

Florida Department of Education



**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Lake Country Elementary School	District Name: Highlands
Principal: Dr. Judy H. Dyer	Superintendent: Mr. Wally Cox
SAC Chair: Linda Veley	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Principal	Judy H. Dyer	<p>Degrees: B.S.- Education; M.Ed.– Reading; Ed.D.– Educational Leadership. Certification: Early Childhood; Elementary Education (1-6); ESOL Endorsement; Reading (K-12); School Principal (All Levels)</p>	24	15	<p>1999-C 2000-A 2001-C 2002-C 2003-A 2004-C AYP:No 2005-B AYP:No 2006-B AYP:No 2007-A AYP:No 2008-A AYP:Yes 2009-A AYP:Yes 2010-C AYP:No 2011-D AYP:No 2012-A AYP: Yes</p>
Assistant Principal	Erica L. Ashley	<p>Degrees: B.S.- Education; M.Ed.– Educational Leadership. Elementary Education (1-6); ESOL Endorsement; Reading (K-12)</p>	1	1	<p>2012- A AYP: Yes</p>

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Katherine Robinson	Professional Educator's: Elementary Ed. 1-6 ESOL Reading Media Specialist National Board Elementary Generalist 22	24	9	1999-C 2000-A 2001-C 2002-C 2003-A 2004-C AYP:No 2005-B AYP:No 2006-B AYP:No 2007-A AYP:No 2008-A AYP:Yes 2009-A AYP:Yes 2010-C AYP:No 2011-D AYP:No 2012-A AYP: Yes

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

1. The Curriculum Leaders at each Grade level will meet on a weekly basis with their team to provide support and assist with data analysis and lesson planning.	Curriculum Leadership Team	Ongoing
2. The Administration and Support Staff will meet with new teachers monthly to provide additional training and support as needed and/or requested.	Principal Assistant Principal	Ongoing
3. The Administration will support all district recruiting efforts by participating in job fairs at colleges and universities as needed.	Principal Assistant Principal	Ongoing
4. National Board Certified Teachers are available to mentor new teachers, teachers experiencing difficulty, or teachers requesting support.	National Board Certified Teachers are available to mentor new teachers, teachers experiencing difficulty, or teachers requesting support.	Ongoing

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

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	0	11	29	60	20	86	17	9	71

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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

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

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A Will provide funds to all district schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB.
Title I, Part C- Migrant Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.
Title I, Part D Provides services to children who are delinquent or neglected.
Title II Title II, Part A: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.
Title III Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education.
Title X- Homeless Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.
Violence Prevention Programs The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.
Nutrition Programs District food service department facilitates grant funding to provide fresh fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.

June 2012

Rule 6A-1.099811

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

Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring.
Job Training A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.
Other N/A

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Judy Dyer, Principal

Erica Ashley, Assistant Principal

Annamarie Grimes, Guidance

Kathy Robinson, Reading Coach

Crystal Baugh, First Grade

Alana Dewey, Second Grade

Barbara Pearce, ESE Resource

Mary Campbell, ESE Teacher

Brenda Welch, ESE Teacher

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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 MTSS leadership team roles include:

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures implementation of intervention support and documentation, ensures adequate professional development to support implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Develops, leads and evaluates school core content standards/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaboration with other staff to implement Tier 2 interventions and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach and Intervention Resource Teacher: Assists with whole-school screening programs that provide early intervening services for children considered to be “at risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Guidance Counselor: Supports data collection activities, assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional support and documentation; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

The MTSS leadership team will meet every second and third week of each month to engage in the following activities:

Review universal screening data and link it to instructional practices to ensure a healthy core curriculum and plan for targeted supplemental interventions.

Review and analyze progress monitoring data, including school-wide and content-wide trends at grade levels and classroom levels, to identify students who are meeting or exceeding benchmarks as well as students who are at moderate to high risk for not meeting benchmarks.

On the second and third week of each month, the team will meet to use the problem-solving method to analyze data and develop researched-based interventions for students struggling with core instruction. Roles for implementation, monitoring and data management will be assigned during this process. Team members will also monitor the fidelity of the intervention through direct observation, and analyze the success or lack of success of the

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

intervention based on appropriate assessments. General education teachers will be included in the process and coverage provided for classrooms to ensure their full participation. The general education teachers will also attend RtI data meetings on the third week of each month at 2:30 in grade-level groups. During this time, the team members will discuss the data collected the week prior, assist in creating new strategies, assess previous strategies, and update PMPs on the A3 system.

In order to build consensus with all stakeholders, other school teams, parents and paraprofessionals will be included in the process whenever possible. Professional development on the RtI process will be done throughout the year, and staff will be asked to assess the success of the implementation as well as their own skills through discussion and surveys.

Professional development activities and resources for teachers and staff will include areas such as data analysis and data collection.

Throughout the year, the MTSS team will continue to collaborate with the Curriculum Leadership Team, Vertical Articulation Team, as well as grade level teams to ensure a fully coordinated and implemented RtI process. Because members of the MTSS Leadership Team are also members of other school teams, efforts to address identified issues will be streamlined and the RtI process implemented within all school groups and PLCs.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team will meet with the Curriculum Leadership Team to help develop the SIP. All MTSS leadership team members are also members of other school teams. The Team has been trained extensively in the RtI/PS process. All school staff have also been given training in the process. Professional development will continue throughout the year.

All faculty has access to district and school data bases and data management systems. Intervention time, support and common planning times are built into the master schedule.

The MTSS leadership team and Curriculum Leadership Teams will analyze data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed helped set expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systematic approach to teaching (Essential Question, Scaffolding, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. School-wide data will be analyzed to identify achievement levels and expected levels of achievement. Disaggregated data will be used to analyze trends and needs for specific groups of students. Teams will also discuss and hypothesize on potential barriers to student achievement and plan for strategies to address these barriers. Based on school-wide, fully analyzed data, the teams will determine appropriate goals for the academic success of all students.

MTSS Implementation

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment in Instruction and Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Florida Kindergarten Readiness Screener (FLKRS), AIMSweb

Progress Monitoring- PMRN, Curriculum Based Measurement (CBM), Performance Matters, FCAT Simulation, AIMSweb, Easycbm

Midyear: FAIR, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT

Frequency of Data Days: monthly for data analysis

Data Management Systems: A3 Academic Achievement, Performance Matters, AIMSweb, Easycbm

Describe the plan to train staff on MTSS.

Professional Development will be provided during teacher's common planning time and small sessions will occur throughout the year on the third week of every month. Professional Development will include:

Review of A3 electronic student observation systems (SOS) and updating data on PMPs.

Review of RtI procedures and documentation process, including data analysis, data driven instruction, and data management.

Review on AIMSweb system as well as Easycbm.

Describe the plan to support MTSS.

MTSS will be supported school wide, through constant and consistent dialog as well as professional development throughout the year. The school will use a team approach for decision-making and planning for student academic success. Teachers will be encouraged by the MTSS leadership team to meet individually or in groups to facilitate problem-solving when the need arises This includes the school-wide MTSS, the RTI process, and all data management systems.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

Judy Dyer, Principal
Erica Ashley, Assistant Principal
Jackie Cosgrave,- Grade 4 Teacher
Wendy Walker- Kindergarten
Amy Moretz, Grade 1 Teacher
Crystal Baugh, Grade 1 Teacher
Joy Paikai, Grade 2 Teacher
Melinda Devlin, Grade 3 Teacher
Renee Sides, Grade 5 Teacher
Lillian Palmer, Migrant Pre-K Teacher
Kathy Robinson, Reading Coach
Brenda Welch, ESE Teacher

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

The School-Based Literacy Team was created to provide vertical articulation from PreK through Grade 5 with a teacher from each grade level. Horizontal articulation is provided through the reading coach, ESE teacher, and the administrators. This team will meet at least four times a year on a scheduled basis and as needed. The team will examine multiple sources of data including yearly assessments and progress monitoring. Long-term and short-term goals will be developed to sustain and expand success in literacy.

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

Best practices for instruction and professional development for staff will be the focus of the School-Based Literacy Team. After multiple sources of data were examined, major initiatives have been identified. The first major initiative is to improve the consistency and delivery of Tier 2 interventions. The second major initiative is to make time every day for "the single activity that consistently correlates with high levels of performance on standardized tests of reading ability. And that is frequent, voluminous reading." (The Reading Zone, Atwell, 2007)

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.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

****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.

Teachers and administrators from Lake Country Elementary communicate often with the community's early childhood programs. Expectations are communicated back and forth across both levels. Meetings are held for parents at the preschools when elementary staff can attend and talk with them. Each preschool is invited to bring their 4 year old students to spend a morning in the Kindergarten classrooms in May. Information about the Kindergarten Sunshine State Standards is provided to the preschools. Open House is held during the week before school starts in August when students can meet their teachers and become comfortable with their surroundings. A comfortable transition is provided for the students starting in kindergarten.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Instruction in reading is systematic and explicit. However, students have not developed stamina to demonstrate proficiency on reading assessments.</p>	<p>1A.1. Specific extended blocks of time will be provided for reading independently to develop the stamina required to demonstrate proficiency in reading on FCAT.</p>	<p>1A.1. Administrators, reading coaches, curriculum leader team members.</p>	<p>1A.1. Literacy Leadership Team reviews FAIR OPM in comprehension to determine the percent of students scoring medium or high within specific cluster areas</p>	<p>1A.1 FAIR OPM in comprehension focusing on specific cluster areas..</p>		
<p><u>Reading Goal #1A:</u> The percentage of students achieving proficiency (FCAT Level 3) in reading will increase from 45% in 2012 to 59% in 2013. This will achieve 20% (6%) per year of the achievement gap from 45% to 72% by 2016.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>45%</p>	<p>59%</p>					

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

		<p>1A.2. Instruction in reading is systematic and explicit. However, students have not been consistently exposed to complex text in their grade level.</p>	<p>1A.2. Students will receive specific, direct instruction through Close Reading lessons with high complexity text.</p>	<p>1A.2. Literacy Leadership Team, reading coaches, general education teachers, administrators.</p>	<p>1A.2. Classroom teachers will assess student responses to high complexity text in Interactive Journals or Think and Write process. The Literacy Team, reading coaches, and administrators will look at samples on a monthly basis.</p>	<p>1A.2. Interactive Journals, Think and Write responses</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1A.3. Instruction in reading is systematic and explicit. However, students have not developed knowledge of vocabulary needed for the content area.	1A.3. Teachers will increase word study analysis through BEAR spelling patterns, BEAR Word Sorts, Greek and Latin roots study, and content area vocabulary.	1A.3. Classroom teachers, Reading Coach, and Title I Literacy Resource Teacher	1A.3. Classroom teachers will monitor student progress in vocabulary through formative assessments.	1A.3. Formative assessments, progress monitoring	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.							
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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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		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2.1 Students who score below level 4 or 5 do not receive sufficient acceleration interventions specific to higher order reading and responding.</p>	<p>2.1 Students will receive specific, direct instruction through Close Reading lessons with high complexity text.</p>	<p>2.1 Literacy Leadership Team, reading coaches, administrators.</p>	<p>2.1 Classroom teachers will assess student responses to high complexity text in Interactive Journals or Think and Write process. The Literacy Team, reading coaches, and administrators will look at samples on a monthly basis.</p>	<p>2.1 Interactive Journals, Think and Write Responses</p>		

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

<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 21% (54 of 259) in 2012 to 25% (65 of 259) in 2013.							
	21%	25%					
		2.2 Students who score less than Level 4 and 5 do not receive sufficient exposure to higher levels of texts.	2.2 Teachers will increase instructional strategies that incorporate higher text complexity.	2.2 Classroom teachers, District Reading Resource Coach, Administrators	2.2 Reading Coach and Administrators	2.2 Classroom Teacher Observation	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.</p>	<p>3A.1. Students who did not make learning gains will receive interventions from a highly qualified teacher for fluency and comprehension. An Acceleration Team member (paras and support personnel) will provide general reading instruction to the rest of the class for thirty</p>	<p>3A.1. Principal, Assistant Principal, Reading Coach, Literacy Resource Teacher</p>	<p>3A.1. Literacy Leadership Team will review FAIR OPM in comprehension to evaluate the progress of the students who have not made learning gains during the previous year.</p>	<p>3A.1. FAIR OPM</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		minutes while the teacher provides Tier 2 instruction to the students who require it.					
Reading Goal #3A: The percentage of grade 4 and 5 students making Learning Gains in reading on the 2012 FCAT will increase from 73% (120 of 165) in 2012 to 74% (122 of 165) in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	73%	74%					
		3A.2. Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.	3A.2. Students will participate in Successmaker daily. (District Computer Software Program)	3A.2. Administrators Classroom Teacher	3A.2. Teachers will monitor progress through the Successmaker Cumulative Performance Reports indicating learning gains.	3A.2. Cumulative Performance Report provided by Successmaker.	

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

		3A.3. Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading .skills to score well on FCAT Reading.	3A.3. Teachers will implement Visible Learning strategies in the Reading instruction through students setting personal Reading goals, recording their achievement in data notebooks, and frequent conferencing/feedback sessions.	3A.3. Administrators, Reading Coach, and Classroom Teachers	3A.3. CLTs and Administrators will check data notebooks regularly.	3A.3. Data Notebooks, <u>Visible Learning</u> by John Hattie	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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		
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4.A.1 The bottom quartile students have not responded to the Harcourt Core Reading program.</p>	<p>4.A.1 Administration and the Guidance Counselor will meet with 5th grade Tier III students three days a week for 30 minutes and provide remediation on reading instruction.</p>	<p>4.A.1 Administrators and the Guidance Counselor</p>	<p>4.A.1 Teachers and the MTSS/RtI Team will use a combination of skill specific documentation as well as general outcome measure to determine progress and future academic needs. Ongoing progress monitoring will use AIMSweb as a data collection device,</p>	<p>4.A.1 FAIR, Past and Phonics, AIMSweb for collecting data.</p>		

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

<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 4 and 5, 90% (37 of 41) of the students in the Lowest 25% will make learning gains on the 2013 administration of the FCAT Reading Test.							
	89% (36 of 41)	90% (37 of 41)					
		4A.2. The bottom quartile students have not responded to the Harcourt Core Reading program.	4A.2. Classroom teachers will provide intensive reading instruction using Strategic Intervention and the FAIR toolkit lesson studies.	4A.2. Administrators, MTSS/ Rtl Team, Reading Coach, Classroom Teachers	4A.2. Classroom teachers and MTSS team will participate in monthly data chats to monitor progress. Teachers will also monitor progress through weekly core reading assessments.	4A.2. AIMSweb, Harcourt Core Reading assessments	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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

<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 68%	45%	59%	63%	67%	71%	76%
<u>Reading Goal #5A:</u> In order to reach 85% Reading proficiency in 2017, a yearly increase of 9% points will be achieved from 2012-2017.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. Students who need to make satisfactory progress in Reading do not have consistent access to fluency and comprehension skills to score well on FCAT Reading skills to score well on FCAT Reading	5B.1. Teachers will implement Visible Learning strategies in the Reading instruction through students setting personal Reading goals, recording their achievement in data notebooks, and frequent conferencing/feedback sessions.	5B.1. Administrators, Reading Coach, and Classroom Teachers	5B.1. CLTs and Administrators will check data notebooks regularly.	5B.1. Data Notebooks, <u>Visible Learning</u> by John Hattie		

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

<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In order to reach 85% Reading proficiency in 2017, a yearly increase of 9% points across the subgroups will be achieved from 2012-2017.							
	White: 53 Black: 77 Hispanic: 67 Asian: American Indian:	White: 56 Black: 32 Hispanic: 42 Asian: American Indian:					
		5B.2. Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.	5B.2. Students will participate in Successmaker daily. (District Computer Software Program)	5B.2. Administrators Classroom Teacher	5B.2. CLTs and Administrators will check data notebooks regularly.	5B.2. Data Notebooks, <u>Visible Learning</u> by John Hattie	

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

		<p>5B.3 Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.</p>	<p>5B.3 Students who did not make learning gains will receive interventions from a highly qualified teacher for fluency and comprehension. An Acceleration Team member (paras and support personnel) will provide general reading instruction to the rest of the class for thirty minutes while the teacher provides Tier 2 instruction to the students who require it.</p>	<p>5B.3 Principal, Assistant Principal, Reading Coach, Literacy Resource Teacher</p>	<p>5B.3 Literacy Leadership Team will review FAIR OPM in comprehension to evaluate the progress of the students who have not made learning gains during the previous year.</p>	<p>5B.3 FAIR OPM</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. ELL students face language barriers during the regular Reading instruction.	5C.1. All ELL students will participate in Rosetta Stone on a daily basis in grades K-1 and 4-5.	5C.1. Classroom teacher, ESOL para, and Administration	5C.1. Administration	5C.1. Rosetta Stone Reports		
<u>Reading Goal #5C:</u> No data was provided in the State's report for our ELL students. We are planning on using the same strategies as our subgroups in addition to Rosetta Stone.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	The bottom quartile students have not responded to the Harcourt Core Reading program.	Administration and the Guidance Counselor will meet with 5th grade Tier III students three days a week for 30 minutes and provide remediation on reading instruction.	Administrators and the Guidance Counselor	Teachers and the MTSS/RtI Team will use a combination of skill specific documentation as well as general outcome measure to determine progress and future academic needs. Ongoing progress monitoring will use AIMSweb as a data collection device,	FAIR, Past and Phonics, AIMSweb for collecting data.		

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

Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No data was provided in the State's report for our SWD. We plan to use the same strategies has our bottom 25%.							
		The bottom quartile students have not responded to the Harcourt Core Reading program.	Classroom teachers will provide intensive reading instruction using Strategic Intervention and the FAIR toolkit lesson studies.	Administrators, MTSS/ Rtl Team, Reading Coach, Classroom Teachers	Classroom teachers and MTSS team will participate in monthly data chats to monitor progress. Teachers will also monitor progress through weekly core reading assessments.	AIMSweb, Harcourt Core Reading assessments	

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

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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.</p>	<p>Students who did not make learning gains will receive interventions from a highly qualified teacher for fluency and comprehension. An Acceleration Team member (paras and support personnel) will provide general reading instruction to the rest of the class for thirty minutes</p>	<p>Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.</p>	<p>Students who did not make learning gains will receive interventions from a highly qualified teacher for fluency and comprehension. An Acceleration Team member (paras and support personnel) will provide general reading instruction to the rest of the class for thirty minutes while the teacher provides Tier 2 instruction to the students who require it.</p>	<p>Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		while the teacher provides Tier 2 instruction to the students who require it.					
<u>Reading Goal #5E:</u> In order to reach 85% Reading proficiency in 2017, a yearly increase of 9% points will be achieved from 2012-2017.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68%	50%					
		Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.	Students will participate in Successmaker daily. (District Computer Software Program)	Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.	Students will participate in Successmaker daily. (District Computer Software Program)	Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.	

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

		Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.skills to score well on FCAT Reading.	Teachers will implement Visible Learning strategies in the Reading instruction through students setting personal Reading goals, recording their achievement in data notebooks, and frequent conferencing/feedback sessions.	Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.skills to score well on FCAT Reading.	Teachers will implement Visible Learning strategies in the Reading instruction through students setting personal Reading goals, recording their achievement in data notebooks, and frequent conferencing/feedback sessions.	Students who need to make learning gains do not have consistent access to fluency and comprehension skills to score well on FCAT Reading.skills to score well on FCAT Reading.	
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
	PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Close Reading	K-5	Judy Dyer Kathy Robinson	School-wide	9/26/2012	Informal Walk Thrus/Formal Observation	Administration and Reading Coach
Text Complexity	K-5	Judy Dyer Kathy Robinson	School-wide	9/26/2012	Informal Walk Thrus	Administration and Reading Coach

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

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

Acceleration Reading Groups	K-5	Kathy Robinson Renee Sides	School-wide	8/15/2012	Informal Walk Thrus	Reading Coach
Visible Learning	K-5	Erica Ashley Judy dyer	School-wide	8/15/2012	Informal and Formal Observation	Administration

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

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
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 Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Lack of background knowledge.	1.1. Teachers will build background knowledge through book studies, read alouds, and cooperative structures.	1.1. Classroom Teachers, Administration, Reading Coach	1.1. Classroom Observations, FAIR results	1.1. Classroom Observations, FAIR results	
CELLA Goal #1: (57%) 40 out of 70 students will be proficient in listening/speaking based on the 2012-2013 CELLA test.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	44% (22)					

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

		1.2. Lack of exposure to the English language outside of school.	1.2. Grade K-1 teachers will implement the Common Core Standards for Listening/Speaking which will provide more opportunities for the students. Grade 2-5 teachers will increase classroom discussion through Kagan structures.	1.2. Classroom Teachers, Administration, Reading Coach	1.2. Classroom Observations, FAIR results	1.2. Classroom Observations, FAIR results
		1.3. Lack of vocabulary acquisition.	1.3. Teachers will enhance vocabulary skills through word wall activities and graphic organizers will be utilized to extend thinking.	1.3. Classroom Teachers, Administration, Reading Coach	1.3. Classroom Observations, FAIR results	1.3. Classroom Observations, FAIR results
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Lack of background knowledge.	2.1. Teachers will build background knowledge through book studies, read alouds, and cooperative structures.	2.1 Classroom Teachers, Administration, Reading Coach	2.1. Classroom Observations, FAIR results	2.1. Classroom Observations, FAIR results	

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

<p><u>CELLA Goal #2:</u> (29%) 20 out 70 students will be proficient in reading based on the 2012-2013 CELLA test.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>9% (4)</p>					
		<p>2.2. Lack of exposure to the English language outside of school.</p>	<p>2.2. Grade K-1 teachers will implement the Common Core Standards for Listening/Speaking which will provide more opportunities for the students. Grade 2-5 teachers will increase classroom discussion through Kagan structures.</p>	<p>2.2. Classroom Teachers, Administration, Reading Coach</p>	<p>2.2. Classroom Observations, FAIR results</p>	<p>2.2. Classroom Observations, FAIR results</p>
		<p>2.3. Lack of vocabulary acquisition.</p>	<p>2.3. Teachers will enhance vocabulary skills through word wall activities and graphic organizers will be utilized to extend thinking.</p>	<p>2.3. Classroom Teachers, Administration, Reading Coach</p>	<p>2.3. Classroom Observations, FAIR results</p>	<p>2.3. Classroom Observations, FAIR results</p>

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

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Lack of background knowledge.	2.1. Teachers will build background knowledge through book studies, read alouds, and cooperative structures.	2.1. Classroom Teachers, Administration, Reading Coach	2.1. Classroom Teachers, Administration, Reading Coach	2.1. Classroom Teachers, Administration, Reading Coach	
CELLA Goal #3: (36%) 25 out of 70 students will be proficient in writing based on the 2012-2013 CELLA test.	2012 Current Percent of Students Proficient in Writing :					
	18% (7)					
		2.2. Lack of exposure to the English language outside of school.	2.2. Grade K-1 teachers will implement the Common Core Standards for Listening/Speaking which will provide more opportunities for the students. Grade 2-5 teachers will increase classroom discussion through Kagan structures.	2.2. Classroom Teachers, Administration, Reading Coach	2.2. Classroom Teachers, Administration, Reading Coach	2.2. Classroom Teachers, Administration, Reading Coach
		2.3. Lack of vocabulary acquisition.	2.3. Teachers will enhance vocabulary skills through word wall activities and graphic organizers will be utilized to extend thinking.	2.3. Classroom Teachers, Administration, Reading Coach	2.3. Classroom Teachers, Administration, Reading Coach	2.3. Classroom Teachers, Administration, Reading Coach

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

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Lack of knowledge of mathematical vocabulary hinders progress.	1A.1. Incorporate literacy strategies in Math lessons- Math journals, Word Walls, Graphic Organizers, and Pictorial representations.	1A.1. Administrators, Curriculum Leadership team, Math parent night committee	1A.1. Classroom teachers will assess their vocabulary acquisition through vocabulary assessments and problem solving activities.	1A.1. Chapter and common assessments tied to Mathematics Sunshine State Standards.		
<u>Mathematics Goal #1A:</u> In grades 3-5, 61% of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	51%	61%					

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

		1A.2. Lack of concrete understanding of math concepts.	1A.2. Incorporate Singapore Math strategies- Concrete, Pictorial, and Abstract sequence.	1A.2. Administrators, Classroom teachers	1A.2. Classroom teachers will assess math proficiency through weekly formative assessments and Performance Matters assessments.	1A.2. Formative Assessments, Performance Matters	
		1A.3. Lack of math fluency in basic computational skills.	1A.3. Utilize Successmaker daily to increase math fluency.	1A.3. Administrators, Classroom Teachers	1A.3. Classroom teachers will analyze the Last Session and Cumulative reports.	1A.3. Successmaker reports	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Lack of knowledge of mathematical vocabulary hinders progress.	1A.1. Incorporate literacy strategies in Math lessons- Math journals, Word Walls, Graphic Organizers, and Pictorial representations.	1A.1. Administrators, Curriculum Leadership team, Math parent night committee	1A.1. Classroom teachers will assess their vocabulary acquisition through vocabulary assessments and problem solving activities.	1A.1. Chapter and common assessments tied to Mathematics Sunshine State Standards.		
<u>Mathematics Goal #1A:</u> In grades 3-5, 57% (148 of 260) of students will achieve mastery (Level 3) on the 2013 administration of the FCAT Mathematics Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	51% (133)	57% (148)					
		1A.2. Lack of direct and explicit instruction for moderate to high problem solving.	1A.2. Teachers will use the gradual release method to increase higher order thinking during problem solving activities.	1A.2. Classroom teachers, Administrators, and Progress Monitoring team.	1A.2. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	1A.2. Math chapter test/unit and Performance Matters assessments. Math chapter test/unit and Performance Matters assessments	
		1A.3. Lack of engagement during direct and explicit instruction for moderate to high problem solving.	1A.3. Teachers will incorporate Kagan strategies to increase student engagement during the problem solving process.	1A.3. Classroom teachers, grade level team, and Administration	1A.3. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	1A.3. Math chapter test/unit, Performance Matters baseline tests, Placement Tests	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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

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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.2. Lack of direct and explicit instruction for moderate to high problem solving.	2A.2. Teachers will use the gradual release method to increase higher order thinking during problem solving activities.	2A.2. Classroom teachers, Administrators, and Progress Monitoring team.	2A.2. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	2A.2. Math chapter test/unit and Performance Matters assessments. Math chapter test/unit and Performance Matters assessments		
<u>Mathematics Goal #2A:</u> In grades 3-5, 25% (65 of 260) of students will achieve above proficiency (FCAT Levels 4 and 5) on the 2013 administration of the FCAT Mathematics Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	21% (55)	25% (65)					

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

		2A.3. Lack of engagement during direct and explicit instruction for moderate to high problem solving.	2A.3. Teachers will incorporate Kagan strategies to increase student engagement during the problem solving process.	2A.3. Classroom teachers, grade level team, and Administration	2A.3. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	2A.3. Math chapter test/unit, Performance Matters baseline tests, Placement Tests	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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.	1A.1. Lack of knowledge of mathematical vocabulary hinders progress.	1A.1. Incorporate literacy strategies in Math lessons- Math journals, Word Walls, Graphic Organizers, and Pictorial representations.	1A.1. Administrators, Curriculum Leadership team, Math parent night committee	1A.1. Classroom teachers will assess their vocabulary acquisition through vocabulary assessments and problem solving activities.	1A.1. Chapter and common assessments tied to Mathematics Sunshine State Standards.		
<u>Mathematics Goal #3A:</u> In grades 4-5, 70% (182 of 260) of students will demonstrate learning gains on the 2013 administration of the FCAT Mathematics Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	67% (174)	70% (182)					
		2A.2. Lack of direct and explicit instruction for moderate to high problem solving.	2A.2. Teachers will use the gradual release method to increase higher order thinking during problem solving activities.	2A.2. Classroom teachers, Administrators, and Progress Monitoring team.	2A.2. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	2A.2. Math chapter test/unit and Performance Matters assessments. Math chapter test/unit and Performance Matters assessments	

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

		2A.3. Lack of engagement during direct and explicit instruction for moderate to high problem solving.	2A.3. Teachers will incorporate Kagan strategies to increase student engagement during the problem solving process.	2A.3. Classroom teachers, grade level team, and Administration	2A.3. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	2A.3. Math chapter test/unit, Performance Matters baseline tests, Placement Tests	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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. Bottom quartile students have not responded fully to the core instruction in the Harcourt Math program.	4A.1. Teachers will differentiate math instruction through small group instruction.	4A.1. Classroom teacher, Administrators, MTSS/RtI Team	4A.1. Classroom teachers will assess mastery through formative assessments and weekly probes.	4A.1. Harcourt Math assessments, MTSS/RtI team probes		
<u>Mathematics Goal #4A:</u> In grade 4 and 5, 72% (31 of 42) of the students in the lowest quartile will make learning gains on the 2013 administration of the FCAT Mathematics test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	71% (30)	72% (31)					
		4A.2. Bottom quartile students have not responded fully to the core instruction in the Harcourt Math program.	4A.2. Teachers will differentiate math instruction through centers.	4A.2. Classroom teacher, Administrators, MTSS/RtI Team	4A.2. Classroom teachers will assess mastery through formative assessments and weekly probes.	4A.2. Harcourt Math assessments, MTSS/RtI team probes	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Mathematics Goal #4B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 66%	51%	61%	65%	69%	73%	77%
<u>Mathematics Goal</u> <u>#5A:</u> In order to reach 83% Math proficiency in 2017, a yearly increase of 6% points will be achieved from 2012-2017.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	Lack of knowledge of mathematical vocabulary hinders progress.	Incorporate literacy strategies in Math lessons- Math journals, Word Walls, Graphic Organizers, and Pictorial representations.	Administrators, Curriculum Leadership team, Math parent night committee	Classroom teachers will assess their vocabulary acquisition through vocabulary assessments and problem solving activities.	Chapter and common assessments tied to Mathematics Sunshine State Standards.		

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

<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In order to reach 83% Math proficiency in 2017, a yearly increase of 6% points in each subgroup will be achieved from 2012-2017.							
	White: 42 Black: 69 Hispanic: 43 Asian: American Indian:	White: 64 Black: 37% Hispanic: 63 Asian: American Indian:					
		Lack of direct and explicit instruction for moderate to high problem solving.	Teachers will use the gradual release method to increase higher order thinking during problem solving activities.	Classroom teachers, Administrators, and Progress Monitoring team.	Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	Math chapter test/unit and Performance Matters assessments. Math chapter test/unit and Performance Matters assessments	
		Lack of engagement during direct and explicit instruction for moderate to high problem solving.	Teachers will incorporate Kagan strategies to increase student engagement during the problem solving process.	Classroom teachers, grade level team, and Administration	Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	Math chapter test/unit, Performance Matters baseline tests, Placement Tests	

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

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 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.	1A.1. Lack of knowledge of mathematical vocabulary hinders progress.	1A.1. Incorporate literacy strategies in Math lessons- Math journals, Word Walls, Graphic Organizers, and Pictorial representations.	1A.1. Administrators, Curriculum Leadership team, Math parent night committee	1A.1. Classroom teachers will assess their vocabulary acquisition through vocabulary assessments and problem solving activities.	1A.1. Chapter and common assessments tied to Mathematics Sunshine State Standards.		
<p><u>Mathematics Goal #5C:</u></p> <p>No data was provided in the State's report for our ELL students. We are planning on using the same strategies as our subgroups in addition to Rosetta Stone.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

		2A.2. Lack of direct and explicit instruction for moderate to high problem solving.	2A.2. Teachers will use the gradual release method to increase higher order thinking during problem solving activities.	2A.2. Classroom teachers, Administrators, and Progress Monitoring team.	2A.2. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	2A.2. Math chapter test/unit and Performance Matters assessments. Math chapter test/unit and Performance Matters assessments	
		2A.3. Lack of engagement during direct and explicit instruction for moderate to high problem solving.	2A.3. Teachers will incorporate Kagan strategies to increase student engagement during the problem solving process.	2A.3. Classroom teachers, grade level team, and Administration	2A.3. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	2A.3. Math chapter test/unit, Performance Matters baseline tests, Placement Tests	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	1A.1. Lack of knowledge of mathematical vocabulary hinders progress.	1A.1. Incorporate literacy strategies in Math lessons- Math journals, Word Walls, Graphic Organizers, and Pictorial representations.	1A.1. Administrators, Curriculum Leadership team, Math parent night committee	1A.1. Classroom teachers will assess their vocabulary acquisition through vocabulary assessments and problem solving activities.	1A.1. Chapter and common assessments tied to Mathematics Sunshine State Standards.		

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

<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
No data was provided in the State's report for our SWD. We are planning on using the same strategies as our subgroups.							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2. Lack of direct and explicit instruction for moderate to high problem solving.	2A.2. Teachers will use the gradual release method to increase higher order thinking during problem solving activities.	2A.2. Classroom teachers, Administrators, and Progress Monitoring team.	2A.2. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	2A.2. Math chapter test/unit and Performance Matters assessments. Math chapter test/unit and Performance Matters assessments	
		2A.3. Lack of engagement during direct and explicit instruction for moderate to high problem solving.	2A.3. Teachers will incorporate Kagan strategies to increase student engagement during the problem solving process.	2A.3. Classroom teachers, grade level team, and Administration	2A.3. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	2A.3. Math chapter test/unit, Performance Matters baseline tests, Placement Tests	

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

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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	4A.1. Bottom quartile students have not responded fully to the core instruction in the Harcourt Math program.	4A.1. Teachers will differentiate math instruction through small group instruction.	4A.1. Classroom teacher, Administrators, MTSS/RtI Team	4A.1. Classroom teachers will assess mastery through formative assessments and weekly probes.	4A.1. Harcourt Math assessments, MTSS/RtI team probes		
<u>Mathematics Goal #5E:</u> In order to reach 83% Math proficiency in 2017, a yearly increase of 6% points will be achieved from 2012-2017.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50%	56%					

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

		4A.2. Bottom quartile students have not responded fully to the core instruction in the Harcourt Math program.	4A.2. Teachers will differentiate math instruction through centers.	4A.2. Classroom teacher, Administrators, MTSS/RtI Team	4A.2. Classroom teachers will assess mastery through formative assessments and weekly probes.	4A.2. Harcourt Math assessments, MTSS/RtI team probes	
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End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.							
	PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Unwrapping the Math Standards	K-5	Erica Ashley	K-5	8/16-8/17/2012	Team Meetings, Lesson Planning, Informal and Formal Observation	Administration
	Math Connection Meetings	K-5	Casey Tumbleston and Elvia Barajas	K-5	Quarterly	Team Meetings, Informal and Formal Observations	Administration, Math Connections Leaders

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

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

New Teacher Math Connects Meeting	K, 2, 3	Erica Ashley	New Teachers only			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Lack of inquiry based science investigation focused on NGSSS.	1A.1. Teacher will incorporate weekly quick labs/science investigations using an inquiry based approach.	1A.1. Classroom teacher, Administration	1A.1. Check lesson plans on a weekly basis for inquiry based instruction	1A.1. Science chapter test/unit and Performance Matters assessments. Interactive Science notebooks correlated to NGSSS		

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

<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring level 3 or higher on the 2013 FCAT Science Test will increase from 33% (26 of 79) to 51% (45 of 88).							
	33% (26)	51% (45)					
		1A.2 Students lack the ability to apply knowledge to critical thinking problems.	1A.2. Teacher will conduct activities that increase student engagement through classroom discussion and Interactive Science notebooks.	1A.2. Classroom teacher	1A.2. Classroom teachers will analyze formative assessments, grade level indicators, and Performance Matters data.	1A.2. Science chapter test/unit and Performance Matters assessments. Interactive Science notebooks correlated to NGSSS	
		1A.3. Lack of inquiry based science investigation focused on NGSSS	1A.3. Teacher will implement the new core Science program using the adopted series.	1A.3 Classroom teacher	1A.3. Science chapter test/unit and Performance Matters assessments	1A.3. Science chapter test/unit and Performance Matters assessments	

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

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

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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Students do not have an in depth understanding of the scientific method.	2A.1. Conduct a school wide science day with an emphasis on hands on scientific process investigations.	2A.1. Classroom teacher, Administration	2A.1. Staff Survey	2A.1. Staff Survey		
Science Goal #2A: The percentage of students scoring level 3 or higher on the 2013 FCAT Science Test will increase from 33% (26 of 79) to 51% (45 of 88).	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	33% (26)	51% (45)					
		2A.2. Parents are not aware of how to conduct science fair investigations	2A.2. Host a science night where parents can witness what is involved in a science project and learn the essential questions they can ask their children while conducting a science experiment at home.	2A.2. Classroom teacher, Administration	2A.2. Attendance will be taken at Science parent night	2A.2. Sign In Sheets	
		2A.3. Students do not have an in depth understanding of the scientific method.	2A.3. 5 th grade students will compete in a science fair contest.	2A.3. Classroom teacher, Administration	2A.3. Judges will evaluate the overall understanding of the understanding of the scientific method	2A.3. Presentation of show boards at the science fair	

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

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pearson Science Training Part 1	K-5	Erica Ashley	K-5	8/28/2012	Team Meetings, Lesson Planning, Informal and Formal Observations	Team Leaders and Administration
Pearson Science Training Part 2	K-5	Erica Ashley	K-5	9/4/2012	Team Meetings, Lesson Planning, Informal and Formal Observations	Team Leaders and Administration
STEM training	K-5	Erica Ashley	K-5	Monthly	Team Meetings and Lesson Planning	Team Leaders and Administration

Science Budget (Insert rows as needed)

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

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

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

End of Science Goals

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Implementing consistent effective writing strategies in the classroom across the grade levels.</p>	<p>1A.1. PLCs – Teachers in grades 3-5 review of formative writing assessments given three times each year through rubric norming sessions to determine number and percent of students scoring above proficiency as determined by the assignment rubric.</p> <p>PLC facilitator</p>	<p>1A.1. Administrators, Curriculum Leadership team, 3rd through 5th Classroom teachers</p>	<p>1A.1. Curriculum Leadership will analyze results of writing assessments given three times each year.</p>	<p>1A.1. Writing Rubric, Exemplars from DOE, and monthly writing samples</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		will share data with the Curriculum Leadership Team. The Curriculum Leadership Team will review assessment data for trends and brainstorm solutions.					
<p><u>Writing Goal #1A:</u> 88% of 4th graders will score a 3.0 or higher on the 2013 FCAT Writes.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	85%	88%					
		IA.2. Student's lack of quality details and relevant, logical, and plausible support.	IA.2. Students will develop higher order responses during Close Reading lessons by responding in writing across all subject areas. (Non-Fiction Writing)	IA.2. Administrators, Classroom teachers	IA.2. Classroom teachers will assess their vocabulary acquisition through vocabulary assessments and problem solving activities.	IA.2. Writing Rubric, Exemplars from DOE, and monthly writing samples	
		IA.3. Lack of vocabulary acquisition, appropriate grammar, and adequate spelling skills due to language barrier.	IA.3. All teachers will implement mini lessons focusing on conventions of sentence structure, mechanics, usage, punctuation, and spelling. Students will write daily and produce a writing portfolio of 7-9 pieces of polished writing by the end of the year.	IA.3. Administrators, Classroom teachers	IA.3. Classroom teachers will assess their vocabulary acquisition, appropriate grammar, and adequate spelling skills through vocabulary assessments weekly sentence work.	IA.3. Writing Rubric, Exemplars from DOE, and monthly writing samples	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Non Fiction Writing	K-5	Judy Dyer	K-5	8/16-8/17/2012	Team Meetings, Lesson Planning, Display of Student Work, Informal and Formal Observations	Administration and Team Leaders
FCAT 2.0 Scoring	4	Kathy Robinson	4	9/17/2012	Team Meetings, Lesson Planning, Monthly Writing Samples	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

June 2012

Rule 6A-1.099811

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

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

End of Writing Goals

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		
Attendance Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					

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

	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1.		
Suspension Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<i>Enter numerical data for current number of in-school suspensions</i>	<i>Enter numerical data for expected number of in-school suspensions</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>Enter numerical data for current number of students suspended in-school</i>	<i>Enter numerical data for expected number of students suspended in-school</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					

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

	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Suspension Professional Development

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

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

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

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

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

Dropout Prevention Goal(s)

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

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

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

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

	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Many parents do not receive notices of parent events if the school relies only on students to deliver notices and invitations.	1.1. Develop a ‘Parent Involvement Calendar’ in English and Spanish languages to inform parents of conferences, workshops, and school events. Distribute information to parents in a variety of ways including the parent link to the school’s website, flyers, newsletters, etc	1.1. Reading Coach and School Secretary	1.1. Attendance will be taken at conferences and meetings.	1.1. Sign-in Sheets		

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

Parent Involvement Goal #1: By June 2012, 95% of parents will have participated in their child's education as determined by attendance at parent meetings, workshops and quarterly parent/teacher conferences.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	93%	95%					
		1.2. Lack of Child Care	1.2. Provide Child Care	1.2. Parent Involvement Committee	1.2. Parent feedback forms in English and Spanish	1.2. Parent Sign-In sheets will be kept in all in-services, as well as parent feedback forms	
		1.3. Non-English Speakers	1.3. Provide Translators	1.3. Assistant Principal	1.3. Parent feedback forms in English and Spanish	1.3. Translator Schedule will be created and maintained.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Family Reading Night	K-5	K-5 Teachers	K-5 Teachers	10/29/2012	Feedback from PTO	Administration
Family Science Night	K-5	K-5 Teachers	K-5 Teachers	12/10/2012	Feedback from PTO	Administration

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Family Math Night	K-5	K-5 Teachers	K-5 Teachers	2/4/2013	Feedback from PTO	Administration
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
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 Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>STEM Goal #1:</u> Every early release day will be designated for school-wide STEM activities and projects.	1.1. Lack of direct and explicit instruction for moderate to high problem solving involving Science, Technology, Engineering, and Math	1.1. Students will complete a STEM activity on each early release day during the school year. .	1.1. Classroom teacher and Administration	1.1. Staff Survey	1.1. Staff and student survey
	1.2. Lack of inquiry based science investigation focused on NGSSS	1.2. Complete STEM activities that will focus on hands on integration using a variety of disciplines in math and science.	1.2. Classroom teacher and Administration	1.2. Staff Survey	1.2. Staff and student survey
	1.3. Students lack the ability to apply knowledge to critical thinking problems.	1.3. Complete STEM activities that will focus on hands on integration using a variety of disciplines in math and science.	1.3. Classroom teacher and Administration	1.3. Staff Survey	1.3. Staff and student survey

STEM Professional Development

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

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
<small>PD Content /Topic and/or PLC Focus</small>	<small>Grade Level/ Subject</small>	<small>PD Facilitator and/or PLC Leader</small>	<small>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</small>	<small>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</small>	<small>Strategy for Follow-up/Monitoring</small>	<small>Person or Position Responsible for Monitoring</small>
Unwrapping math standards	K-5	Erica Ashley	School-Wide	August 16 and 17, 2012	Monitor lesson plans for strategies	Administration
STEM Team	K-5	Erica Ashley, Jean Brown, Liz Ridgeway, Jackie Cosgrave, Shirley Wilson, Barbara Pearce, Linda Veley, Kathy Robinson, Lillian Palmer, Annette Martin	School- Wide	Monthly meeting to discuss STEM days	Minutes from STEM Team meetings and also minutes from Grade level meeting	STEM Team members

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

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)

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

Career and Technical Education (CTE) Goal(s)

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
CTE Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a</small>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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)

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

Additional Goal(s)

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

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

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

Additional Goals Professional Development

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

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)

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

Final Budget (Insert rows as needed)

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

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

Grand Total:

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

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount
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2012-2013 School Improvement Plan (SIP)-Form SIP-1
