Florida Department of Education

WZES School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: West Zephyrhills Elementary School	District Name: Pasco
Principal: Wendy Lane	Superintendent: Heather Fiorentino
SAC Chair: Christine Wilder	Date of School Board Approval:

Student Achievement Data:

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

Highly Effective Administrators

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

List your school's highly effective 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	Wendy Lane	MA in Educational Leadership, Reading Certification, ESOL Certified, B.S. Elementary Education	0	5	Woodland Elementary: 2009-2010 "C", AYP-NO; 2010-2011 "A", AYP-NO; 2011-2012 "B", AYP-NO
Assistant Principal	Charlene Tidd	MA Early Childhood, Educational Leadership Certified	4	3	2009-2010 "A", AYP-NO; 2010-2011 "A", AYP-NO; 2011-2012 "B", AYP-NO

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

	Shawn Graham	Certifications: ESE K-12 Elementary Ed. 1-6 ESOL Degrees: AA Basic Studies BA Elementary Ed. 1-6, MA Reading K-12	0	0	N/A
Reading					

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	Not Applicable (If not, please explain why)
1. Advertisement and Interview System	Administration	Ongoing	
2. Job Embedded (School-Based) Professional Development	Administration	Ongoing	
3. Create a positive work culture and climate at WES through recognition effort, social activities, celebrating achievements, promoting teachers to share and learn from each other and on going, relevant staff development.	Administration and Leadership Team	Ongoing	
4. Mentoring Program focusing on new teachers and teachers who may need additional support in an area or areas.	Administration and Leadership Team	Monthly Meetings, Ongoing	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
66	0	24%	52%	24%	36%	100%	5%	1.52%	65%

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Primary Teacher	Beginning Teacher	Clinical Education Teacher	LFS Planning for CIA, RtI process, Observations, Evaluations
Primary Teacher	Beginning Teacher	Clinical Education Teacher	LFS Planning for CIS, RtI process, Observations, Evaluations

Additional Requirements

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

*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
The WZES school-wide program provides additional teachers, instructional assistants, materials and technology for all students. Extended School Day teachers and materials are funded via a coordination between SAI funds and Title I Part A funds for qualifying students. Second Step Curriculum, a Violence Prevention Program is implements school-wide.
Title I, Part C- Migrant
Funding will be used to provide academic support and services to qualifying students.
Title I, Part D
Not applicable to WZES.
Title II
Funding will be used to provide professional development opportunities for teachers and administrators to address the specific academic achievement needs of the school. Title II funds will also be used in conjunction with IDEA funding to train teachers in MTSS strategies that are proven to work with Tier II and Tier III SWD and students with behavior problems.
Title III
Funds will be coordinated with Title I to provide extra support to ELL students by offering after school tutoring in academic language acquisition, and to assist ELLs in meeting the academic content and English proficiency standards. Additionally, WZES has been allocated a .4 ESOL Teacher, 1.0 ESOL I.A., 1 Rosetta Stone license and computer.
Title X- Homeless
The WZES Homeless Liaison provides/arranges: tutoring at shelters, transportation, supplies, materials and clothing. West Zephyrhills Elementary School's ABC Committee, in conjunction with the school social worker, works with homeless families to assist them while in transition with basic needs. The ABC Committee also supports families who are in need of basic life necessities on a regular basis.
Supplemental Academic Instruction (SAI)
Not applicable to SAI.
Violence Prevention Programs
Second Step Curriculum; Bullying Prevention Plan; HERO (Principal's 2000) Club' Behavioral Education Program; 1st Step to Success (K-1); Six Pillars of Character; Project Wisdom.
Nutrition Programs
A free breakfast is provided to all students. Free/reduced lunches are provided to approximately 80.2% of our students. West Zephyrhills Elementary School's nutritional programs follow the guidelines found within our district's Wellness Policy.
Housing Programs
West Zephyrhills Elementary School's ABC Committee, in conjunction with the school social worker, works with homeless families to assist them while in transition with basic needs. The ABC Committee also
Head Start
WZES has two Head Start units that include 2 teachers, 2 instructional assistants and 36 students. The teachers who are assigned to this unit are highly qualified and the students have opportunities to become acclimated to the school setting before their Kindergarten year.
Adult Education
West Zephyrhills Elementary's parent involvement assistant, funded by Title I funds, coordinates quarterly parent workshops focused on various education topics and life skills.
Career and Technical Education
West Zephyrhills Elementary hosts a "Great American Teach-In" week each November. During this event, parents and community members are invited to present career education to our students. Through this integrated opportunity, students are afforded a look into what is possible in their future here in their own community of Zephyrhills.

Job Training
Employees participate in: weekly job-embedded professional development opportunities; district professional development opportunities; and state professional development opportunities.
Other
West Zephyrhills Elementary's theme for the year is "Leaders Linking Learning to Life…The Leader in Me!" This theme is aimed at teaching students the characteristics of leadership and having them think about their future after their educational endeavors. Our goal here at WZES is to build leaders…one student at a time. Our work will entail planning with the end in mind and focusing students on setting goals and monitoring their strategic steps that will empower them to achieve their goals.

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The members of the school-based are: Wendy Lane-Principal, Charlene Tidd-Assistant Principal, Dave Armstrong-School Psychologist, Bridgette Crews-Guidance Counselor, Lori Sexton-Speech/Language Pathologist, Brandi Hardee-Speech/Language Pathologist, Shawn Graham-Literacy Coach, Clair Wade –Intervention Specialist, Georgianna Madagan-Intervention Specialist, Emily Hancock-Science Resource Teacher, Dina Tracy-Pre-K Teacher, Robin Burke-Kindergarten Teacher, Kathy Kessler-1st Grade Teacher, Jamie Barrentine-2nd Grade Teacher, Amanda McCoy-3rd Grade Teacher, Linda Harris-4th Grade Teacher, Peggy Berry-5th Grade Teacher, Rhiannon Gray-ESE Teacher, Tammy Hanlon-Support Team Representative, Becky Hines-Related Arts Representative
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 school based MTSS team is an intricate part of our Leadership Team. They meet, along with other grade chairs and school leaders monthly to keep an accurate tab on the pulse of the school and the needs of the students and staff. The MTSS Team will act as facilitators at weekly grade level meetings called T-BIT Meetings, and they also provide input and serve as members of the school's Lead Literacy Team and Leadership Team.
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? The MTSS Leadership Team continually looks at school data to make decisions for improvement within every aspect of our school. The team acts as coaches, models, mentors and facilitators to other staff members when implementing the components of the School Improvement Plan. Administration is a part of the MTSS Leadership Team and will provide monitoring and accountability to staff members in the effective implementation of objectives, and will track progress toward the attainment of the school-wide goals throughout the year.
MTSS Implementation

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

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. Teachers are provided with pacing guides, curriculum maps, and assessment calendars to ensure common assessments and aligned instruction school-wide. They are also provided with a grade book that allows for documentation of core assessments results and intervention/enrichment group tracking information. Also, teachers have a data collection sheet that allows for quick reference to data points.   Reading: FAIR/RR/and Unit Exams   Math: CORE K12 (grades 2-5), Pre & Post Tests   Science: CORE K12 (grades 2-5), Standards Mastery Checklist   Writing: Monthly Prompts with MMH Rubric   Behavior: TERMS reports, Discipline Referrals
Describe the plan to train staff on MTSS.   WZES is in the full-implementation of MTSS. We have a team of MTSS facilitators who are assigned to each of the grade levels. This year, we plan on reviewing the problem-solving steps of
Describe plan to support MTSS.   The MTSS/PS Leadership Team will meet together twice a month to review the work being accomplished in regards to meeting students' needs in all three Tiers: I, II, III, and how they are responding to instruction and interventions at our school. Continual training will occur with the assistance of our district assigned Title I coach.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   The members of the school-based Literacy Leadership Team are Wendy Lane-Principal, Charlene Tidd-Assistant Principal, Dina Tracy-Pre-K Chair, Robin Burke-Kindergarten Chair, Kathy Kessler-1st Grade Chair, Jamie Barrentine-2nd Grade Chair, Amanda McCoy-3rd Grade Chair, Linda Harris-4th Grade Chair, Peggy Berry-5th Grade Chair, Becky Hines-Special Areas Chair, Tammy Hanlon-Resource Team Chair, Emily Hancock-Science Resource Teacher, Shawn Graham-Literacy Coach, Rhianon Grade-ESE Chair, Georgia Madagan-Reading Intervention Teacher, Clair Wade-Reading Intervention, Bridgett Crews-Guidance Counselor, Brandi Hardee-Speech & Language Pathologist, Lori Sexton-Speech & Language Pathologist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The Lead Literacy Team meets monthly to analyze reading/writing data and to come to consensus on school-wide literacy needs, including professional development needs for the staff. The Lead Literacy Team is made up of school-wide representation and will act as literacy models for the rest of the instructional staff. The Lead Literacy Team conducts school-wide walk-throughs to identify school trends of strength and weakness, and decides upon appropriate steps (staff development, scheduling, resources) that would best address the areas of weakness observed.

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

What will be the major initiatives of the LLT this year?
Major initiatives for the Lead Literacy Team this year will include: ensuring that the core, researched based curriculum is being implemented with fidelity at every grade level, promoting reading and writing growth and successes throughout the school, implementing a motivational program through the Accelerated Reader Program and coordination a Family Literacy Night for West Zephyrhills Families.

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.

West Zephyrhills Elementary School is the host of two Pre-K Varying Exceptionalities classrooms and of two Pre-K Head Start classrooms. The students in these classrooms become more acclimated to the rest of the K-5 setting by using the same car and bus loop each day for arrival and dismissal. The Pre-K team is represented on the School Leadership Team with a Pre-K Lead Teacher in attendance at each meeting. This representative provides input into school plans for transition form Pre-K to Kindergarten at the end of each year. The Pre-K classrooms plan visits to Kindergarten classes, as well as the cafeteria and media center to make the new transition a smooth one. Pre-K parents are also invited and encouraged to participate in these transition activities.

At West Zephyrhills Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs to assist in the development of effective, rigorous instructional and intervention programs. WZES will use the FLKRS (Florida Kindergarten Readiness Screener) to assess students within the first few weeks in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Screening data will be collected and aggregated by the middle of September, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for group or individual students who may need intervention beyond Tier 1 core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic an/or social emotional skills identified by screening data.

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

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

High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.
April 2012
Rule 6A-1.099811
Revised April 29, 2011

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.

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		

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

| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | 1a.1 *Teachers lack of familiarity with CCSS/ grade level standards.

*Teachers lack of understanding of how to plan with the end in mind and their lack of experience with "true" differentiation (intervention/ enrichment).

*Students lack of exposure to informational text. | 1a.1. *Provide CCSS training and awareness to the entire instructional staff to build capacity and background. *Teachers will deliver standards-based lessons with fidelity, using the I Do, We Do, You Do model. *Teachers will map out direct activities connected to CCSS/ NGSSS from the core reading series. *Teachers will review the MTSS/ PS process and be provided with research-based intervention/ enrichment sources. *Teachers will meet during common planning/ TBIT to discuss data and to identify research based intervention/ enrichment opportunities to implement with students. *Teachers will use all components of the core reading series w/ fidelity to ensure that they establish a balanced-reading program. *Teachers will focus on informational texts and provided activities to | 1a.1. *Literacy Coach, Lead Literacy Team, Administration | 1a.1. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *30-Minute intervention/ enrichment has been scheduled five days a week for each classroom teacher to ensure that time is set aside for intervention/enrichment. | 1a.1. *FAIR Assessments *Weekly/Unit Assessments from the core reading series *FCAT Reading 2013 | | |
|---|---|---|---|---|---|---|---|

		apply elements of informational texts.					
Reading Goal #1a: According to 2010-2011 data, the percentage of students achieving proficiency (scoring a level 3) in grades 3, 4, and 5 is 28% (113 students out of 402 tested). Therefore, we will increase the percentage of students achieving proficiency (scoring a level 3 or higher) by 12%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on school level FCAT report, 28% (113 students out of 402 tested) of 3rd, 4th, and 5th graders scored a level 3.	Based on school level FCAT report, 40% (160 students out of 402 tested) of students tested will score a level 3.					
		1a.2. *Teachers not providing sufficient time for students to connect writing to the text.	1a.2. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on the MMH writing rubric. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core reading series.	1a.2. *Literacy Coach, Lead Literacy Team, Administration	1a.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards, which are aligned to the MMH rubric.	1a.2. *FAIR Assessments *Weekly/Unit Assessments from the core reading series *FCAT Reading 2013 *Lesson Plans	

		1a.3. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	1a.3. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core reading program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	1a.3. *Literacy Coach, Lead Literacy Team, Administrators	1a.3. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/ enrichment has been set aside daily for feedback opportunities.	1a.3. *Parent Conference Notes *Student Goal Sheets
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. *Lack of enrichment opportunities provided for students. *Lack of challenging material.	2a.1. * Identify proficient students who need to be enriched with "beyond" level materials. *Map out enrichment materials from the core reading program.	2a.1. *Literacy Coach, Gifted Resource Teacher, Administration	2a.1. *A guide providing the specific location for enrichment activities will be provided. *30-Minutes a day has been set aside for intervention/ enrichment.	2a.1. *FAIR Assessments *Weekly/Unit Assessments from the core reading series. *FCAT Reading Assessment 2013 *Lesson Plans	

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

Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
According to 2010-2011 data, **the percentage of students above proficiency (scoring a level 4 or 5) in reading is 25% (101 students out of 402 tested). Therefore, we will increase the percentage of students scoring level 4 or 5 by 13%.**						
	Based on school level FCAT report, 25% (101 students out of 402 tested) of students tested scored a level 4 or 5.	Based on school level FCAT report, 38% (152 students out of 402 tested) of students tested will score a 4 or 5.				
	2a.2. *Teachers not providing sufficient time for students to connect writing to the text.	2a.2. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on the MMH writing rubric. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core reading series.	2a.2. *Literacy Coach, Lead Literacy Team, Administration	2a.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards, which are aligned to the MMH rubric.	2a.2. *FAIR Assessments *Weekly/Unit Assessments from the core reading series *FCAT Reading 2013 *Lesson Plans	
	2a.3 *Disconnect between reading level, student interest, and the ability to monitor/ think about critical reading elements.	2a.3 *Each student will be provided opportunities to be critical and creative problem solvers/ thinkers, to have their curriculum modified and differentiated, to have independent reading/student opportunities, and to have the opportunity for self-selected products.	2a.3 *Literacy Coach, Lead Literacy Team, and Administration	2a.3 *30-Minutes a day has been set aside for intervention/enrichment.	2a.3 *FAIR Assessments *Weekly/Unit Assessments from the core reading series. *FCAT Reading Assessment 2013	

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

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.	1a.1. *Lack of exposure to current/specific intervention/ enrichment based upon data.	1a.1. *Ensure that teachers know each of the components and their benefits that are incorporated in the reading series, and how the resource can help to correlate with CCSS/NGSSS. *Map out intervention materials from the core reading program.	1a.1. *Literacy Coach, Lead Literacy Team, and Administration	1a.1. *Grade level teams have common planning each day to ensure that teacher's collaborate on intervention/ enrichment sources. *30-Minutes a day has been set aside for intervention/ enrichment. *TBIT time has been scheduled weekly to discuss data in order to form Tier II & Tier III groups per grade level.	1a.1. *FAIR Assessments *Weekly/Unit assessments from the core reading series *FCAT Reading Assessment 2013		
Reading Goal #3a: According to 2010-2011 data, the percentage of students making learning gains in reading in grades 3, 4, and 5 will increase by 6%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the school level FCAT report, 63% (253 students out of 402 tested) of students tested made a learning gain in reading.	Based on the school level FCAT report, 69% (277 students out of 402 tested) of students tested will make a learning gain in reading.					

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

		1a.2. *Teachers not providing sufficient time for students to connect writing to the text.	1a.2. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on the MMH writing rubric. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core reading series.	1a.2. *Literacy Coach, Lead Literacy Team, Administration	1a.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards, which are aligned to the MMH rubric.	1a.2. *FAIR Assessments *Weekly/Unit Assessments from the core reading series *FCAT Reading 2013 *Lesson Plans	
		1a.3. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	1a.3. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core reading program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	1a.3. *Literacy Coach, Lead Literacy Team, Administrators	1a.3. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/ enrichment has been set aside daily for feedback opportunities.	1a.3. *Parent Conference Notes *Student Goal Sheets	
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		

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

4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. *Lack of awareness of who the lowest 25% of students are per classroom.	4a.1. *Identify lowest 25% of students at planning meetings according to common data sources. *Have support facilitation teachers working with students from the lowest 25% group.	4a.1. *Literacy Coach, Lead Literacy Team, and Administration	4a.1. *MTSS/PS facilitators will be assigned to assist grade levels with identification of the lowest 25% of students and will assist with designing a plan for intervention with these students. *30-Minute intervention/ enrichment has been set aside daily for feedback opportunities.	4a.1. *Notes from TBIT meetings will be collected and viewed by administration. *Weekly check of lesson plans incorporating CCSS/NGSSS and their correlation with intervention/ enrichment group planning.		
Reading Goal #4a: According to 2010-2011 data, the percentage of students scoring in the lowest 25% making learning gains in reading on the 2013 FCAT will increase by 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the school level FCAT report, 70% (281 students out of 402 tested) of the students scoring in the lowest 25% made learning gains in reading.	Based on the school level FCAT report, 75% (301 students out of 402 tested) of the students scoring in the lowest 25% will make gains in reading.					

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

		4a.2. *Teachers not providing sufficient time for students to connect writing to the text.	4a.2. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on the MMH writing rubric. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core reading series.	4a.2. *Literacy Coach, Lead Literacy Team, Administration	4a.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards, which are aligned to the MMH rubric.	4a.2. *FAIR Assessments *Weekly/Unit Assessments from the core reading series *FCAT Reading 2013 *Lesson Plans	
		4a.3. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	4a.3. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core reading program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	4a.3. *Literacy Coach, Lead Literacy Team, Administrators	4a.3. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/ enrichment has been set aside daily for feedback opportunities.	4a.3. *Parent Conference Notes *Student Goal Sheets	

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target							

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 According to the 2010-2011 school level FCAT report, 54% of students scored a level 3 or higher in reading.	By the 2011-2012 school year, the percentage of students scoring level 1 or 2 in reading will decrease 4%. 59% of students will score a level 3 or higher in reading.	By the 2012-2013 school year, the percentage of students scoring level 1 or 2 in reading will decrease 4% (8% from 10/11). 63% of students will score a level 3 or higher in reading.	By the 2013--2014 school year, the percentage of students scoring level 1 or 2 in reading will decrease 4% (12% from 10/11). 66% of students will score a level 3 or higher in reading.	By the 2014-2015 school year, the percentage of students scoring level 1 or 2 in reading will decrease 3% (15% from 10/11). 70% of students will score a level 3 or higher in reading.	By the 2015-2016 school year, the percentage of students scoring level 1 or 2 in reading will decrease 4% (19% by 10/11). 74% of students will score a level 3 or higher in reading.	By the 2016-2017 sc percentage of stude 2 in reading will de 10/11). 78% of stud 3 or higher in readi
Reading Goal #5A: By 2016-2017, the percentage of students scoring a level 3 or higher will increase to 77%.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. *Lack of exposure to current/specific intervention/ enrichment based upon data	5B.1. *Ensure that teachers know each of the components and their benefits that are incorporated in the reading series, and how the resource can help to correlate with CCSS/NGSSS. *Map out intervention materials from the core reading program.	5B.1. *Literacy Coach, Lead Literacy Team, and Administration	5B.1. *Grade level teams have common planning each day to ensure that teacher's collaborate on intervention/ enrichment sources. *30-Minutes a day has been set aside for intervention/ enrichment. *TBIT time has been scheduled weekly to discuss data in order to form Tier II & Tier III groups per grade level.	5B.1. *FAIR Assessments *Weekly/Unit assessments from the core reading series *FCAT Reading Assessment 2013		
Reading Goal #5B: *According to 2012 FCAT data, 57.8% of students in subgroups by ethnicity did not meet satisfactory progress in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	According to the 2012 FCAT data, the following % of students in the subgroups scored a level 1 or 2: White: 41.5% Black: 70% Hispanic: 46.2% Asian: 50% American Indian: N/A	*According to the 2013 FCAT data, the following % of students in the subgroups will score at a level 1 or 2:* White: 38.04 % Black: 64.2% Hispanic: 42.35% Asian: 45.83% American Indian: N/A					

		5B.2. *Teachers not providing sufficient time for students to connect writing to the text.	5B.2. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on the MMH writing rubric. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core reading series.	5B.2. *Literacy Coach, Lead Literacy Team, Administration	5B.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards, which are aligned to the MMH rubric.	5B.2. *FAIR Assessments *Weekly/Unit Assessments from the core reading series *FCAT Reading 2013 *Lesson Plans
		5B.3. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	5B.3. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core reading program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	5B.3. *Literacy Coach, Lead Literacy Team, Administrators	5B.3. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/ enrichment has been set aside daily for feedback opportunities.	5B.3. *Parent Conference Notes *Student Goal Sheets
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	

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. *Lack of exposure to current/specific intervention/ enrichment based upon data	5C.1. *Ensure that teachers know each of the components and their benefits that are incorporated in the reading series, and how the resource can help to correlate with CCSS/NGSSS. *Map out intervention materials from the core reading program.	5C.1. *Literacy Coach, Lead Literacy Team, and Administration	5C.1. *Grade level teams have common planning each day to ensure that teacher's collaborate on intervention/ enrichment sources. *30-Minutes a day has been set aside for intervention/ enrichment. *TBIT time has been scheduled weekly to discuss data in order to form Tier II & Tier III groups per grade level.	5C.1. *FAIR Assessments *Weekly/Unit assessments from the core reading series *FCAT Reading Assessment 2013		
<u>Reading Goal #5C:</u> *According to 2012 FCAT data, 49.6% of ELL students did not meet satisfactory progress in reading.*	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	According to the 2012 FCAT data, 49.6% of ELL students did not meet satisfactory progress in reading.	*According to the 2013 FCAT data, 45.47% of ELL students will not meet satisfactory progress in reading.*					
		5C.2. *Teachers not providing sufficient time for students to connect writing to the text.	5C.2. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on the MMH writing rubric. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core reading series.	5C.2. *Literacy Coach, Lead Literacy Team, Administration	5C.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards, which are aligned to the MMH rubric.	5C.2. *FAIR Assessments *Weekly/Unit Assessments from the core reading series *FCAT Reading 2013 *Lesson Plans	

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

		5C.3. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	5C.3. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core reading program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	5C.3. *Literacy Coach, Lead Literacy Team, Administrators	5C.3. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/ enrichment has been set aside daily for feedback opportunities.	5C.3. *Parent Conference Notes *Student Goal Sheets	
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.	5D1. *Lack of exposure to current/specific intervention/ enrichment based upon data	5D.1. *Ensure that teachers know each of the components and their benefits that are incorporated in the reading series, and how the resource can help to correlate with CCSS/NGSSS. *Map out intervention materials from the core reading program.	5D.1. *Literacy Coach, Lead Literacy Team, and Administration	5D.1. *Grade level teams have common planning each day to ensure that teacher's collaborate on intervention/ enrichment sources. *30-Minutes a day has been set aside for intervention/ enrichment. *TBIT time has been scheduled weekly to discuss data in order to form Tier II & Tier III groups per grade level.	5D.1. *FAIR Assessments *Weekly/Unit assessments from the core reading series *FCAT Reading Assessment 2013		

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

Reading Goal #5D: _According to 2012 FCAT data, 75.7% of SWD students did not meet satisfactory progress in reading._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	According to the 2012 FCAT data, 75.7% of SWD students did not meet satisfactory progress in reading.	_According to the 2013 FCAT data, 69.4% of SWD students will not meet satisfactory progress in reading._				
	5D.2. *Teachers not providing sufficient time for students to connect writing to the text.	5D.2. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on the MMH writing rubric. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core reading series.	5D.2. *Literacy Coach, Lead Literacy Team, Administration	5D.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards, which are aligned to the MMH rubric.	5D.2. *FAIR Assessments *Weekly/Unit Assessments from the core reading series *FCAT Reading 2013 *Lesson Plans	

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

		5D.3. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	5D.3. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core reading program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	5D.3. *Literacy Coach, Lead Literacy Team, Administrators	5D.3. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/ enrichment has been set aside daily for feedback opportunities.	5D.3. *Parent Conference Notes *Student Goal Sheets	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. *Lack of exposure to current/specific intervention/ enrichment based upon data	5E.1. *Ensure that teachers know each of the components and their benefits that are incorporated in the reading series, and how the resource can help to correlate with CCSS/NGSSS. *Map out intervention materials from the core reading program.	5E.1. *Literacy Coach, Lead Literacy Team, and Administration	5E.1. *Grade level teams have common planning each day to ensure that teacher's collaborate on intervention/ enrichment sources. *30-Minutes a day has been set aside for intervention/ enrichment. *TBIT time has been scheduled weekly to discuss data in order to form Tier II & Tier III groups per grade level.	5E.1. *FAIR Assessments *Weekly/Unit assessments from the core reading series *FCAT Reading Assessment 2013		

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

Reading Goal #5E: *According to 2012 FCAT data, 50% of Economically Disadvantaged students did not meet satisfactory progress in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	According to the 2012 FCAT data, 50% of ED students did not meet satisfactory progress in reading.	*According to the 2013 FCAT data, 45.8% of ED students will not meet satisfactory progress in reading.*				
		5E.2. *Teachers not providing sufficient time for students to connect writing to the text.	5E.2. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on the MMH writing rubric. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core reading series.	5E.2. *Literacy Coach, Lead Literacy Team, Administration	5E.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards, which are aligned to the MMH rubric.	5E.2. *FAIR Assessments *Weekly/Unit Assessments from the core reading series *FCAT Reading 2013 *Lesson Plans

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

		5E.3. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	5E.3. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core reading program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	5E.3. *Literacy Coach, Lead Literacy Team, Administrators	5E.3. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/ enrichment has been set aside daily for feedback opportunities.	5E.3. *Parent Conference Notes *Student Goal Sheets	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-5, Related Arts	Shawn Graham, Literacy Coach	School-wide (Instructional)	Weekly (Tuesday's before school)	Follow up coaching and support provided during "chunk planning time" weekly	Literacy Coach

Reading 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
Stevenson	Language Support for S/L students	Textbook Funds	$470.00
Textbooks	Reading Resources	Title 1	$142.00
Subtotal: $612.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Strategies	RM EasiTeach, Lexia, My Reading Coach, Brain Pop, Board Maker, Acrobat Pro, Accelerated Reader	Title 1	10,368.00
Subtotal: $10,368.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Binders for Training Materials	Binders will be used to house and organize CCSS Training Materials	Title 1 Funds	160.00
Subtotal: $160.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $11,140.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/ Speaking.	1.1. *Lack of exposure to appropriate language-based activities to increase proficiency.	1.1. *Students will have the opportunity to work on the Imagine Learning software. *Student will have access to language strategies and best practices in adopted core programs.	1.1. *ESOL Teachers, Technology Specialist, Classroom Teachers, Administration *30-Minutes a day has been set aside for intervention/enrichment.	1.1. *Student data from FCAT, CELLA and other classroom assessments. *Student data from language learning software programs.	1.1. *FCAT results *CELLA results *Teacher observation/anecdotals *Lesson Plans	
<u>CELLA Goal #1:</u> The percentage of students scoring in the proficient level in listening / speaking will increase by 6%	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	According to the school level CELLA report, 33% of ELL students were proficient in listening/speaking.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

2. Students scoring proficient in Reading.	1.1. *Lack of exposure to appropriate language-based activities to increase proficiency.	1.1. *Students will have the opportunity to work on the Imagine Learning software. *Student will have access to language strategies and best practices in adopted core programs.	1.1. *ESOL Teachers, Technology Specialist, Classroom Teachers, Administration *30-Minutes a day has been set aside for intervention/enrichment.	1.1. *Student data from FCAT, CELLA and other classroom assessments. *Student data from language learning software programs.	1.1. *FCAT results *CELLA results *Teacher observation/anecdotals *Lesson Plans *MMH Weekly/Unit Assessments *Running Records	
CELLA Goal #2: The percentage of students scoring in the proficient level in reading will increase by 2%.	2012 Current Percent of Students Proficient in Reading :					
	According to the school level CELLA report, 20% of ELL students were proficient in reading.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

3. Students scoring proficient in Writing.	1a.. *Teachers not providing sufficient time for students to connect writing to the text.	1a.2. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on the MMH writing rubric. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core curriculum programs. *Teacher will provided direct writing instruction.	1a.2. *Literacy Coach, Science Resource Teacher, Lead Literacy Team, Administration	1a.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core curriculum programs that connect with grade level writing standards. *Increased student achievement on writing assessments.	1a.2. *Lesson Plans *CELLA results *School-wide writing selections	
CELLA Goal #3: The percentage of students scoring in the proficient level in writing will increase by 2%	2012 Current Percent of Students Proficient in Writing :					
	According to the school level CELLA report, 20% of ELL students were proficient in writing.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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:			

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

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

End of CELLA Goals

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				

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

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	

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. *Teachers lack of ability to prioritize content and align math directly to CCSS/NGSSS. *Students lack of ability to solve multi-step math problems.	1a.1. *Teachers will plan weekly using the county curriculum maps with fidelity. *Team Leaders will monitor team members pace to ensure coverage of content. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core math program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Grade levels will make a plan to accommodate students who may have gaps due to non-exposure of grade level materials from the previous year (especially with basic math facts). *Teachers will provide students with math strategies to expand their problem solving background. *Teachers will use core math as a resource and use it with fidelity. *Teachers, including special area teacher will connect math	1a.1. *Math Representative, Curriculum Team, Leadership Team, and Administration	1a.1. *Grade level teams will meet once a week during TBIT to analyze student data and to determine activities to assist with intervention/enrichment.	1a.1. *CORE K12 Assessments *Lesson Plans *Post-Test results *FCAT Math Assessment 2013 *Grade level plan of "gap" problem solving	

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

		concepts to content.					
Mathematics Goal #1a: According to 2010-2011 data, the percentage of students achieving proficiency in grades 3, 4, and 5 is 29% (117 students out of 402 tested). Therefore, we will increase the percentage of students achieving proficiency by 12%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on school level FCAT report, 29% (117 students out of 402 tested) of students tested scored a level 3.	Based on school level FCAT report, 41% (165 students out of 402 tested) of students tested will score a level 3 or higher.					
		1a.2. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	1a.2. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core math program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	1a.2. *Math Representative, Curriculum Team, Leadership Team, and Administration	1a.2. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/enrichment has been set aside daily for feedback opportunities.	1a.2. *Parent Conference Notes *Student Goal Sheets	

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

		1a.3. *Teachers not providing sufficient time for students to connect writing to the text.	1a.3. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on the writing rubrics. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core math series.	1a.3. *Math Representative, Curriculum Team, Leadership Team, and Administration	1a.3. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards.	1a.3. *CORE K12 Assessments *Unit Assessments from the core math series *FCAT Math 2013 *Lesson Plans
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	

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

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	1a.1. *Teachers lack of ability to prioritize content and align math directly to CCSS/NGSSS. *Students lack of ability to solve multi-step math problems.	2a.1. *Teachers will plan weekly using the county curriculum maps with fidelity. *Team Leaders will monitor team members pace to ensure coverage of content. *Grade levels will make a plan to accommodate students who may have gaps due to non-exposure of grade level materials from the previous year (especially with basic math facts). *Teachers will provide students with math strategies to expand their problem solving background. *Teachers will use core math as a resource and use it with fidelity. *Teachers, including special area teacher will connect math concepts to content.	1a.1. *Math Representative, Curriculum Team, Leadership Team, and Administration	1a.1. *Grade level teams will meet once a week during TBIT to analyze student data and to determine activities to assist with intervention/enrichment.	1a.1. *CORE K12 Assessments *Lesson Plans *Post-Test results *FCAT Math Assessment 2013 *Grade level plan of "gap" problem solving	

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

Mathematics Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
According to 2010-2011 data, the percentage of students above proficiency (scoring a level 4 or 5) is 12% (48 students out of 402 tested). Therefore, we will increase the percentage of students scoring level 4 or 5 by 15%.						
	Based on school level FCAT report, 12% (48 students out of 402 tested) of students tested scored a level 4 or 5.	Based on school level FCAT report, 27% (108 students out of 402 tested) of students tested will score a level 4 or 5.				
		1a.2. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	1a.2. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core math program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	1a.2. *Math Representative, Curriculum Team, Leadership Team, and Administration	1a.2. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/enrichment has been set aside daily for feedback opportunities.	1a.2. *Parent Conference Notes *Student Goal Sheets
		1a.3. *Teachers not providing sufficient time for students to connect writing to the text.	1a.3. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on writing rubrics. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core math series.	1a.3. **Math Representative, Curriculum Team, Leadership Team, and Administration	1a.3. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards.	1a.3. *CORE K12 Assessments *Unit Assessments from the core math series *FCAT Math 2013 *Lesson Plans

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

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. *Teachers lack of ability to prioritize content and align math directly to CCSS/NGSSS. *Teachers lack strategies and skills for differentiating instruction based on the needs of students. *Students lack of ability to solve multi-step math problems.	3a.1. *Teachers will plan weekly using the county curriculum maps with fidelity. *Team Leaders will monitor team members pace to ensure coverage of content. *Grade levels will make a plan to accommodate students who may have gaps due to non-exposure of grade level materials from the previous year (especially with basic math facts). *Teachers will provide students with math strategies to expand their problem solving background. *Teachers will use core math as a resource and use it with fidelity. *Teachers, including special area teacher will connect math concepts to content.	3a.1. *Math Representative, Curriculum Team, Leadership Team, and Administration	3a.1. *Grade level teams will meet once a week during TBIT to analyze student data and to determine activities to assist with intervention/enrichment.	3a.1. *CORE K12 Assessments *Lesson Plans *Post-Test results *FCAT Math Assessment 2013 *Grade level plan of "gap" problem solving	

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

Mathematics Goal #3a: The percentage of students making learning gains in math will increase by 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	According to FCAT school level report, 68% (273 students out of 402 tested) of students tested made learning gains in math.	According to the school level FCAT report, 73% (293 students out of 402 tested) of the student tested will make learning gains in math.				
		3a.2. Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	3a.2. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core math program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	3a.2. *Math Representative, Curriculum Team, Leadership Team, and Administration	3a.2. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/enrichment has been set aside daily for feedback opportunities.	3a.2. *Parent Conference Notes *Student Goal Sheets
		3a.3. *Teachers not providing sufficient time for students to connect writing to the text.	3a.3. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on writing rubrics. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core math series.	3a.3. *Math Representative, Curriculum Team, Leadership Team, and Administration	3a.3. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core reading series that connect with grade level writing standards.	3a.3. *CORE K12 Assessments *Unit Assessments from the core math series *FCAT Math 2013 *Lesson Plans

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

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. *Teachers lack of ability to prioritize content and align math directly to CCSS/NGSSS. *Teachers lack strategies and skills for differentiating instruction based on the needs of students. *Students lack of ability to solve multi-step math problems.	4a.1. *Teachers will plan weekly using the county curriculum maps with fidelity. *Team Leaders will monitor team members pace to ensure coverage of content. *Grade levels will make a plan to accommodate students who may have gaps due to non-exposure of grade level materials from the previous year (especially with basic math facts). *Teachers will provide students with math strategies to expand their problem solving background. *Teachers will use core math as a resource and use it with fidelity. *Teachers, including special area teacher will connect math concepts to content.	4a.1. *Math Representative, Curriculum Team, Leadership Team, and Administration	4a.1. *Grade level teams will meet once a week during TBIT to analyze student data and to determine activities to assist with intervention/enrichment.	4a.1. *CORE K12 Assessments *Lesson Plans *Post-Test results *FCAT Math Assessment 2013 *Grade level plan of "gap" problem solving	

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

Mathematics Goal #4a: According to 2010-2011 data, the percentage of students scoring in the lowest 25% making learning gains in math will increase by 4%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Based on the school level FCAT report, 76% (306 students out of 402 tested) of the students scoring in the lowest 25% made learning gains in math.	Based on the school level FCAT report, 80% (322 students out of 402 tested) of the students scoring in the lowest 25% will make learning gains in math.				
	4a.2. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	4a.2. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core math program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring	4a.2. *Math Representative, Curriculum Team, Leadership Team, and Administration	4a.2. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/enrichment has been set aside daily for feedback opportunities.	4a.2. *Parent Conference Notes *Student Goal Sheets	
	4a.3 *Teachers not providing sufficient time for students to connect writing to the text.	4a.3. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on writing rubrics. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core math series.	4a.3. *Math Representative, Curriculum Team, Leadership Team, and Administration	4a.3. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core math series that connect with grade level writing standards.	4a.3. *CORE K12 Assessments *Unit Assessments from the core math series *FCAT Math 2013 *Lesson Plans	

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011 The percentage of students scoring a 3 or higher in 2010-2011 was 42%.**	**By the 2011-2012 school year, the percentage of students scoring level 1 or 2 in math will decrease 4%. 46% of students will score a level 3 or higher in math.**	**By the 2012-2013 school year, the percentage of students scoring level 1 or 2 in math will decrease 3% (7% from 10/11). 54% of students will score a level 3 or higher in math.**	**By the 2013--2014 school year, the percentage of students scoring level 1 or 2 in math will decrease 4% (11% from 10/11). 59% of students will score a level 3 or higher in math.**	**By the 2014-2015 school year, the percentage of students scoring level 1 or 2 in math will decrease 3% (14% from 10/11). 63% of students will score a level 3 or higher in math.**	**By the 2015-2016 school year, the percentage of students scoring level 1 or 2 in math will decrease 4% (18% by 10/11). 68% of students will score a level 3 or higher in math.**	**By the p scor will a lev 11). a lev**
Mathematics Goal #5A: By 2016-2017, the percentage of students scoring a level 3 or higher will increase to 63%.							
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		

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. *Teachers lack of ability to prioritize content and align math directly to CCSS/NGSSS. *Teachers lack strategies and skills for differentiating instruction based on the needs of students. *Students lack of ability to solve multi-step math problems.	5B.1. *Teachers will plan weekly using the county curriculum maps with fidelity. *Team Leaders will monitor team members pace to ensure coverage of content. *Grade levels will make a plan to accommodate students who may have gaps due to non-exposure of grade level materials from the previous year (especially with basic math facts). *Teachers will provide students with math strategies to expand their problem solving background. *Teachers will use core math as a resource and use it with fidelity. *Teachers, including special area teacher will connect math concepts to content.	5B.1. *Math Representative, Curriculum Team, Leadership Team, and Administration	5B.1. *Grade level teams will meet once a week during TBIT to analyze student data and to determine activities to assist with intervention/enrichment.	5B.1. *CORE K12 Assessments *Lesson Plans *Post-Test results *FCAT Math Assessment 2013 *Grade level plan of "gap" problem solving	

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

Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
According to 2012 FCAT data, 60.4% of student subgroups by ethnicity did not meet satisfactory progress math.						
	According to the 2012 FCAT data, the following % of students in the subgroups scored a level 1 or 2: White: 57.1% Black: 60% Hispanic: 53.8% Asian: 50% Amer. Indian:N/A	*According to the 2013 FCAT data, the following % of students in the subgroups will score a level or 2:* White: 52.3% Black: 55% Hispanic: 49.3% Asian: 45.8% American Indian:N/A				
		5B.2. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	5B.2. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core math program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring	5B.2. *Math Representative, Curriculum Team, Leadership Team, and Administration	5B.2. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/enrichment has been set aside daily for feedback opportunities.	5B.2. *Parent Conference Notes *Student Goal Sheets

		5B.3 *Teachers not providing sufficient time for students to connect writing to the text.	5B.3. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on writing rubrics. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core math series.	5B.3. *Math Representative, Curriculum Team, Leadership Team, and Administration	5B.3. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core math series that connect with grade level writing standards.	5B.3. *CORE K12 Assessments *Unit Assessments from the core math series *FCAT Math 2013 *Lesson Plans
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. *Teachers lack of ability to prioritize content and align math directly to CCSS/NGSSS. *Teachers lack strategies and skills for differentiating instruction based on the needs of students. *Students lack of ability to solve multi-step math problems.	5C.1. *Teachers will plan weekly using the county curriculum maps with fidelity. *Team Leaders will monitor team members pace to ensure coverage of content. *Grade levels will make a plan to accommodate students who may have gaps due to non-exposure of grade level materials from the previous year (especially with basic math facts). *Teachers will provide students with math strategies to expand their problem solving background. *Teachers will use core math as a resource and use it with fidelity. *Teachers, including special area teacher will connect math concepts to content.	5C.1. *Math Representative, Curriculum Team, Leadership Team, and Administration	5C.1. *Grade level teams will meet once a week during TBIT to analyze student data and to determine activities to assist with intervention/enrichment.	5C.1. *CORE K12 Assessments *Lesson Plans *Post-Test results *FCAT Math Assessment 2013 *Grade level plan of "gap" problem solving	
Mathematics Goal #5C: *According to 2012 FCAT data,* 49.6% of ELL students did not meet satisfactory progress in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	According to the 2012 FCAT data, 49.6% of ELL students did not meet satisfactory progress in math.	*According to the 2012 FCAT data, 45.5% of ELL students will not meet satisfactory progress in math.*				
		5C.2. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	5C.2. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core math program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring	5C.2. *Math Representative, Curriculum Team, Leadership Team, and Administration	5C.2. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/enrichment has been set aside daily for feedback opportunities.	5C.2. *Parent Conference Notes *Student Goal Sheets
		5C.3 *Teachers not providing sufficient time for students to connect writing to the text.	5C.3. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on writing rubrics. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core math series.	5C.3. *Math Representative, Curriculum Team, Leadership Team, and Administration	5C.3. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core math series that connect with grade level writing standards.	5C.3. *CORE K12 Assessments *Unit Assessments from the core math series *FCAT Math 2013 *Lesson Plans
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. *Teachers lack of ability to prioritize content and align math directly to CCSS/NGSSS. *Teachers lack strategies and skills for differentiating instruction based on the needs of students. *Students lack of ability to solve multi-step math problems.	5D.1. *Teachers will plan weekly using the county curriculum maps with fidelity. *Team Leaders will monitor team members pace to ensure coverage of content. *Grade levels will make a plan to accommodate students who may have gaps due to non-exposure of grade level materials from the previous year (especially with basic math facts). *Teachers will provide students with math strategies to expand their problem solving background. *Teachers will use core math as a resource and use it with fidelity. *Teachers, including special area teacher will connect math concepts to content.	5D.1. *Math Representative, Curriculum Team, Leadership Team, and Administration	5D.1. *Grade level teams will meet once a week during TBIT to analyze student data and to determine activities to assist with intervention/enrichment.	5D.1. *CORE K12 Assessments *Lesson Plans *Post-Test results *FCAT Math Assessment 2013 *Grade level plan of "gap" problem solving	
Mathematics Goal #5D: *According to 2012 FCAT data, 79.5% of SWD students did not meet satisfactory progress in math.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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

	According to the 2012 FCAT data, 79.5% of SWD students did not meet satisfactory progress in math.	*According to the 2013 FCAT data, 72.9% of SWD students will not meet satisfactory progress in math.*			
		5D.2. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	5D.2. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core math program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring	5D.2. *Math Representative, Curriculum Team, Leadership Team, and Administration	5D.2. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/enrichment has been set aside daily for feedback opportunities.	5D.2. *Parent Conference Notes *Student Goal Sheets
		5D.3 *Teachers not providing sufficient time for students to connect writing to the text.	5D.3. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on writing rubrics. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core math series.	5D.3. *Math Representative, Curriculum Team, Leadership Team, and Administration	5D.3. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core math series that connect with grade level writing standards.	5D.3. *CORE K12 Assessments *Unit Assessments from the core math series *FCAT Math 2013 *Lesson Plans
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	

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

| **5E. Economically Disadvantaged students not making satisfactory progress in mathematics.** | 5E.1. *Teachers lack of ability to prioritize content and align math directly to CCSS/NGSSS. *Teachers lack strategies and skills for differentiating instruction based on the needs of students. *Students lack of ability to solve multi-step math problems. | 5E.1. *Teachers will plan weekly using the county curriculum maps with fidelity. *Team Leaders will monitor team members pace to ensure coverage of content. *Grade levels will make a plan to accommodate students who may have gaps due to non-exposure of grade level materials from the previous year (especially with basic math facts). *Teachers will provide students with math strategies to expand their problem solving background. *Teachers will use core math as a resource and use it with fidelity. *Teachers, including special area teacher will connect math concepts to content. | 5E.1. *Math Representative, Curriculum Team, Leadership Team, and Administration | 5E.1. *Grade level teams will meet once a week during TBIT to analyze student data and to determine activities to assist with intervention/enrichment. | 5E.1. *CORE K12 Assessments *Lesson Plans *Post-Test results *FCAT Math Assessment 2013 *Grade level plan of "gap" problem solving | |
| Mathematics Goal #5E: *According to 2012 FCAT data, 73.6% of ED students did not meet satisfactory progress in math.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |

	According to the 2012 FCAT data, 73.6% of ED students did not meet satisfactory progress in math.	*According to the 2013 FCAT data, 67.5% of ED students will not meet satisfactory progress in math.*				
		5E.2. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/ monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	5E.2. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/ flexible groupings and use content from the core math program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring	5E.2. *Math Representative, Curriculum Team, Leadership Team, and Administration	5E.2. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/ training. *Samples of goal setting have been provided as models. *30-Minute intervention/enrichment has been set aside daily for feedback opportunities.	5D.2. *Parent Conference Notes *Student Goal Sheets
		5E.3 *Teachers not providing sufficient time for students to connect writing to the text.	5E.3. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on writing rubrics. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core math series.	5E.3. *Math Representative, Curriculum Team, Leadership Team, and Administration	5E.3. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core math series that connect with grade level writing standards.	5E.3 *Teachers not providing sufficient time for students to connect writing to the text.

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional						

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

Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing Math Data From Planning and Instruction	K-5	Administration, Math Representative, Team Leaders	Classroom Teachers (K-5)	Weekly TBIT meetings	Support in using current data for planning and instruction	Math Representative, Administration, Team Leaders
FCAT 2.0	K-5	Math Representative, Administration, Team Leaders	Classroom Teachers (K-5)	Leadership Meetings twice a month, Weekly common planning	Lesson Plans will be monitored	Administrators

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
Implementation of HMH Go Math! with fidelity.	HMH Go Math! textbook/resources	Textbook Funds	$3,739.00
Subtotal: $3,739.00			
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
Implementation of NGSSS, HMH Go Math!, FCAT 2.0	Timez Attack, Nasco	Title 1	$1755.00
Subtotal: $1,755.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $5,494.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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		

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

| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in science. | 1a.1. *Current Science textbook resource is not aligned with the Core Curriculum and NGSS.

*Students are not explicitly taught key science vocabulary.

*Students are not provided assessment prompts and appropriate summarizing strategies.

*Students are not provided intervention/enrichment opportunities.

*Students lack background with the scientific method and are not provided with critical thinking activities in a consistent manner. | 1a.1. *Provide professional development for CCSS/NGSS and how it connects with Fusion.

*Utilize Curriculum Maps developed by the county.

*Students will attend Science Learning Lab.

*Students will participate in Discovery Science.

*Teachers will work collaboratively with the Science Resource Teacher to map out key vocabulary from the core science series.

*Grade level teams will highlight points in lessons for assessment prompts and select appropriate summarizing strategies.

*Each quarter teachers will focus on the scientific method and will provide critical thinking activities consistently. | 1a.1. *Science Resource Teacher, Leadership Team, Curriculum Team, Administrators | 1a.1. *Grade level teams will meet once a week during TBIT to analyze student data and to determine activities to assist with intervention/enrichment and instruction.

*Data Chats are scheduled 3 times a year to review data.

*Teachers will identify key vocabulary/assessment prompts in their lesson planning. | 1a.1. *TBIT discussions and documentation *CORE K12 Science *2013 FCAT Science *Results from Science post tests *Student Data Chats | | |

		*Teachers will use current resources available (Brain Pop, foldables, Think Central) to enhance/ supplement/ strengthen science instruction and attainment of skills.				
Science Goal #1a: According to 2010-2011 data, **the percentage of students achieving proficiency (scoring a level 3) in Science is 13%. Therefore, we will increase the percentage of students scoring a level 3 by 15%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Based on the school level FCAT report, 13% (20 students out of 152 tested) of the students tested score a level 3 or higher.	Based on the school level FCAT report, 28% (43 students out of 152 tested) of the students tested will score a level 3 or higher.				
		1a.2. *Teachers not providing sufficient time for students to connect writing to the text.	1a.2. Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on writing rubrics. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core science series.	1a.2. *Science Resource Teacher, Curriculum Team, Leadership Team, and Administration	1a.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core science series that connect with grade level writing standards.	1a.2. CORE K12 Assessments *Unit Assessments from the core science series *FCAT Science 2013 *Lesson Plans

		1a.3. *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	1a.3. *Teachers will have students set goals. *Teachers will use data to plan for differentiation/flexible groupings and use content from the core science program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring.	1a.3. *Math Representative, Curriculum Team, Leadership Team, and Administration	1a.3. *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/training. *Samples of goal setting have been provided as models. *30-Minute intervention/ enrichment has been set aside daily for feedback opportunities.	1a.3. *Parent Conference Notes *Student Goal Sheets	
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		

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

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. *Current Science textbook resource is not aligned with the Core Curriculum and NGSS. *Students are not explicitly taught key science vocabulary. *Students are not provided assessment prompts and appropriate summarizing strategies. *Students are not provided intervention/ enrichment opportunities. *Students lack background with the scientific method and are not provided with critical thinking activities in a consistent manner.	2a.1. *Provide professional development for NGSS how it connects with Fusion. *Utilize Curriculum Maps developed by the county. *Students will attend Science Learning Lab. *Students will participate in Discovery Science. *Teachers will work collaboratively with the Science Resource Teacher to map out key vocabulary from core science series. *Grade level teams will highlight points in lessons for prompts and select appropriate summarizing strategies. *Each quarter teachers will focus on the scientific method and will provide critical thinking activities consistently.	2a.1. *Science Resource Teacher, Leadership Team, Curriculum Team, Administrators	2a.1. *Grade level teams will meet once a week during TBIT to analyze student data and to determine activities to assist with intervention/enrichment and instruction. *Data Chats are scheduled 3 times a year to review data. *Teachers will identify key vocabulary/assessment prompts in their lesson planning.	2a.1. *TBIT discussions and documentation *CORE K12 Science *2013 FCAT Science *Results from Science post tests *Student Data Chats		

		*Teachers will use current resources available (Brain Pod, foldables, Think Central) to enhance/ supplement/ strengthen science instruction and attainment of skills.				
Science Goal #2a: According to 2010-2011 data, **the percentage of students achieving a level 4 or 5 in Science is 7% (11 students out of 152 tested). Therefore, we will increase the percentage of students scoring a 4 or 5 by 16%.**	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Based on the school level FCAT report, 7% (11 students out of 152 tested) of the students tested scored a level 4 or 5.	Based on the school level FCAT report, 23% (35 students out of 152 tested) of the students tested will score a level 4 or 5.				
		2a.2. *Teachers not providing sufficient time for students to connect writing to the text.	2a.2. *Provide training to all instructional staff on key concepts from the book, **Teaching Written Response to Text.** *Provide training/coaching on writing rubrics. *Teachers will map out direct activities connected to writing CCSS/NGSSS from the core science series.	2a.2. *Science Resource Teacher, Curriculum Team, Leadership Team, and Administration	2a.2. *Professional Development has been approved and scheduled for each Tuesday of the 2012-2013 school year. *Planning time is set aside to ensure that teachers identify writing activities from the core science series that connect with grade level writing standards.	2a.2. *CORE K12 Assessments *Unit Assessments from the core science series *FCAT Science 2013 *Lesson Plans

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

	2a.3 *Teachers not providing immediate academic feedback. *Teachers not providing time for students to set/monitor academic goals. *Teachers lack of experience with goal setting that is achievable and relevant to student growth.	2a.3 *Teachers will have students set goals. *Teachers will use data to plan for differentiation/flexible groupings and use content from the core science program, pacing guides, prioritized curriculum maps, and student learning maps as support for planning. *Teachers/Students will use data for goal setting and monitoring	2a.3 *Math Representative, Curriculum Team, Leadership Team, and Administration	2a.3 *Leadership Team meetings have been scheduled to ensure time is set aside for goal setting support/training. *Samples of goal setting have been provided as models. *30-Minute intervention/ enrichment has been set aside daily for feedback opportunities.	2a.3 *Parent Conference Notes *Student Goal Sheets

End of Elementary and Middle School Science Goals

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.					

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Labs with coaching opportunities/ Teaching the NGSSS/ CCSS through AIMS	K-5	Science Resource Teacher	School-Wide	Daily	Science Resource Teacher will model hands-on cooperative learning labs using the NGSSS/CCSS. Classroom teachers will reflect on the use of AIMS lesson plans using an electronic forum (Moodle).	Administrators

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
Hands-on science lessons aligned to CCSS/NGSSS	Nasco, Insect Lore, Landmark Awards backboards, School Specialty items, Flocabulary, Science Kits	Title 1	$2,950.00
Implementing Fusion with fidelity	Textbooks	Textbook funds	$1341.00
Subtotal: $4,291.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Learning Labs	RM EasiTeach, Brain Pop, Skulls	Title 1	$3,432.00
Subtotal: $3,432.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Total: $7,723.00			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. *Lack of knowledge of how a written product must be structured to meet a specific purpose and level of proficiency.	1a.1. *Professional development/ coaching in the area of writing will take place for 3rd/4th grade. *EOY Benchmark skills/models will be identified for each grade to ensure that teachers plan with the end in mind.	1a.1. *Literacy Coach, Lead Literacy Team, and Administration	1a.1. *Writing Camps will be scheduled for 3rd and 4th graders throughout the year. *Teacher daily schedules will reflect 30 minutes daily for writing.	1a.1. *Follow-Up assignments/ activities monitored by Literacy Coach *2013 FCAT Writes		

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

Writing Goal #1a: According to 2010-2011 data, the percentage of students achieving proficiency (scoring a level 3.0 or higher) in Writing is 20% (25 students out of 152 students tested). Therefore, we will increase the percentage of students scoring a level 3.0 by 13%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Based on the school level FCAT report, 20% (25 students out of 152 tested) of the students tested scored a level 3.0 or higher.	Based on the school level FCAT report, 33% (50 students out of 152 tested) of the students tested will score a level 3.0 or higher.				
		1a.2. *Lack of endurance needed to write an essay in its completion with all necessary components.	1a.2. *Ongoing progress monitoring will be used to guide writing instruction.	1a.2. *Literacy Coach, Lead Literacy Team, and Administration	1a.2. The Lead Literacy team meetings have been scheduled to talk about ongoing progress monitoring and to discuss writing motivation.	1a.2. *Writing Prompts *Lead Literacy Team meeting notes. *2013 FCAT Writes
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning					

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

Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing with Purpose and Intention	Grades 3 & 4	Literacy Coach	Classroom Teachers-3rd and 4th	Quarterly	Follow up coaching with Literacy Coach	Literacy Coach, Leadership Team, and 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

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

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

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	**Problem-solving Process to Increase Attendance**					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance	1.1. *Students are not provided with school-wide positive reinforcement for attendance and on-time arrival to school.	1.1. *Tier 1: Students will be awarded Attendance Certificates at the end of each quarter by their classroom teachers. Perfect Attendance will be earned for zero absences and/ or tardies. Good Attendance will be earned for a maximum of 4 absences and/or tardies.	1.1. *School Data Entry Operator, Classroom Teachers, Administrators	1.1. *Teachers will verify students' attendance quarterly record with the School Data Entry Operator to make a determination regarding Perfect and/or Good Attendance. *Identified attendance issued from previous years have been listed and shared with key stakeholders.	1.1. *Quarterly Attendance Data from TERMS	

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

Attendance Goal #1: The attendance rate will increase by 5%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	The current attendance rate is 93%.	The expected attendance rate will be 98%.				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	52% (423 students out of 812 enrolled) of students enrolled had excessive absences.	49% of students will have excessive absences.				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	16% (130 students out of 812 enrolled) of students enrolled had excessive tardies.	15% of students will have excessive tardies.				
		1.2. *School attendance may not be a priority.	1.2. *Communicate with parents through the school newsletter the key indicators of school success (focusing on being on time and at school everyday.)	1.2. *Parent Involvement Coordinator & Administration	1.2. *Ensure communication between all parties (student, staff, & parents) discussing the improvement of decline in attendance/ tardiness patterns and the connection to school achievement.	1.2. *School Attendance Reports *Parent Communication Logs/ Parent Conference Forms
		1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development						

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

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

Attendance Budget (Insert rows as needed)

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

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

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension 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. *School-wide proactive student discipline programs/ strategies are not implemented consistently and pervasively.	1.1. *Tier 1-Second Step Curriculum will be implemented consistently and pervasively school-wide.	1.1. *MTSS/RtI Team	1.1. The MTSS/RtI Team will review discipline data quarterly and conduct implementation surveys with teams semi-annually to determine the effectiveness of the 2nd Second Step strategy.	1.1. *Quarterly Discipline Referral and Suspension Data form TERMS; Semi-annual Team Surveys		

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

Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
The number of students requiring the consequence of suspension during the 2012-2013 will decrease by 1%.						
	The percentage of students requiring the consequence of in-school suspension during the 2011-2012 school year was 5% (42 students out of the 812 enrolled).	The percentage of students requiring the consequence of in-school suspension during the 2012-2013 school year will be 4%.				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	The percentage of students requiring the consequence of in-school suspension during the 2011-2012 school year was 5% (42 students out of the 812 enrolled).	The percentage of students requiring the consequence of in-school suspension during the 2012-2013 school year will be 4%.				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	The percentage of students requiring the consequence of out-of-school suspension during the 2011-2012 school year was 5% (44 students out of the 812 enrolled).	The percentage of students requiring the consequence of out-of-school suspension in 2012-2013 will be 4%.				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				

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

	The percentage of students requiring the consequence of out-of-school suspension during the 2011-2012 school year was 44% (44 students out of the 812 enrolled).	The percentage of students requiring the consequence of out-of-school suspension in 2012-2013 will be 4%.				
		1.2. *School-wide proactive student discipline programs/ strategies are not implemented consistently and pervasively.	1.2. *Tier 2: The Behavior Education Program (BEP) will be implemented consistently and pervasively with Tier 2 students.	1.2. *Guidance Counselor	1.2. *School Guidance Counselors will collect data regarding the effectiveness of the BEP with Tier 2 students.	1.2. *BEP data collection tools.	
		1.3. *School-wide proactive student discipline programs/ strategies are not implemented consistently and pervasively.	1.3. *Tier 3: The PUPS Student Mentoring Program will be implemented consistently and pervasively with Tier 3 students.	1.3. *Guidance Counselor	1.3. *School Guidance Counselor will collect data regarding the effectiveness of the PUPS Student Mentoring Program with Tier 3 students.	1.3. *PUPS data collection tools	

Suspension Professional Development

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

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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 Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1. *Students lack initiative and low self-esteem related to school.	1.1. *Administration, Guidance Counselor, and part-time Graduation Enhancement representative will monitor/mentor "drop out" students closely throughout the year. Part-time Graduation Enhancement teacher will intervene as necessary.	1.1. *Part-time Graduation Enhancement Teacher, Guidance Counselor, & Administration	1.1. *Names of possible "drop out" students have been identified. *A quarterly plan for behavior monitoring will be devised.	1.1. *Drop out" Report		
West Zephyrhills Elementary had zero students listed on the 2011-2012 Dropout Report.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	Zero students were listed as "drop outs" during the 2011-2012 school year.	The number of students listed as "drop outs" during the 2012-2013 school year will remain at zero.					

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

	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	*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

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		

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

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)

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					

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

	to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement <u>Parent Involvement Goal #1:</u> *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1. 81% of our families come from underprivileged homes where parent participation may not be a priority.	1.1. *Utilize the Parent Involvement Assistance to build a positive rapport with our families. *Parent Involvement Assistant will coordinate Parent Education Events to promote parental involvement. *Parent Involvement Assistance will serve as the Volunteer Coordinator and will encourage more parents to become approved volunteers. *Communication plan has been established (newsletter, School Connects, Family Resource Center, School Marquee, Flyers)	1.1. *Parent Involvement Assistant, Administration	1.1. *Parent Involvement Assistant will monitor approved Volunteer List and logged Volunteer Hours.	1.1. *Volunteer Hour Reports *School Volunteer Registry *School Even Parent Sign-In Sheets		

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

	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
The amount of registered volunteers and the total volunteer hours logged for the 2012-2013 school year will increase by 3%.							
	The amount of registered volunteers for the 2011-2012 school year was 329, and the total number of logged volunteer hours was 4,107.	The amount of registered volunteers for the 2012-2013 school year will increase from 329 to 338, and the amount of hours for the 2012-2013 school year will increase from 4,107 to 4,230.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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

Family/School Compact & Family Involvement Plan	Pre-K-5	Parent Involvement Assistant	School-Wide	September 2012 Open House, Faculty Meetings	Collection of Parent Involvement documentation (event sign-ins, teacher conferences, surveys, phone logs)	Parent Involvement Assistant

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
*Parent Involvement Assistant will monitor approved Volunteer List and logged Volunteer Hours.	Parent/Student Resources will be provided to participants to encourage school involvement at home.	Title 1	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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

End of Parent Involvement Goal(s)

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

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

STEM 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
STEM Goal #1: West Zephyrhills Elementary School will have a Science Lab this year to increase opportunities for hands on experiences.	1.1. *Students do not have opportunities to explore Science topics in a hands-on, collaborative means.	1.1. *Students will visit the Science Lab for hands-on, collaborative opportunities in the area of Science each week/month.	1.1. *Science Resource Teacher, Administration	1.1. *A schedule has been devised with class visits weekly/monthly.	1.1. *CORE Testing Results *Science schedule *Lesson Plans
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with					

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

Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hands-on Science Instruction	K-5	Science Resource Teacher	K-5 Teachers	Weekly/Monthly K-5 teachers will visit Science Lab.	Science Resource Teacher will work with all classroom teachers to model/coach hands-on science lessons.	Science Resource Teacher, Administration

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)

Career and Technical Education (CTE) Goal(s)

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

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

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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
West Zephyrhills Elementary students will gain knowledge on being a leader and what it takes to be a leader after they graduate from high school and enter college and/or establish a career. Our school-wide theme is "Leaders Linking Learning to Life!" Students will take part in goal setting and monitoring of the goals they set.	*Students from families living in poverty may not have the opportunity to learn about what it takes to be a leader in today's society.	*The school-wide theme will be stressed throughout the year. *Teachers have been provided with samples of goal setting tools and have been given monitoring tools. *Spirit Days based around our theme have been scheduled. *The GATI Committee and the Theme Committee will schedule local leaders to come in for presentations.	*Administration, Theme Committee, Classroom Teachers	*Students will exhibit a greater understanding of what it takes to be a leader in order to be college and career ready.	*Student Goal Folders *Schedule of Presentation/ Feedback from teachers
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

Additional Goal(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.		

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

Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :*	2013 Expected Level :*				
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*				
		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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $11,140.00
Mathematics Budget
Total: $5,494.00
Science Budget
Total: $7,723.00
Writing Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
Additional Goals
Total:
Grand Total: $24,357.00

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

▫ Yes   ▫ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The School Advisory Council works collaboratively with administration to review and implement school improvement efforts. The group meets monthly to discuss new initiatives, and to monitor improvement plans and budgets.

Describe the projected use of SAC funds.	Amount
The SAC will vote on the use of the funds allocated for WZES this year.	