

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Trapnell Elementary	District Name: Hillsborough
Principal: Alan Black	Superintendent: Mary Ellen Elia
SAC Chair: Jamie Stephens	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Alan Black	Physical Education K-5; Educational Leadership K-12	2	8	11/12: C 68% Lowest 25% Reading, 79% Lowest 25% Math 10/11: C 77% AYP 09/10: B 69% AYP
Assistant Principal	Krissy Perkins	Elementary Education K-6; Middle Grades 5-9; Educational Leadership K-12	3	3	11/12: C 68% Lowest 25% Reading, 79% Lowest 25% Math 10/11: C 77% AYP 09/10: B 69% AYP

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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Bernita White	Early Childhood K-3 ESOL M.Ed. Early Childhood	6	6	11/12: C 68% Lowest 25% Reading,79% Lowest 25% Math 10/11: C 77% AYP 09/10: B 69% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. Recruitment Fairs	Quincy Bell	June 2012	
3. District peer program	District Peers	On-going	
4. District Mentor Program	District Mentors	On-going	
5. New Teacher Coffee	Chamber of Commerce	August 2012	
6. Opportunities for teacher leadership	Principal	On-going	
7. Regular time for teacher collaboration	Principal	On-going	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Ginger Walker 4 th	Working on ESOL Endorsement.
Caroline Evans 4 th	Working on ESOL Endorsement.
Sheryl Law 1st	Working on ESOL endorsement.
Judith Rosado K	Working on ESOL endorsement.
Amy Lantz K	Working on ESOL endorsement.
Bryan Purkey 5th	Working on ESOL endorsement.
Jamie Stephens Gifted	Working on Elementary Education certification and Gifted Endorsement.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
48	3 (6%)	11 (22%)	17 (35%)	18 (37%)	12 (25%)	42 (87%)	4(12%)	4 (8%)	42 (87%)

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Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Marie Place	Judith Rosado	District Pairing	Weekly Planning and support
Marie Place	Amy Lantz	District Pairing	Weekly Planning and support
Marie Place	Cynthia Tredway	District Pairing	Weekly Planning and support
Marie Place	Tammy Clements	District Pairing	Weekly Planning and support
Marie Place	Caroline Evans	District Pairing	Weekly Planning and support

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 Services are provided to ensure additional remediation for students who need it. Support is provided through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.	Title I, Part A
Title I, Part C- Migrant The migrant advocate and migrant reading resource teacher provide services and support to students and parents. The advocate and resource teacher work with teachers and other programs to ensure that the migrant students’ needs are being met.	Title I, Part C-
Title I, Part D	Title I, Part D
Title II	Title II

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Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.	Title III
Title X- Homeless The district receives funds to provide resources (Social Workers and tutoring) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.	Title X- Homeless
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title 1 funds to provide summer school, reading coaches, and extended learning opportunity programs	Supplemental Academic Instruction
Violence Prevention Programs Bullying is addressed school-wide via administration, guidance and classroom instruction.	Violence Prevention Programs
Nutrition Programs Breakfast is free for all students.	Nutrition Programs
Housing Programs	Housing Programs
Head Start We utilize information from students in Head Start to transition into Kindergarten.	Head Start
Adult Education	Adult Education
Career and Technical Education	Career and Technical Education
Job Training	Job Training
Other	Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Alan Black (Principal), Krissy Perkins (APEI), Heather Hardeman (Guidance Counselor), Iana LaBarbera (Psychologist), Bernita White (Reading Coach), Jamie Stephens (Gifted), Deyanira Chavez (Migrant Advocate), Eleanor Cornelius (ELL Resource)
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The purpose of the RtI Team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The RtI Team functions to address the progress of low performing students to help meet AYP and help

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students stay in regular education setting and improve long-term outcomes.

Our RtI team will serve as the main leadership team of the school. The RtI team will meet once a week to:

- *Organize and support systematic data collection
- *Determine scheduling needs, curriculum and intervention resources
- *Work collaboratively with the PLC's in the implementation of the Continuous Improvement Model and progress monitoring
- *Coordinate/collaborate with other working committees such as the Steering Committee
- *Identify professional development needs and resources
- *Assist in the implementation and monitoring of the Differentiated Accountability Model

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

- The Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2010-11 school year and during preplanning for the 2011-12 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks.
- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)
 - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)
 - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

MTSS Implementation

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Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, APEI
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	Individual teachers, PLC Facilitator

*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one),	PSLT/PLC/Individual Teachers

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	School Generated Database in Excel	
<p>*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.</p>		
Describe the plan to train staff on MTSS.		
Describe plan to support MTSS.		

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). Alan Black (Principal), Krissy Perkins (APEI), Heather Hardeman (Guidance Counselor), Jamie Stephens (Gifted), Bernita White (Reading Coach), Deyanira Chavez (Migrant Advocate), Eleanor Cornelius (ELL Resource) Gloria Hasting (5th Grade Reading Teacher)</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet weekly. Stephens, White, Perkins, Hardeman, and Cornelius each represent particular grade levels and will share data from the grade levels during the monthly meetings. LLT will determine areas of strength and areas of concern and will address each.</p>
<p>What will be the major initiatives of the LLT this year? LLT will ensure that the K-12 Reading Plan is being implemented and ensure that the data gathered in Reading and Writing is scrutinized and acted upon to impact student achievement. Professional development, data analysis, and implementation and evaluation of the SIP Reading Strategies across the content areas will also be major initiatives.</p>

NCLB Public School Choice

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Dr. Eric. J. Smith, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to

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assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Count Down. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

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

***High Schools Only**

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

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

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

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Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. -Teacher's knowledge base when implementing the new Common Core State Standards. Teachers need more training on the CCSS.	1.1. <u>Strategy:</u> Students' reading comprehension will improve by participating in lessons where teachers consistently follow the Gradual Release lesson delivery model using appropriate strategies for explicit instruction, modeled instruction, guided practice, and independent practice. The purpose of this strategy is to strengthen the core curriculum. <u>Action Steps</u> - Teachers participate in professional development to plan appropriately paced lessons that allows students sufficient opportunity to practice new skills using a research-based lesson format that promotes a gradual release of responsibility. 1. PLCs will unwrap the standards and develop Big Ideas and Essential Questions to drive instruction. 3. As a Professional Development activity, PLCs plan the gradual release lesson	1.1. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators <u>How</u> - PLC Logs -PLCS turn their logs into administration. -Walkthroughs in classrooms. -Grading Period curriculum chats.	1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers implement the data walls to calculate their students' progress towards their individual student goals. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the student goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLC's chart their overall progress towards the team goals, and record it on the school wide data wall. <u>Leadership Team Level</u> -PLC facilitator shares goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -Leadership team reviews data on the data wall monthly and monitors struggling students.	1.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks) -OPM data from RTI/CSI groups.
Reading Goal #1: The percentage of students scoring a level 3 or higher on the 2013 FCAT Reading will increase from 40% to 45%.	<u>2012 Current Level of Performance:*</u> 40%	<u>2013 Expected Level of Performance:*</u> 45%					

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				<p>plans.</p> <p>4. PLC teachers instruct students following their gradual release lesson plans.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>6. Teachers bring assessment data back to the PLCs.</p> <p>7. Based on the data, teachers discuss gradual release lesson plans that were effective.</p> <p>8. Based on data, PLCs use the problem-solving process to determine next steps of gradual release lesson plans.</p> <p>9. PLCs record their work in logs</p>			
			1.2.	<p>1.2.</p> <p>Strategy: Students' reading skills will improve through participation in HOTS activities. Teachers will analyze data, plan instruction based on data and include HOT questions designed to increase rigor in lesson plans.</p> <p>Action Steps: 1. Reading Coach/Resource will provide on-going training in HOTS. 2. As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons. 3. Teachers implement the targeted higher order questioning strategies in their</p>	1.2. Who -Teacher -Principal -AP -Reading Coach -Reading Resource How -HCPS Informal Observation Pop-In Form (EET tool) (HOTs strategy on the form.) -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers implement the data walls to calculate their students' progress towards their individual student goals. PLC Level -Using the individual teacher data, PLCs calculate the student goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLC's chart their overall progress towards the team goals, and record it on the school wide data wall. Leadership Team Level -PLC facilitator shares goal data with the Leadership	1.2. 2-3x Per Year - FAIR On-going Progress Monitoring - DRAs During the grading period - Unit/Informal assessments -OPM data from CSI groups

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			<p>lessons.</p> <p>4. Teachers implement the common assessments.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes.</p> <p>7. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation.</p>		<p>Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-Leadership team reviews data on the data wall monthly and monitors struggling students.</p>	
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1.	2.1.	2.1	2.1.	2.1.
<u>Reading Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<p>-Teacher's knowledge base when implementing the new Common Core State Standards. Teachers need more training on the CCSS.</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-PLC facilitators</p> <p><u>How</u></p> <p>- PLC Logs</p> <p>-PLCS turn their logs into administration.</p> <p>-Walkthroughs in classrooms.</p> <p>-Grading Period curriculum chats.</p>	<p>-PLC agreed-upon unit assessment data will be gathered and compiled/condensed in each team's PLC notebook, discussed with PLC Facilitators, and shared with the PSLT/RLT once per month.</p>	<p><u>3x Per Year</u></p> <p>- FAIR On-going Progress Monitoring</p> <p><u>During the Grading Period</u></p> <p>-Common instructional unit assessments</p>
Enter narrative for the goal in this box. In grades 3-5, the percentage of standard curriculum students scoring a level 4 or higher on the 2013 FCAT Reading will increase from 17% to 22 %.	17%	22%	<p>-Teacher's knowledge base when implementing the new Common Core State Standards. Teachers need more training on the CCSS.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model.</p> <p><u>Action Steps</u></p> <p>1. PLCs will unwrap the new CCSS and develop Big Ideas and Essential Questions to drive instruction.</p> <p>2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies.</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-PLC facilitators</p> <p><u>How</u></p> <p>- PLC Logs</p> <p>-PLCS turn their logs into administration.</p> <p>-Walkthroughs in classrooms.</p> <p>-Grading Period curriculum chats.</p>	<p>2.1.</p> <p>-PLC agreed-upon unit assessment data will be gathered and compiled/condensed in each team's PLC notebook, discussed with PLC Facilitators, and shared with the PSLT/RLT once per month.</p>	<p>2.1.</p> <p><u>3x Per Year</u></p> <p>- FAIR On-going Progress Monitoring</p> <p><u>During the Grading Period</u></p> <p>-Common instructional unit assessments</p>

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				<p>3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss strategies that were effective.</p> <p>7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.</p> <p>8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>9. PLCs record their work in logs.</p>			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. Common ways of interpreting data - Lack of targeting and focusing on the needs of the child	3.1. Strategy: The purpose of this strategy is to strengthen the core curriculum. Student reading comprehension will improve	3.1. Who Principal APEI PLC Facilitators Reading Coach	3.1. -PLC agreed-upon unit assessment data will be gathered and compiled/condensed in each team’s PLC notebook, discussed with PLC Facilita-	3.1. <u>3x per year</u> - FAIR On-going Progress Monitoring -DRAs and Running Records
<u>Reading Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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In grades 3-5, points earned from students making learning gains on the 2013 FCAT Reading will increase from 58 points to 63 points.	58 points	63 points	-Lack of using the correct data -using time wisely -Not using terminology students should know in data chats -Potential amount of paperwork and time	through the use of student-teacher data chats . Action Steps: After each FAIR testing or DRA or Running Record Assessment, classroom teachers conduct student-teacher data chats. 2. Teachers will guide students in identifying which skills/strategies/concepts they already know as well as those they will need to work on. 3. Students will be able to articulate the goals they have set with the teacher and have a plan to achieve the goals. 4. Teachers/PLCs will develop ways of monitoring goal progress.	How -Teacher/student data chat information reviewed at Report Card checks with administration. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool) and discuss with students the goals they have set for themselves.	tors, and shared with the PSLT/RLT once per month.	<u>During the Grading Period</u> -Common instructional unit assessments
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1. Common understanding of tier 2 and 3 services and who is responsible for providing those interventions - Lack of targeting and focusing on the needs of the child -Using time wisely -Not looking at the data	4.1. Strategy: - Students' reading comprehension will improve through implementation of 30 minutes of supplemental instruction during the daily iii (Immediate Intensive Interventions) time (which includes both lessons and assessments).	4.1. Who Reading Coach APEI Principal How -Classroom walk-throughs observing this strategy. -Evidence of strategy in	4.1. Teachers analyze mini assessment data on skills taught/reviewed during iii time. Teachers review data at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review	4.1. <u>3x per year</u> - FAIR On-going Progress Monitoring in comprehension -DRAs and Running Records as appropriate <u>During the Grading Period</u> -Mini assessments
Reading Goal #4: In grades 3-5, points earned from students in the bottom quartile making learning gains on the FCAT Reading will increase from 68 points to 73 points.	2012 Current Level of Performance: * 68 points	2013 Expected Level of Performance: * 73 points					

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			<p>-Having a wide range of student levels -Lack of one-on-one time with students who need it -Motivation for improvement for bottom quartile</p>	<p><u>Action Steps</u> 1. PLCs will unwrap the standards and develop Big Ideas and Essential Questions to drive instruction. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teacher provides iii (immediate intensive interventions) for those students who are targeted as not having acquired the essential skills/strategies/concepts</p>	<p>teachers' lesson plans seen during administration walk-throughs.</p>	<p>assessment data for positive trends at a minimum of once per nine weeks.</p>	
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		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
<u>Reading Goal #5:</u>						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
<u>Reading Goal #5A:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See goals 1, 3, and 4.			
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 48% to 59%.	White:48%	White:59%				
The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 33% to 23%.	Black:33%	Black:23%				
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 36% to 46%.	Hispanic:36%	Hispanic:46%				
	Asian:NA	Asian:NA				
	American Indian:NA	American Indian:NA				
	5A.2.	5A.2	5A.2	5A.2	5A.2	5A.2
	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 37% to 45%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See goal 5.C.1			
	37%	45%					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 30% to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Adequate staff training on vocabulary development -Adequate training of bilingual aides in vocabulary instruction -Using vernacular, not academic language -Teaching vocabulary in isolation	Strategy: Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary acquisition will improve through the implementation of appropriately leveled, vocabulary development lessons across all content areas. Action Steps 1. PLC schedule will provide common planning time. 2. PLCs will familiarize themselves with the content standards. 3. PLCs will recognize	Who: Principal -APEI -Reading Coach -PLC Facilitators How -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (<i>EET tool - Vocabulary strategy will be added to the form under Instructional Practices.</i>) -Evidence of strategy in teachers' lesson plans	PLCs-Teachers assess students using end of unit/chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once	2x Per Year -FAIR assessment During the Grading Period -Vocabulary assessments (All Content Areas) -End-of-unit/chapter tests (All Content Areas)
	30%	39%					

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				<p>vocabulary needs within each content area.</p> <p>4. PLCs come to consensus on the use of common assessments: 1) vocabulary items included in end of the unit/segment assessment 2) LA- embedded vocabulary development activities and/or 3) any program assessment provided in curriculum resources and materials.</p> <p>5. As a Professional Development activity, PLCs come to consensus on the vocabulary standards/benchmark to be addressed within each content area.</p> <p>6. As a Professional Development activity, PLCs study the process of scaffolding lessons to move students to perform more complex vocabulary acquisition tasks.</p> <p>7. As a Professional Development activity, PLCs design specific scaffolded lessons essential in creating appropriate vocabulary acquisition</p> <p>8. Teachers implement the scaffolded lessons.</p> <p>9. Teachers implement the common assessments.</p> <p>10. Teachers bring assessment data back to the PLCs. PLCs study students' responses to the scaffolded lessons.</p> <p>11. As a Professional Development activity, PLCs use data with the problem-solving process to determine next steps in their vocabulary acquisition implementa-</p>	<p>seen during administration walk-throughs.</p>	<p>per nine weeks.</p>	
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				tion.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.		
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Reading Goal #5D: The percentage of Students with Disabilities(SWD) students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 19% to 34%.			2012 Current Level of Performance:* 19%	2013 Expected Level of Performance:* 34%	See goals 1,3, and 4.				
			5D.2.	5D.2.				5D.2.	5D.2.
			5D.3	5D.3				5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community	ALL	Leadership Team	All Instructional Staff	Beginning of Year with follow-ups throughout the year	Principal and APEI will attend PLCs when time permits and will hold PSLT meetings in order to get a pulse of what's happening school wide with PLCs	Alan Black (Principal), Krissy Perkins (APEI)
Monthly Reading Professional	ALL	Leadership Team	All Instructional Staff	Monthly	The leadership team will conduct reading trainings with instructional	Alan Black (Principal), Krissy Perkins (APEI)

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Development Sessions					staff. Implementation will be monitored during classroom walkthroughs.	

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. -Teachers at varying understanding of the Common Core State Standards.	1.1. <u>Strategy:</u> Students will improve in mathematics through activities that involve higher order questions and discussions. These activities will help extend the students' thinking and knowledge about the mathematics curriculum. <u>Action Steps:</u> Within PLC's, teachers will plan effective lessons that implements higher order thinking. Math data from previous lessons will be used in the discussion to determine which higher order thinking techniques were successful in the classroom.	1.1. <u>Who</u> Principal APEI Reading Coach <u>How</u> -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs	1.1. PLC agreed-upon unit assessment data will be gathered and compiled/condensed in each team's PLC notebook, discussed with PLC Facilitators, and shared with the PSLT once per month	1.1. <u>-3x Per Year</u> District baseline and mid-year testing -BOY tests -MOY tests -EOY tests <u>During the Grading Period</u> -Chapter tests -Mini-assessments
<u>Mathematics Goal #1:</u> The percentage of students scoring a level 3 or higher on the 2013 FCAT Math will increase from 44% to 48%	<u>2012 Current Level of Performance:*</u> 44%	<u>2013 Expected Level of Performance:*</u> 48%					

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. Schedule to support implementation -The use of resource personnel for remediation -Motivation of students -Frustration of students -Lack of available materials -Stopping in the process at "Check" and "Do" and not continually improving -Wide range of student levels in class	2.1. <u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students' mathematics skills will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. <u>Action Steps</u> 1. PLCs will unwrap the new CCSS and develop Big Ideas and Essential Questions to drive instruction. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assess-	2.1. <u>Who</u> Principal APEI Reading Coach PLC Facilitators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.	2.1. PLC agreed-upon unit assessment data will be gathered and compiled/condensed in each team's PLC notebook, discussed with PLC Facilitators, and shared with the PSLT once per month.	2.1. <u>2-3x Per Year</u> District baseline and mid-year testing -BOY tests -MOY tests -EOY tests <u>During the Grading Period</u> -Chapter tests -Mini-assessments
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a level 4 or 5 on the 2013 FCAT Math will increase from 19% to 22%. box.	19%	22%					

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				<p>ment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss strategies that were effective.</p> <p>7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.</p> <p>8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>9. PLCs record their work in logs.</p>			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1. -Common ways of interpreting data -Lack of targeting and focusing on the needs of the child -Lack of using the correct data -Using time wisely -Not using terminology students should know in data chats -Potential amount of paperwork and time.	3.1. <u>Strategy: Tier 1</u> The purpose of this strategy is to strengthen the core curriculum. Student mathematics skills will improve through the use of school wide data walls and teacher /student data chats. <u>Action Steps</u> 1. After each administration of a formative math assessment such as a GO math! Chapter or district assessment, classroom teachers will post results on the data wall, and will	3.1. <u>Who</u> Principal APEI Reading Coach PLC Facilitators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-	3.1. Teacher shares student-created goals with parents during conference nights via traditional conferences or student-led conferences.	3.1. <u>2-3x Per Year</u> District baseline and mid-year testing -BOY tests -MOY tests -EOY tests <u>During the Grading Period</u> -Chapter tests -Mini-assessments
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math test will increase from 65 points to 67 points.	<u>2012 Current Level of Performance:*</u> 65 points	<u>2013 Expected Level of Performance:*</u> 67 points					

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				discuss with students the results of the test. 2. Teachers will guide students in identifying which skills/strategies/concepts they already know as well as those they will need to work on. 3. Students will be able to articulate the goals they have set with the teacher and have a plan to achieve the goals. 4. Teachers/PLCs will develop ways of monitoring goal progress.	CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.		
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. --Common understanding of tier 2 and 3 services and who is responsible for providing those interventions - Lack of targeting and focusing on the needs of the child -Using time wisely -Not looking at the data -Having a wide range of student levels -Lack of one-on-one time with students who need it -Motivation for improvement for bottom quartile	4.1. <u>Strategy: Tier 2/3</u> - Students' mathematics skills will improve through implementation of 30 minutes of supplemental instruction during the daily iii (Immediate Intensive Interventions) <u>Action Steps</u> 1. PLCs will unwrap the standards and develop Big Ideas and Essential Questions to drive instruction. 2. As a Professional Development activity in their PLCs, teachers spend time	4.1. <u>Who</u> APEI Principal <u>How</u> -Classroom walk-throughs observing this strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.	4.1. Teachers analyze mini assessment data on skills taught/reviewed during iii time. Teachers review data at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	4.1. <u>2-3x Per Year</u> District baseline and mid-year testing -BOY tests -MOY tests -EOY tests <u>During Nine Weeks</u> -Chapter tests -Mini-assessments
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 79 points to 80 points.	<u>2012 Current Level of Performance:*</u> 79 points	<u>2013 Expected Level of Performance:*</u> 82 points					

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				<p>sharing, researching, teaching, and modeling re-searched-based best-practice strategies.</p> <p>3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss strategies that were effective.</p> <p>7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students.</p> <p>8. Teacher provides iii (immediate intensive interventions) for those students who are targeted as not having acquired the essential skills/strategies/concepts.</p>			
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool					
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> <p>Math Goal #5:</p>										
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p> <p>Mathematics Goal #5A:</p> <p>The percentage of White Students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 44% to 63%.</p> <p>The percentage of Black Students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 28% to 23%.</p> <p>The percentage of Hispanic Students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 44% to 50%.</p>	<table border="1"> <thead> <tr> <th data-bbox="519 600 660 679">2012 Current Level of Performance:*</th> <th data-bbox="667 600 817 679">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td data-bbox="519 679 660 855">White:44% Black:28% Hispanic:44% Asian: NA American Indian: NA</td> <td data-bbox="667 679 817 855">White:63% Black:23% Hispanic:50% Asian: NA American Indian: NA</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:44% Black:28% Hispanic:44% Asian: NA American Indian: NA	White:63% Black:23% Hispanic:50% Asian: NA American Indian: NA	<p>5A.1.</p> <p>-Adequate staff training on vocabulary development</p> <p>-Adequate training of bilingual aides in vocabulary instruction</p> <p>-Using vernacular, not academic language</p> <p>-Teaching vocabulary in isolation</p>	<p>5A.1.</p> <p><u>Strategy:</u> – The purpose of this strategy is to strengthen the core curriculum. Students’ vocabulary acquisition will improve through the implementation of appropriately leveled, vocabulary development lessons across all content areas.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> 1. PLC schedule will provide common planning time. 2. PLCs will familiarize themselves with the content standards. 3. PLCs will recognize vocabulary needs within each content area. 4. PLCs come to consensus on the use of common assessments: 1) vocabulary items included in end of the unit/segment assessment 2) LA- embedded vocabulary development activities and/or 3) any program assessment provided in curriculum resources and materials. 5. As a Professional Development activity, PLCs come 	<p>5A.1.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> -Principal -APEI -PLC Facilitators <p><u>How</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (<i>EET tool - Vocabulary strategy will be added to the form under Instructional Practices.</i>) -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. 	<p>5A.1.</p> <p>PLCs-Teachers assess students using end of unit/chapter tests. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLCs will review evaluation data. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>5A.1.</p> <p><u>2-3x Per Year</u></p> <ul style="list-style-type: none"> -District baseline and mid-year testing -BOY tests -MOY tests -EOY tests <p><u>During the Grading Period</u></p> <ul style="list-style-type: none"> -Chapter tests -Mini-assessments
2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
White:44% Black:28% Hispanic:44% Asian: NA American Indian: NA	White:63% Black:23% Hispanic:50% Asian: NA American Indian: NA									

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				<p>to consensus on the vocabulary standards/benchmark to be addressed within each content area.</p> <p>6. As a Professional Development activity, PLCs study the process of scaffolding lessons to move students to perform more complex vocabulary acquisition tasks.</p> <p>7. As a Professional Development activity, PLCs design specific scaffolded lessons essential in creating appropriate vocabulary acquisition</p> <p>8. Teachers implement the scaffolded lessons.</p> <p>9. Teachers implement the common assessments.</p> <p>10. Teachers bring assessment data back to the PLCs. PLCs study students' responses to the scaffolded lessons.</p> <p>11. As a Professional Development activity, PLCs use data with the problem-solving process to determine next steps in their vocabulary acquisition implementation.</p>			
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
<p>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:</p>			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: The percentage of Economically disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 43% to 48%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See 5a				
	43%	48%					
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 40% to 47%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See 5a				
	40%	47%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.					
Mathematics Goal #5D: The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 25% to 38%.	2012 Current Level of Performance:* 25%	2013 Expected Level of Performance:* 38%	See 5a									
								5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
								5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.		2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra Goal #2: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3		2.3

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community	ALL	Leadership Team	All Instructional Staff	Beginning of Year with follow-ups throughout the year	Principal and APEI will attend PLCs when time permits and will hold PSLT meetings in order to get a pulse of what’s happening school wide with PLCs	Alan Black (Principal), Krissy Perkins (APEI)
Monthly Mathematics Professional Development Sessions	ALL	Leadership Team	All Instructional Staff	Monthly	The leadership team will conduct reading trainings with instructional staff. Implementation will be monitored during classroom walkthroughs.	Alan Black (Principal), Krissy Perkins (APEI)

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End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. -Unfamiliarity with the science curriculum. -Lack of time for the science curriculum.	1.1. The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through participation in the 5E lesson plan model . <u>Action Steps</u> 1. Teachers/Science Contacts will attend District Science training and share 5 E Lesson Plan Model information with their PLCs. 2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 3. As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Lesson Plans. 4. PLC teachers instruct students using the 5 E Lesson Plans. 5. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs. 7. Based on the data, teachers discuss effectiveness of the	1.1. Who Principal APEI Science Contacts Science Teachers <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. - Classroom walk-throughs observing this strategy.	1.1. Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	1.1. -3x Per Year District-level baseline and mid-year tests <u>During the Grading Period</u> - Mini Assessments -Unit assessments
Science Goal #1: The percentage of students scoring a level 3 or higher on the FCAT Science test will increase from 50% to 53%.	2012 Current Level of Performance: * 50%	2013 Expected Level of Performance: * 53%					

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				5E Lesson Plans. 8 Based on data, PLCs use the problem-solving process to determine next steps of 5 E Lesson planning.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1.	2.1	2.1.	2.1.	2.1.
Science Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>	2.1. -Schedule to support implementation -The use of resource personnel for remediation -Motivation of students -Frustration of students -Lack of available materials -Stopping in the process at "Check" and "Do" and not continually improving -Wide range of student levels in class	2.1 <u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the problem-solving model. <u>Action Steps</u> 1. PLCs will unwrap the standards and develop Big Ideas and Essential Questions to drive instruction. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common	2.1. <u>Who</u> Principal APEI PLC Facilitators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.	2.1. PLC agreed-upon unit assessment data will be gathered and compiled/condensed in each team's PLC notebook, discussed with PLC Facilitators, and shared with the PSLT once per month	2.1. <u>2-3x Per Year</u> District baseline and mid-year testing <u>During the Grading Period</u> -Chapter tests -Mini-assessments
The percentage of students scoring a level 4 or 5 on the FCAT Science test will increase from 10% to 15%.	10%	15%					

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				assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community	ALL	Leadership Team	All Instructional Staff	Beginning of Year with follow-ups throughout the year	Principal and APEI will attend PLCs when time permits and will hold PSLT meetings in order to get a pulse of what's happening school wide with PLCs	Alan Black (Principal), Krissy Perkins (APEI)
Monthly Science Professional Development Sessions	ALL	Leadership Team	All Instructional Staff	Monthly	The leadership team will conduct reading trainings with instructional staff. Implementation will be monitored during classroom walkthroughs.	Alan Black (Principal), Krissy Perkins (APEI)

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End of Science Goals

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Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement									
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool					
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1.	1.1.	1.1.	1.1.	1.1.					
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 83% to 86%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	-Not all teachers know how to plan and execute effective writing lessons. -Not all teachers know how to review student writing to determine needs and trends to drive instruction. -Not all teachers have been trained on how to accurately score student writing. -The expectations for writing are unclear.	<u>Strategy:</u> Students’ use of mode-specific writing will improve through the Writer’s Workshop model and daily instruction with a focus on mode-specific writing. <u>Action Steps:</u> -Using baseline data, PLC’s will write proficiency goals for each Grading Period. <u>Plan:</u> -Professional development for updated rubric course. -Participate in MOODLE course offered by the writing department. -Use data to plan instruction. -Lesson planning based on student needs. <u>Do:</u> -Daily conferencing using STAR -Focus on crafts. Sentence variety used correctly.	<u>Who:</u> Team Leader Leadership Team <u>How Monitored:</u> PLC notes Data Walls Pop-in’s Curriculum Chats	-monthly writes results -proof of STAR conferencing	-student monthly demand writes -student daily drafts -student portfolios					
	83%	86%										
								1.2.	1.2.	1.2.	1.2.	1.2.
								1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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

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				meetings)		
Professional Learning Community	ALL	Leadership Team	All Instructional Staff	Beginning of Year with follow-ups throughout the year	Principal and APEI will attend PLCs when time permits and will hold PSLT meetings in order to get a pulse of what's happening school wide with PLCs	Alan Black (Principal), Krissy Perkins (APEI)

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	1.1. The Guidance Counselor and School Social Worker will meet every 20 days to review the school’s Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives. Counselor and Social Worker will implement their plan for discussing attendance concerns with families and increasing attendance and punctuality.	1.1. Guidance Counselor and School Social Worker will run Attendance/Tardy meetings every 20 days with appropriate reports and will maintain data base	1.1 Administration Team and subset of PSLT will examine data monthly.	1.1. Attendance Report Tardy Report Attendance Plan
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
-The attendance rate will increase from -95% in 2010-2011 to 96% in 2011-2012.	<u>2012 Current Number of Students with Excessive Unexcused Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)</u>					
-The number of students who have 10 or more unexcused absences throughout the school year will decrease from 60 in 2009-2010 to 45 in 2010-2011.	<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>					
-The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 61 in 2009-2010 to 45 in 2010-2011.							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Professional Learning Community	ALL	Leadership Team	All Instructional Staff	Beginning of Year with follow-ups throughout the year	Principal and APEI will attend PLCs when time permits and will hold PSLT meetings in order to get a pulse of what's happening school wide with PLCs	Alan Black (Principal), Krissy Perkins (APEI)

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1
Suspension Goal #1: 1.The total number of In-school suspension throughout the school year will be maintained or decrease . 2. The total number of students receiving In-school suspensions throughout the school year will be maintained or decrease. 3. The total number of out-of-school suspensions will decrease by 10%. 4. The total number of students suspended out-of-school will decrease by 20%.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Common school-wide expectations, rules, and procedures for appropriate classroom behavior need to be shared faculty-wide, followed, and implemented.	During preplanning, provide staff with the school-wide behavior plan and ensure their understanding. Communication with parents by administration and teachers in order to make expectations clear. Where needed, administration conducts individual teacher walk-throughs and discusses observations with teacher.	Administration Teachers PSLT/RTI Number of referrals and administrative assistance requests turned in to administration will be analyzed.	The number of referrals will be monitored by Leadership.	Referrals and Administrative Assistance Request forms..
	3	3					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	3	3					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
11	10						
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					

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	6	5					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community	ALL	Leadership Team	All Instructional Staff	Beginning of Year with follow-ups throughout the year	Principal and APEI will attend PLCs when time permits and will hold PSLT meetings in order to get a pulse of what's happening school wide with PLCs	Alan Black (Principal), Krissy Perkins (APEI)

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.

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Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:					
1. Parent Involvement Parent Involvement Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*			

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box.							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement			2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1.	1.1. 1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1. 1.Principal	1.1. 1.Classroom walk throughs Class schedules	1.1. 1. Classroom teachers document in their lesson plans the 90 minutes of teacher directed physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining 60 minutes of Elementary Phys. Ed.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 49% on the Pretest to 55% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	49%	55%					
			1.2.	1.2. 2. Health and physical activity initiatives developed and implemented by the principal's designee.	1.2. 2. Principal's designee.	1.2. 2. Data on the number of students scoring in the Healthy Fitness Zone.	1.2. 2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
		1.3.	1.3. 3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the 150 minutes of Elementary Physical Education folder on IDEAS.	1.3. 3. Physical Education Teacher	1.3. Lesson Plans of Physical Education Teacher.	1.3. 3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community	ALL	Leadership Team	All Instructional Staff	Beginning of Year with follow-ups throughout the year	Principal and APEI will attend PLCs when time permits and will hold PSLT meetings in order to get a pulse of what's happening school wide with PLCs	Alan Black (Principal), Krissy Perkins (APEI)

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Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Continuous Improvement Goal #1:</u> The percentage of teachers who strongly agree with indicators A-D under <u>Teaching and Learning on the School Climate and Perception Survey For Instructional Staff</u> will increase from 41.7 in 2012 to 50% in 2013.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	-PLC's do not always have a clear focus -Difficulty making the transition for keeping meetings curriculum and student focused.	1.1. School administration will provide training on backwards planning and design.	1.1. Administration via classroom walkthroughs and informal/formal observations	1.1. Administration and District Peers/Mentors will conduct post-conferences after observations.	1.1. Teacher observation and evaluation documents.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Backwards planning and design	K-5	Administration	All Teachers	Monday, October 8, 2012	Completed backwards design plan.	Administration

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 39% to 44%.	2012 Current Percent of Students Proficient in Listening/Speaking: 39%		See reading goal 5.C.1				
		1.2.		1.2.	1.2.	1.2.	1.2.
		1.3.		1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #D: Ther percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 31% to 35%.	2012 Current Percent of Students Proficient in Reading : 31%		See reading goal 5.C.1				
		2.2.		2.2.	2.2.	2.2.	2.2.
		2.3.		2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 23% to 28%.	2012 Current Percent of Students Proficient in Writing : 23%		See reading goal 5.C.1			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

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G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.

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

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
K. Students scoring in the middle or upper third (proficient) in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal K: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Implement/expand project/problem-based learning in math and science.	1.1 Need common planning time for math and science, teachers	1.1 -Explicit direction for STEM outcomes to be discussed in professional learning communities -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1 PLC or grade level lead	1.1 Administrative walk-throughs	1.1 Logging number of project-based learning in math and science per nine weeks. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project based learning	K-5	Science/math contacts, gifted teacher	All teachers	Ongoing	Administrator walk throughs	Administration.
Professional Learning Community	ALL	Leadership Team	All Instructional Staff	Beginning of Year with follow-ups throughout the year	Principal and APEI will attend PLCs when time permits and will hold PSLT meetings in order to get a pulse of what's happening school wide with PLCs	Alan Black (Principal), Krissy Perkins (APEI)

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 1 in 2011-2012 to 2 in 2012-2013.	1.1.	1.1. Implement special speaker to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.1.	1.1.	1.1. Log of CTE Speakers.
	1.2.	1.2. Implement assemblies with students regarding CTE career choices.	1.2.	1.2.	1.2. Log of career assemblies.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integration of career opportunities in core academic areas.	K-5	Teachers	School	Ongoing	Discuss in PLC's	Administration

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End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Final Amount Spent			