59					
			4A.2. Consistency in using the NGSSS, item specs, and cognitive complexity levels	4A.2. Teacher modeling and scaffolding of identifying main idea and author's purpose. Develop instructional focus calendars and common assessments for Reading	4A.2. Principal and Assistant Principal Reading coach Mark Rolewski Stuart Greenberg	4A.2. Classroom Walkthrough Focus calendar Review FAIR, AIMSweb, SM5 data	4A.2. Instructional Rounds, Teacher observation, common assessment tools Printed calendars Lesson plans Common Assessments
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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**	64%	69%	74%	79%	84%	89%
Reading Goal #5A: Five percent of students in grade 3-5, over the next six years, will increase to Level 3, 4, or 5 on FCAT reading							

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. White: Black: Hispanic: Asian: American Indian: Students with limited background knowledge and language.	5B.1. Increase students' interaction with new knowledge. (Marzano strategies)	5B.1. Principal/Assistant Principal/Reading Coach	5B.1. Monthly chats of disaggregated data and differentiated instruction	5B.1. FAIR, FCAT, Data Director, Lexia, and SM5 Write Score	
Reading Goal #5B: Seventy of the African American subgroup will attain scores of Level 3 or above.	**2012 Current Level of Performance:*** White: 45% -9 Black: 64% -120 Hispanic:30%-3 Asian: 30%-3 American Indian:						
	2013 Expected Level of Performance:* White: 50%- Black: 70% Hispanic: 40% Asian: 40% American Indian:						
		5B.2. Limited time spent reading and limited literacy exposure	5B.2. Guided repeated oral reading to increase fluency and background knowledge AR Modeling and scaffolding	5B.2. Principal/Assistant Principal/Reading Coach Stuart Greenberg	5B.2. Focus Calendar Data Meetings	5B.2. FAIR, FCAT, Data Director, Lexia, and SM5, AIMSweb	
		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 reading.			5C.1. Limited English literacy exposure	5C.1. Guided repeated oral reading to increase fluency and background knowledge AR Modeling and scaffolding	5C.1. Principal/Assistant Principal/Reading Coach Stuart Greenberg	5C.1. Monthly chats of disaggregated data and differentiated instruction	5C.1. FAIR, FCAT, Data Director, Lexia, and SM5, AIMSweb
Reading Goal #5C: Seventy of the ELL subgroup will attain scores of Level 3 or above.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	56% (6)	60% (6)					
			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.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: *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.*					
			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. Reading Goal #5E: Fifty-five percent of the Economically Disadvantaged subgroup will attain scores of Level 3 or above. <table><tr><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr><tr><td>46%</td><td></td></tr></table>	5E.1. Students with limited background knowledge and language.	5E.1. Structured lessons with high level questioning to increase background knowledge and critical thinking.	5E.1. Principal/Assistant Principal/Reading Coach	5E.1. Monthly data chats to review disaggregated data Weekly team collaboration Focus calendars	5E.1. FAIR, Data Director, FCAT, and SM5, AR
	5E.2. Consistency in using differentiated lessons and small group instruction	5E.2. Direct explanation of comprehension strategies with opportunities to apply (UNRAAVEL) Corrective Reading Development and Effective implementation of Instructional Focus Calendar	5E.2. Principal/Assistant Principal/Reading Coach	5E.2. Monthly data chats to review disaggregated data Weekly team collaboration Focus calendars Lesson Plan	5E.2. FAIR, Data Director, FCAT, and SM5 Write Score, STAR, AR
	5E.3. Consistent Remediation and Acceleration	5E.3. Student grouping for instruction Provide an additional blocks for Corrective/Reading-Science-Writing-Enrichment based on student data	5E.3. Principal/Assistant Principal Reading Coach, teachers and paraprofessionals Stuart Greenberg	5E.3. Review FAIR, reading assessment data	5E.3. Benchmark assessments, FAIR, SM5, AIMSweb, STAR, AR

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
Imagine It! Modeling SM5	PreK-5	Consultant	All teachers	August/October	iObservation documentation; Teacher Portfolio, Lesson Plans, Instructional Rounds/Reviews	Principal/Assistant Principal
Providing Clear Learning Goals and Rubrics	PreK-5	Team Leader Curriculum Advocates	All teachers	Team Meeting/PLC – On-going	iObservation documentation; Teacher Portfolio	Principal/Assistant Principal
Literature and Vocabulary/Arts Integration	PreK-5	Consultant	All teachers	August 2012	iObservation documentation; Teacher Portfolio, Lesson Plans, Instructional Rounds/Reviews	Principal/Assistant Principal

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

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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
AWARDS Reading	Books/software/Dictionaries/Consultant	General	$8,680.92
Vocabulary	Books	Textbooks	$2,749.32
Accelerated Reading	Books/Software	District	
Sunshine State Books	Media Center Books	General	$1,576.05
Media Books	Increase intermediate level Media Books	District	$4,000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Imagine It!	Consultant	District	
Effective Teaching	Consultant	Title I	$5,000.00
Reading Strategies	School Improvement Director	District	0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Content Organizers	Student Binders	General	$684.22
Reading Incentives	AR/Reading Goal tags/Books	General	$768.45
Progress Monitoring	Assessments/Consultation-ForeSight (R/M)	General	$3,171.00
Progress Monitoring	Assessment/Write Score (R/WR/SC)	General	$10,083.00
			Subtotal:
			Total: $36,712.96

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. Ability to communicate effectively in English	1.1. Use dictionaries in native language Use IPad application to assist Listening Centers	1.1. Valerie Brooks Principal/Assistant Principal	1.1. Observation	1.1. CELLA
CELLA Goal #1: Fifty-three of the ELL students will be proficient in listening/speaking/	2012 Current Percent of Students Proficient in Listening/Speaking: 48% (12)					
		1.2. Resources in native language to support the translation into English	1.2. Additional support with technology resources in their own language	1.2. SM5 resource teacher, classroom teacher, Valerie Brooks, Administration	1.2. Observation	1.2. SM5 reports CELLA
		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. Consistent implementation of district strategies	2.1. Give teachers a list of accommodations and modifications that students may utilize to support them Discuss strategies during intervention team Progress monitor	2.1. Valerie Brooks Principal/Assistant Principal Reading Coach	2.1. Monthly data chats Nine week reviews	2.1. Report Card review, CELLA scores, FCAT scores, AIMS web, Imagine It! Benchmark Assessments
CELLA Goal #2: Twenty-five percent of the ELL students will be proficient in reading.	2012 Current Percent of Students Proficient in Reading: 20% (5)					
		2.2. Accommodations and Modifications to curriculum	2.2. Give teachers a list of accommodations and modifications that students may utilize to support them	2.2. Valerie Brooks Principal/Assistant Principal Reading Coach	2.2. Monthly data chats Nine week reviews	2.2. Report Card review, CELLA scores, FCAT scores, AIMS web, Imagine It! Benchmark Assessments
		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. Communicate effectively in written English	2.1. Teachers implement ESOL strategies developed by district	2.1. Valerie Brooks Principal/Assistant Principal	2.1. Observations Journal Writing Sample Prompts .	2.1. Writing Rubrics District WUR Florida Writes Write Score
<u>CELLA Goal #3:</u> 32% of the ELL students will be proficient in writing.	<u>2012 Current Percent of Students Proficient in Writing :</u> 24% (6)					
		2.2. Accommodations and Modifications to curriculum	2.2.Give teachers a list of accommodations and modifications that students may utilize to support them	2.2. Valerie Brooks Principal/Assistant Principal	2.2. Observations Journal Writing	2.2. Writing Rubrics District WUR Florida Writes
		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
SRA, Language for Learning	Prescribed program	District	
District ESOL strategies	Strategies developed by the district	District	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Google Translator	IPad and computers	NA	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ESOL Classes	Online Professional Development	District	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Dictionaries	Dictionary in native language	General	$50.00
			Subtotal:
			Total: $50.00

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Depth of math instruction needs to be strengthened in grades 3-5	1A.1. Teachers will follow the Go Math curriculum Team planning to align effective instructional strategies Lessons begin with review of no more than 5 minutes The math lesson follows teach, practice, and apply with corrective feedback. Ample opportunities for students to work through problems independently once modeling taken place Continue Thinking Math applying the ten principles Implement Arts Infusion Lessons that support teaching the benchmarked, planned in conjunction with the classroom teachers	1A.1. Principal/Assistant Principal District math advocate	1A.1. Classroom observations Data Meeting Go Math Assessments Acaletics	1A.1.Instructional Review iObservation; Benchmark Assessments SM5 Data Director
Mathematics Goal #1A: Forty percent of the 3-5 grade students will achieve a Level 3 or higher on FCAT Math	2012 Current Level of Performance:* 23% (54)	2013 Expected Level of Performance:* 108					
			1A.2. Instructional practices are not defined in all classrooms	1A.2. Transitions through the lesson segments will be interactive Select teachers will model lessons with District math advocate after school Select teachers will refine the use of formative assessment	1A.2. Principal/Assistant Principal District math advocate	1A.2. Classroom observations Data Meeting	1A.2. Benchmark Assessments SM5 Data Director
			1A.3. Streamline effective assessment practices	1A.3. Administer chapter tests online Develop a schedule for administering chapter tests in Think Central	1A.3. Principal/Assistant Principal District math advocate	1A.3. Data Meeting Think Central	1A.3. Benchmark Assessments SM5

				Follow diagnostic prescriptive process of reteaching		
			1A.4. The unintentional and subconscious setting of low expectations of students	1A.4 Asking questions of low expectancy students and probing of incorrect answers Teachers will engage students in complex tasks that require them to generate and test hypotheses	1A.3 Principal/Assistant Principal	1A.3. Classroom observation Focus calendar Common Assessments	1A.3 iObservation; classroom walkthrough SM5 Acaletics
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1B: Instructional practices are not defined in classrooms	2012 Current Level of Performance:* 33% (1)	2013 Expected Level of Performance:* 50% (1)	1B.1. The unintentional and subconscious setting of low expectations of students	1B.1. Continue Thinking Math applying the ten principles Implement Arts Infusion Lessons that support teaching the benchmarked, planned in conjunction with the classroom teachers	1B.1. Principal/Assistant Principal ESE Teacher	1B.1. Classroom observation Focus calendar	1B.1. iObservation; classroom walkthrough SM5
			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. Clearly defined rubrics based on NGSSS and Common Core Standards	2A.1. Providing clear learning goals and scales (rubrics) for students and parents	2A.1. Principal Assistant Principal	2A.1. Observations Monitoring of student data	2A.1. iObservation FCAT SM5 Data Director Go Math! Assessments Acaletics
Mathematics Goal #2A: Twenty-five percent of the 3-5 grade students will achieve Levels 4 and 5 on FCAT	2012 Current Level of Performance:* 18% (43)	2013 Expected Level of Performance:* 68					
			2A.2. Instructional practices not rigorous in all classrooms	2A.2. Continuation of STEM for gifted and talented students. Increase the number of students enriched in both math and science	2A.2. Principal Assistant Principal STEM teacher	2A.2. Observations and lesson plan review; benchmark mastery tests Focus calendar	2A.2. iObservation FCAT SM5 Data Director Go Math! Assessments Acaletics
			2A.3. . Instructional practices not rigorous in all classrooms	2A.3. Professional Development unwrapping the benchmarks and daily integration of the Big Ideas/Benchmarks	2A.3. . Principal Assistant Principal District math advocate	2A.3. Observations Monitoring of student data Focus calendar	2A.3. iObservation FCAT SM5 Data Director Benchmark Assessments
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Instructional practices not rigorous in all classrooms	2B.1. Providing clear learning goals and scales (rubrics) for students and parents	2B.1. Principal Assistant Principal	2B.1. Observations Monitoring of student data	2B.1. iObservation SM5 Data Director Go Math! Assessments IEP
Mathematics Goal #2B: Students will continue to achieve at or above Level 7	2012 Current Level of Performance:* 33% (1)	2013 Expected Level of Performance:* 50% (1)					
			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. Lack of large blocks of time	3A.1. Change tapestry schedule to one Focus group per week; the other time will be spent on classroom interventions by Tapestry Teachers	3A.1. Tapestry Team Leader Principal/Assistant Principal	3A.1. Observation Lesson Plans Focus calendar Schedules Pacing Calendar	3A.1. Benchmark assessments FCAT Common assessments Acaletics SM5 ForeSight (3rd)
Mathematics Goal #3A: At least 55% of the students will make Learning Gains on FCAT Math	2012 Current Level of Performance:* 49% (71)	2013 Expected Level of Performance:* 149					
			3A.2. Understanding how to effectively teach problem solving strategies	3A.2. Explicit instruction on problem solving strategies	3A.2. Principal/Assistant Principal	3A.2. Focus calendar Observations Monthly data chats Weekly team collaboration	3A.2. FCAT Math Data Director Go Math Assessment SM5 Common Assessments
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. More opportunities to solve complex problems	3B.1. Explicit instruction on problem solving strategies	3B.1. Principal/Assistant Principal ESE teacher	3B.1. iObservation Lesson Plans Focus calendar Schedules	3B.1. Benchmark assessments FCAT Common assessments Acaletics SM5 IEP
Mathematics Goal #3B: At least 55% of the students will make Learning Gains on FCAT Math	2012 Current Level of Performance:* 50% (1)	2013 Expected Level of Performance:* 55% (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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Optimizing schedules to increase instructional time	4A.1. Increased daily differentiated instruction by 30 minutes 21st Century Program	4A.1. Principal/Assistant Principal/21st Century Director	4A.1. Focus calendar Benchmark mastery	4A.1. FCAT Math Data Director Go Math Assessment SM5
Mathematics Goal #4: At least 65% of student in Lowest 25 % will make learning gains.	2012 Current Level of Performance:* 57% (21)	2013 Expected Level of Performance:* 20					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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	75%	78%	81%	84%	87%	90%
Mathematics Goal #5A: Three percent of students in grade 3-5, over the next six years, will increase to Level 3, 4, or 5 on FCAT math							

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. White: Black: Hispanic: Asian: American Indian:	5B.1. Modeling lessons Continued implementation of Thinking Math SM5 Daily integration of Power Benchmarks Acaletics	5B.1. Principal/Assistant Principal District math advocate	5B.1. Focus calendar Lesson Plans Observations Strand Reviews	5B.1. Benchmark assessments FCAT Common assessments SM5 Acaletics
Mathematics Goal #5B: Seventy-five of the African American subgroup will attain scores of Level 3 or above in mathematics.	2012 Current Level of Performance:* White: 50%-10 Black: 64%-120 Hispanic:40%-2 Asian:NA American Indian: NA	2013 Expected Level of Performance:* White: Black: Hispanic: Asian: American Indian:	Consistent instruction of Power Benchmarks, Thinking Math strategies, and Acaletics process				
			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. More opportunities to solve complex problems	5C.1. Modeling lessons Continued implementation of Thinking Math SM5 Daily integration of Power Benchmarks Acaletics	5C.1. Principal/Assistant Principal District math advocate	5C.1. Focus calendar Lesson Plans Observations Strand Reviews	5C.1. Benchmark assessments FCAT Common assessments SM5 Acaletics
Mathematics Goal #5C: At least 50% of the students will make Learning Gains on FCAT Math	2012 Current Level of Performance:* 45% (5)	2013 Expected Level of Performance:* 50% (6)					
			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. More opportunities to solve complex problems	5D.1. Modeling lessons Continued implementation of Thinking Math SM5 Daily integration of Power Benchmarks Acaletics	5D.1. Principal/Assistant Principal District math advocate ESE teacher	5D.1. Focus calendar Lesson Plans Observations Strand Reviews	5D.1. Benchmark assessments FCAT Common assessments SM5 Acaletics
Mathematics Goal #5D: At least 90% of the students will make Learning Gains on FCAT Math	2012 Current Level of Performance:* 88% (30)	2013 Expected Level of Performance:* 90% (25)					
			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. Benchmark Collaboration among grade levels	5E.1. Unwrapping the benchmarks and daily integration of the Big Ideas/Benchmarks	5E.1. Principal/Assistant Principal	5E.1. Observations and lesson plan review	5E.1. FCAT SM5 Common assessments Data Director
Mathematics Goal #5E: Seventy-five percent of Economically Disadvantaged students will achieve a Level 3 or above on FCAT mathematics	2012 Current Level of Performance:* 69% (120)	2013 Expected Level of Performance:* 155					
			5E.2. Student background knowledge and experiences	5E.2. Math journals Students writing word problems using math vocabulary Displays using math symbols	5E.2. Principal Assistant Principal District math advocate	5E.2. Observations Lesson Plans	5E.2. FCAT SM5 Data Director Acaletics
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

Mathematics Professional Development

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<table>
<tr><th colspan="6">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.</th></tr>
<tr>
<th>PD Content/Topic and/or PLC Focus</th>
<th>Grade Level/ Subject</th>
<th>PD Facilitator and/or PLC Leader</th>
<th>PD Participants (e.g., PLC, subject, grade level, or school-wide)</th>
<th>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</th>
<th>Strategy for Follow-up/Monitoring</th>
<th>Person or Position Responsible for Monitoring</th>
</tr>
<tr>
<td>Levels of complexity</td>
<td>Prek-5</td>
<td>Team leader/Math advocate</td>
<td>All teachers</td>
<td>Bi-monthly</td>
<td>Classroom observation</td>
<td>Principal/Assistant Principal</td>
</tr>
</table>

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
Acaletics	Books, timeline, consultant	Extended Day/Title I	$25,000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
GIZMO Practice	Software	District	
SM5 Practice	Software	District	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
SM5	Consultant	District	
Understanding levels of complexity in mathematics problem solving	Modeling District Math Advocate	District Staff	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $25,000.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Students lack skills that enable them to use and look for errors in logic or reasoning	1A.1. Teacher facilitate students deepen knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented	1A.1. Principal, Assistant Principal	1A.1. Observations, lesson plans, Focus calendar, monthly data chats Weekly teacher data reviews	1A.1. iObservation; classroom walkthroughs; examination of teacher data Data Director Write Score
Science Goal #1A: Fifty percent of fifth grade students will achieve proficiency in Science	2012 Current Level of Performance:* 23% (19)	2013 Expected Level of Performance:* 43					
			1A.2. Following scope and sequence and Pacing of science curriculum, Fusions.	1A.2. Effective planning and preparing for learning Modeling by district science advocate	1A.2. Principal, Assistant Principal District Science Advocate	1A.2. Observations Lesson Plans	1A.2. iObservation Data Director Common Assessments
			1A.3. School-wide consistent practices	1A.3. Systemic/explicit science vocabulary instruction and application of scientific process	1A.3. Principal/Assistant Principal	1A.3. Data reviews Benchmark mastery data Lesson Plans Classroom observations Focus calendars Data Wall	1A.3. iObservation Common assessments Data Director Report cards Write Score
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. Students lack skills that enable them to use and look for errors in logic or reasoning	1B.1. Teacher facilitate students deepen knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of the information presented	1B.1. Principal, Assistant Principal District Science Advocate	1B.1. Observations Lesson Plans	1B.1. iObservation Data Director Common Assessments IEP
Science Goal #1B: Students will maintain high level performance of Level 4 and above	2012 Current Level of Performance:* 50% (1)	2013 Expected Level of Performance:* 50% (1)					
			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. The use of the Fusion materials are not uniform in 5th grade	2A.1. Modeling Team planning to align effective instructional strategies Lessons begin with review of no more than 5 minutes The science lesson follows teach, practice, and apply with corrective feedback. Ample opportunity for students to work through problems independently once modeling taken place Select teachers will refine the use of formative assessment	2A.1. Principal Assistant Principal District science advocate	2A.1. Observations Lesson Plans Data Meeting Science Logs	2A.1. Common assessments Data Director Write Score
Science Goal #2A:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	2% (2)						
			2A.2. Benchmarks systematically building on knowledge taught previous year	2A.2. Review of science benchmarks Hands-on science and science demonstrations	2A.2. Principal Assistant Principal	2A.2. Observations Lesson Plans Data Meeting Science Logs	2A.2. iObservation Common assessments Data Director Report cards
			2A.3. Instructional practices are not defined in all classrooms	2A.3. Select teachers will model lessons with District science advocate after school Deliberate vocabulary instruction	2A.3. Principal Assistant Principal District science advocate	2A.3. Observations Lesson Plans Data Meeting Science Logs	2A.3. Common assessments Data Director Write Score
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:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	50% (1)						
			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

Science Professional Development

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 Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of science curriculum, Fusions	4-5	Science Advocate	4th-5th grade teachers	Monthly science advocacy meetings, Weekly team meetings	Team meeting notes; classroom observation	Principal/Assistant Principal District science advocate
Effective instruction in science using GEM	PreK-5	FSU Science Professor	School-wide	Yearlong	Lesson Plans Team meetings iObservation discussion group	Principal/Assistant Principal
Effective instruction in science using GIZMO	3-5	Consultant	3rd-5th grade teachers	On going	Team meeting notes; classroom observation GIZMO data	Principal/Assistant Principal

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers develop skills that enable students to examine their own reasoning or logic of information	Training on skill Lesson Study	NA-University Partnership	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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. Writing Goal #1A: Fifty percent of students will achieve a Level 4 or above on FCAT Writing	2012 Current Level of Performance:* 74% (53)	2013 Expected Level of Performance:* 41	1A.1. Transition into new writing expectations and teachers were working from a different topic	1A.1. Professional Development Teachers will teach from the same writing topic each week Students will have a copy of the prompt in front of them to analyze and decide a purpose for writing	1A.1. Principal/Assistant Principal District writing advocate	1A.1. Writing samples discussed at team meetings Writing notebooks	1A.1. Writing rubric Common Core Standards Writing Prompts (3-5) Write Score
			1A.2. The writing process is not being taught thoroughly in all classrooms	1A.2. Students will each have a Writer's Notebook that is a three ring binder. The student notebook will have a commonality of organization : Resources will be added throughout the year for students to use during the pre-writing, drafting, revising and editing	1A.2. Principal/Assistant Principal District writing advocate Teacher	1A.2. Writing samples discussed at team meetings Writing notebooks	1A.2. Writing rubric Common Core Standards Writing Prompts (3-5) Write Score
			1A.3. The writing process is not being taught thoroughly in all classrooms	1A.3. Use of common vocabulary to define steps in the writing process Professional development to the grade level on how to actively teach the writing process	1A.3. Principal/Assistant Principal District writing advocate	1A.3. Writing samples discussed at team meetings Writing notebooks	1A.3. Writing rubric Common Core Standards Writing Prompts (3-5) Write Score
			1A.4 Need to strengthen the revision process	1A.4 Students to learn how to pace themselves through a timed writing situation being provided with immediate feedback and time to revise their writing. Past state writing prompts and sample student responses provided by District writing	1A.4 Principal/Assistant Principal District writing advocate	1A.4 Writing samples discussed at team meetings Writing notebooks	1A.4 Writing rubric Common Core Standards Writing Prompts (3-5) Write Score

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			advocate District writing advocate model the feedback process for each teacher			
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1B: Students will achieve a Level 4 or above on FCAT Writing	2012 Current Level of Performance:* 100% (1)	2013 Expected Level of Performance:*	1B.1. The writing process is not being taught thoroughly in all classrooms	1B.1. Use of common vocabulary to define steps in the writing process Professional development to the grade level on how to actively teach the writing process	1B.1. Principal/Assistant Principal District writing advocate	1B.1. Writing samples discussed at team meetings Writing notebooks	1B.1. Writing rubric Common Core Standards Writing Prompts (3-5) Write Score
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Practice scoring papers	PreK-5	Writing Advocate District LA Director	School-wide	Ongoing	Fidelity of WUR scoring across grade levels, Writing exemplar papers iObservation group discussions	Principal/Assistant Principal
Grade Level Proficiency	3-4	Rick Shelton	3-4 grade teachers	Fall/spring	Observations, Lesson Plans Binders, Writing samples	Principal/Assistant Principal

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

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
Developing writing skills	Writing binders, tabs	Internal	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Increased writing proficiency	Consultant working with teachers and students	Title I	$3,600.00
Third and Fourth Grade Writings	Printing of Anthologies	Title II	$2000.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Binders	Student Writing Notebooks	General	$1,408.00
			Subtotal:
			Total: $7,008.00

End of Writing Goals

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

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. Communication with parents who have 10 or more absences.	1.1.Keeping accurate	1.1. Registrar, Tricia Gwaltney Administration	1.1.Attendance Rate	1.1.Attendance report on Pinpoint
Attendance Goal #1: *The attendance rate will increase by 2%, going from 95% to 97%.*	2012 Current Attendance Rate:* *95%*	2013 Expected Attendance Rate:* *97%*					
	2012 Current Number of Students with Excessive Absences (10 or more) *31%(182)*	2013 Expected Number of Students with Excessive Absences (10 or more) *25% (150)*					
	2012 Current Number of Students with Excessive Tardies (10 or more) *23% (136)*	2013 Expected Number of Students with Excessive Tardies (10 or more) *18% (108)*					
			1.2. New attendance reporting system, Pinpoint	1.2.Training and communication with teachers and attendance manager	1.2. Attendance Manager Administration	1.2. Accurate attendance records.	1.2. Attendance report on Pinpoint
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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
Professional Development on Pinpoint	Teacher trainer attends District Train the Trainer	District	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Teachers implementing the school wide discipline plan with fidelity.	1.1. Updated PBS notebooks Student Recognition Scheduled data meetings with the faculty Time to Teach strategies	1.1. Principal Assistant Principal Positive Behavior Support Team Guidance Counselor	1.1. Monthly review of data from Educator's Handbook	1.1. Educator's Handbook Report Cards
Suspension Goal #1: The school will continue to maintain low suspension rates.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	0	5					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	0	5					
	2012 Total Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	51	28					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	27	12					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

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
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.						
Positive Behavior Support	Pk-5/Classroom Management	Positive Behavior Support Team Intervention Team	School wide	Monthly Meetings	Grade Level Data Chats Positive Behavior Support Meetings iObservations	Positive Behavior Support Team Principal Assistant Principal
Time To Teach	Pk-5/Classroom Management	Grade Level Chair	School Wide	Weekly Team Meetings	Grade Level Data Chats Collegial Conversations	Positive Behavior Support Team Principal Assistant Principal

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
Recognition of positive behaviors	Tangible Rewards/special events	PTO	$1,000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Communication	Two-way radios	Extended Day	$500.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Positive Behavior	Time to Teach/Books/Consultant	Title II	$2,872.25
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
School wide Positive Behavior Support Meetings	School wide discipline plan	NA	
			Subtotal:
			Total: $4,442.25

End of Suspension Goals

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

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

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: *Enter narrative for the goal in this box.* **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.*					
	2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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
Book Study	Books	Team Leaders	All teachers	On-going	Discussion faculty groups	AP

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)

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

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

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1. Parent Involvement
 	
Parent Involvement Goal #1:
At least 80% of parents are involved in activities that support increased student proficiency.
	2012 Current Level of Parent Involvement:*
	
	70%
		2013 Expected Level of Parent Involvement:*
		
		80%
			1.1. All parents do not feel comfortable in school.	1.1. Provide each family with school-wide calendars School-wide-Family Parent Needs Survey Events:
				   -Two Reading Picnics where parents come and read with their students
				   -Monthly Monday Night Media Events focused on reading and math
				   -Schedule Math Family Night/ Apalachee
					1.1. . Reading Coach Administrators Media Specialist/PTO President Principal/Assistant Principal Teachers High Touch/High Tech	1.1. Maintaining logs of attendance at events and comparing them to 2011-2012
						
						Parent surveys
							1.1 1.1. Rosters from 2010-2011 and 2011-2012 Parent Needs Survey Parent School Agreement School Climate Survey

			1.2. Parents lack transportation	1.2. PTO meetings that focus on student performances to encourage parents attendance Provide bus passes	1.2. Principal/Assistant Principal PTO Grade Level Teams Tapestry Team	1.2. Maintaining logs of attendance at events and comparing them to 2010-2011 Surveys Feedback forms	1.2 1.2. Rosters from 2010-2011 and 2011-2012 School Climate Survey
			1.3. Parents comfort level in school.	1.3. Two family tutoring dinner nights will be held for parents. Parents will rotate to intermediate and primary sessions in reading, mathematics,	1.3. Principal/Assistant Principal Parent Liaison Community Partners District directors	1.3 Parent Surveys Benchmark progress SAC/PTO	1.3. Parent School Agreement Report Cards School Climate Survey

			writing, and science. Students will receive tutorials at the same time in different classroom.			
		1.4 Consistency in implementation grade level goals	1.4. Monthly reading goals for children (involving parents) and celebrate those reaching their goals	1.4. Principal/Assistant Principal Reading Coach Parent Liaison	1.4 Reading Goals database Media Center circulation data Reading AR/Goals	1.4 Report cards Data chats AR Reports STAR Parent School Agreement

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 Resources-skills and strategies	PreK-5	Parent Liaison	School-wide	Ongoing	Attendance records	Principal/Assistant Principal

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase parental support in reading	Family Tutoring Nights	Title I	$473.00
Increase parental support in math/science	Math Family Night/ High Touch/High Tech	Title I	$150.00
Increase parent participation	Full year calendar/Good News Postcards	Internal	$2100.09
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase Technological Parental Skills	Technology Inservice-Parent Night	Title I	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Continuing Education	Colleges and Universities	Community Partnership	0
Finances	Sun Trust	Community Partnership	0
Parenting Skills/Homework	FCRR	Community Partnership	0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Monday Media and Science Night	Media Center and Technology Labs open	General	467.00
Communication	Student Agenda Books	General	$5,136.20
			Subtotal:
			Total: $7,859.20

End of Parent Involvement Goal(s)

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

Science, Technology, Engineering, Arts and Mathematics (STEAM) 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
STEAM Goal #1: The depth of science, technology, engineering, arts, and math instruction will be integrated and strengthened to improve critical thinking skills	1.1. Inconsistencies in instructional practices	1.1. Deliberate vocabulary instruction Arts integration strategies integrated in all content areas Lessons begin with review of no more than 5 minutes Team planning to align effective instructional strategies Collaboration on AI strategies	1.1. Principal/Assistant Principal/Tapestry Team District Content Advocates	1.1. iObservation Socratic Seminars Discussion groups Technology Portfolios Monthly discussions Arts Chats	1.1. iObservations Newsletters Web pages Benchmark assessments Common assessments AI Strategy Log Construction models, structures
	1.2. Instructional time to differentiate and extend learning.	1.2. Regularly, explicitly teach creative problem solving strategies, think alouds, scaffolded student practices Continued implementation of SRA Snapshot, Engineering is Elementary, GEMS, AIMS, GIZMO Show how arts are a form of communication/literacy parallel Arts used as central assessment tool based on science and math benchmarks	1.2. Principal/Assistant Principal/Tapestry Team District Content Advocates	1.2. Poetry Art Print discussions Arts warm ups Team meetings Observations Graphic organizers Progress Monitoring Science Assessments	1.2. FCAT ITBS iObservation Common assessments Data Director Report cards
	1.3 Consistent collaboration time	1.3. Literature and Script Analysis, Critical Thinking, Vocabulary Building, Poetry Analysis (Iambic Pentameter) Observations, directions, creative thinking, storyboards, comprehension, vocabulary building through readers theatre	1.3. Principal/Assistant Principal/Tapestry Team	1.3. Monthly discussions Observations	1.3. FCAT ITBS iObservation Common assessments Write Score Data Director Report cards

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

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
Arts Integration reading proficiency	K-5	Consultant	All teachers	On-going	Monthly meetings Common Assessments	Principal and Assistant Principal

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
Learning Goals	Resource Books	General	$1,836.50
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Listening	Headphones	General	$490.00
Promethean Boards	Active Learning Boards	Extended Day	$4,007.92
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Arts Integration reading proficiency	Consultants	Title II	$1,500.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $10,193.43

End of STEM Goal(s)

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

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget
Total: $36,712.96

CELLA Budget
Total: $50.00

Mathematics Budget
Total: $25,000.00

Science Budget
Total: $7,008.00

Writing Budget
Total:

Attendance Budget
Total:

Suspension Budget
Total: $4,442.25

Dropout Prevention Budget
Total:

Parent Involvement Budget
Total: $7,859.20

STEM Budget
Total: $10,193.43

Other
Total:
Total:
Grand Total: $91,265.84

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☒Priority	☐Focus	☐Prevent

Are you reward school? ☐Yes   ☒No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
SAC will focus on increased participation during Parent Workshops. A member of SAC serves on each School Improvement Action Team. During monthly meetings, SAC reviews data.

Describe the projected use of SAC funds.	Amount
Funds not available	