

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Marion Oaks	District Name: Marion
Principal: Patricia Hornsby	Superintendent: James Yancey
SAC Chair: Terrence Whitney	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their ceMTSSfication(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)/ CeMTSSfication(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	Patricia Hornsby	Educational Specialist in Educational Leadership M.Ed.-Educational Leadership BA-Special Education	3	16	Assistant Principal Sunrise Elementary:2005-Grade C Principal Dunnellon Elementary: 2006-B-(100%)-met AYP 2007-A-(100%)-met AYP 2008-C-(92%)-did not meet AYP on Rdg or Math with SWD's or with Writing 2009-A-(90%)-did not meet AYP in Rdg for SWD's; or in Math-Blck, Ed & SWD's 2010-B-(95%)-did not meet AYP in rdg for

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					ED students Principal Marion Oaks Elementary 2011-current 2011-C-did not meet AYP 2012-C-did not meet AYP
Assistant Principal	Valda Niznik	BA-Elementary Education M. Ed. -Curriculum & Instruction M.Ed.- Educational Leadership and Policy Studies CeMTSSfications: Educational Leadership, Elementary Education, & Reading Endorsement	3	4	Assistant Principal Horizon Academy at Marion Oaks: 2009-Grade C-(64%) did not meet AYP on Rdg or Math with ED, ELL & SWDs 2010-Grade C-(67%)-did not meet AYP on Rdg or Math with ED, ELL & SWDs Assistant Principal Marion Oaks Elementary 2011-current 2011-C-did not meet AYP 2012-C-did not meet AYP

Highly Effective Instructional Coaches

List your school’s highly effective instructional coaches and briefly describe their ceMTSSfication(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)/ CeMTSSfication(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 Coach	Rebecca Rajwasser	BS in Environmental Studies M.Ed. in Elementary Ed ESOL	1	2	2003-2011 Belleview Santos Elementary 2011-Stanton Weirsdale Elementary
Writing Coach/Community Projects Coordinator	Jennifer Houle	BA-Elementary Education Masters of Education in Curriculum and Instruction	3	3	2010-Dunnellon Elementary -Classroom Teacher-Grade B-(95%)-did not meet AYP in Rdg for ED students Marion Oaks Elementary 2011-current 2011-C-did not meet AYP

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Math/Science	Jennifer Sagendorph	BA-Elementary Education M.Ed.-Educational Leadership	3	3	2010-Horizon Academy at Marion Oaks-Classroom Teacher-Grade C-(67%)-did not meet AYP in Rdg or Math in ED, ELL & SWD Marion Oaks Elementary 2011-current 2011-C-did not meet AYP
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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Ongoing on-site professional development on a variety of topics based deficiencies shown in student data (FCAT, DBMA, FCAs, Comprehensive exams, etc.)	Valda Niznik Rebecca Rajswasser Jennifer Sagendorph Jennifer Houle Dean	June 2013	Ongoing on-site professional development on a variety of topics based deficiencies shown in student data (FCAT, DBMA, FCAs, Comprehensive exams, etc.)
2. All teachers are assigned to grade level and/or department team that meets weekly. One meeting a month will be designated as a Data meeting	Assigned Team Leaders & Instructional Coaches	June 2013	All teachers are assigned to grade level and/or department team that meets weekly. One meeting a month will be designated as a Data meeting
3. Faculty meetings twice a month-one designated as a Data meeting	Hornsby Niznik Instructional Coaches Various faculty members	June 2013	Faculty meetings twice a month-one designated as a Data meeting
4. Committees for teachers to volunteer their expertise and participate in shared decision making.	Various faculty members	June 2013	Committees for teachers to volunteer their expertise and participate in shared decision making.

Non-Highly Effective Instructors

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Name	CeMTSSfication	Teaching Assignment	Professional Development/Support to Become Highly Effective
N/A			

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board CeMTSSfied Teachers	% ESOL Endorsed Teachers

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

Additional Requirements

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

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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 We use allocated Title I funds to purchase highly qualified staff members and supplemental supplies that will enable us to provide a safe and varied environment conducive to student learning and increased parent involvement. The salaries for our two Academic Coaches, and Paraprofessionals are paid using Title I funds. Other items include technology, books, copies, curriculum materials needed to increase parent involvement.
Title I, Part C- Migrant Migrant families in need of assistance through Title I, Part C funds are identified through our guidance department. Those families are offered assistance with additional tutoring services and local resources to assist while staying in the area.
Title I, Part D We do not receive Title I, Part D funds
Title II Title II funds are used by the district for staff development
Title III Services are provided through the district, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners. Supplemental materials that correlate with our adopted Reading series are also used to improve the education of immigrant and ELL students.
Title X- Homeless Families who are in need of support through Title X funds are identified through referrals to the guidance department. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals, etc...) for students identified as homeless under the McKinney-Vinto Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds are not available for the 2011-2012 school year
Violence Prevention Programs All students participate in Red Ribbon Week which focuses on the prevention of substance abuse. Marion Oaks Elementary is also a Drug Free Zone. We follow the Marion County Public School policy to provide a "bully-free" campus. We receive information to help prevent bullying from the Marion County Children's Alliance. We also receive support from the district's Safe Schools coordinator. Students who exhibit violent behavior are referred to Student Services for a Violence Risk referral. Students who receive a Violence Risk Referral are encouraged to go to The Centers mental health facility. Families may use a different facility at their own expense. The District receives funds for programs (Red Ribbon Week, etc.) that support prevention of violence in and around the school. They prevent the illegal use of alcohol, tobacco, drugs and foster a safe, drug free learning environment that supports student achievement. In addition, students that are repeatedly referred to the program or who have a number of office referrals participate in a weekly Skillstreaming session facilitated by our social worker and guidance counselor to give students the necessary tools to prevent violence. The state supported Positive Behavior Support (PBS) program is used at Marion Oaks Elementary as our core behavior curriculum. We also utilize antibullying curriculum: Steps to Respect
Nutrition Programs Marion Oaks Elementary participates in the free breakfast program providing a nutritional breakfast to all children on our campus. We also provide opportunity for free or reduced lunch prices to all families who qualify. We offer a district supported and funded Health and Wellness curriculum to all students.
Housing Programs N/A

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<p>Head Start Marion Oaks does not provide Head Start services. However, MOES does provide Voluntary PreKindergarten services to students with exceptionalities during the school year. MOES also provides PreKindergarten to all eligible students during the summer.</p>
<p>Adult Education Information about Central Florida College and Community Technical Adult Education is available as needed.</p>
<p>Career and Technical Education Marion Oaks' students will participate in a Career Day each year. Information about Central Florida College and Community Technical Adult Education is available as needed.</p>
<p>Job Training Information about Central Florida College and Community Technical Adult Education is available as needed.</p>
<p>Other N/A</p>

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

School-Based MTSS/MTSS Team
<p>Identify the school-based MTSS Leadership Team. Valda Niznik, Assistant Principal Candace Carsey, Guidance Counselor Amy Mannik, School Psychologist Writing Coach/Community Projects Coordinator Jennifer Sagendorph, Math/Science Coach Jacqueline Rivera, Social Worker Patricia Hamill, Dean Angelle Hillygus, Behavior Specialist Classroom teacher Others as needed</p>
<p>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? Valda Niznik, Assistant Principal - provides overall input (academic and behavioral) and ensures the meeting in streamlined. Ensures the PMP is being adhered to, followed and monitored. Stephanie Smith, Guidance Counselor – Parent Liaison regarding status of PMP, testing, etc. Facilitates the meeting with the Principal or Assistant Principal. Also offers insight towards emotional well-being of students. Amy Mannik, School Psychologist – Data interpretation, facilitator (when needed), conducts formal and informal student observations, conducts testing Writing Coach/Community Projects Coordinator – offers input for additional academic strategies Jennifer Sagendorph, Math/Science Coach - offers input for additional academic strategies Jacqueline Rivera, Social Worker – provides input on outside factors that may impact student learning and behavior Patricia Hamill, Dean – facilitates behavior PMPs and SATs, offers insight to child behaviors, recommends behavioral interventions; monitors programs in place for behavior cases Angelle Hillygus, Behavior Specialist – reports test results and offers behavioral interventions Classroom teacher – writes the PMP, meets with the Assistant Principal, provides interventions, reports intervention progress</p>

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<ol style="list-style-type: none"> 1. All meetings are determined by the student response to intervention according to the PMP 2. Students are scheduled through the guidance clerk 3. All necessary paMTSSes are invited to the meeting 4. Students response is determined by input from members of the MTSS team 5. Students who show positive response to intervention are to maintain the current supports in place or fade the supports out based on input from the MTSS team 6. Students who show questionable or poor response are referred to Tier III <p>The team determines when the next meeting will be scheduled</p>
<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the MTSS Problem-solving process is used in developing and implementing the SIP?</p> <p>The MTSS team compiles and disaggregates the data for the year (number of PMPs by subject, number of positive, questionable, and poor responses). The team examines the programs and interventions put in place that showed positive results. The team determines the need for funding programs, materials, support personnel, etc. and makes its recommendation to the SAC.</p>
<p>MTSS Implementation</p>
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>Performance Matters in the data management system</p> <p>Data sources: DBMA, CLP, FCAT, FCA's, FAIR, Fast Facts, Successmaker, Waterford</p>
<p>Describe the plan to train staff on MTSS.</p> <p>Use each grade level's planning period over a two-day period to train staff</p>
<p>Describe plan to support MTSS.</p> <ol style="list-style-type: none"> 1. Monitor student progress 2. Provide teachers with additional training as needed 3. Organize PMP meetings using the Gradual Release Model

Literacy Leadership Team (LLT)

<p>School-Based Literacy Leadership Team</p>
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Valda Niznik, Assistant Principal Rebecca Rajwasser, Reading Coach Jennifer Houle, Writing Coach One grade level rep from each grade level</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>Valda Niznik, Assistant Principal – Co-facilitator Rebecca Rajwasser, Reading Coach - Facilitator Jennifer Houle, Writing/DI Coach – offers a variety of ways to deliver instruction One grade level rep from each grade level – provide teacher perspective, share ideas, determine goals and needs for the school</p>
<p>This team meets on a monthly basis. Agenda items will be based on current Reading and Writing data from each grade level. The function of the team will be to examine the current</p>

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data, share best practices, and report to the faculty.

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

1. Set a goal of 86% passing for all students and communicate this to the faculty and community
2. Establish and facilitate Literacy Nights for families
3. Provide activities to do at home to support the school through the monthly newsletter and alert now messages
4. Monitor data and provide effective staff development for the faculty

Public School Choice

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

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

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

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

Marion Oaks Elementary currently houses Voluntary PreKindergarten Program for developmentally delayed students. Constant communication between kindergarten and Prek occur regularly. AMTSSculation meetings are held towards the end of the year. AMTSSculation meetings consist of the student, parents, Compliance Specialist, School Psychologist, Principal, Assistant Principal, Regular Education Teacher, ESE teachers, and Guidance Counselor

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Update staff on current research-based instructional strategies (high yield strategies and Common Core initiatives)	1a.1. Provide multiple training opportunities in high yield strategies and Common Core initiative	1a.1. Reading Coach administration	1a.2. Bi-monthly data meetings Observation conferences Circles of influence	1a.1. PMP meetings, FCA's (k-2 Comprehension Checks), Treasures assessments, Waterford, FAIR, Benchmark, FCAT, Comprehensive Exams
Reading Goal #1a: <i>Effectively train staff to implement research based instructional strategies aligned with the district and school goals.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	47% of our 3-5 grade students are proficient based on raw FCAT data	57% of our 3-5 grade students will meet proficiency progress will be measured by 10% for safe harbor					
	1.2 Inexperienced Staff		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1b.1. Update teachers of alternatively assessed students on current trends in augmentative technologies and high yield strategies	1b.1. In-service opportunities for teachers from district personnel	1b.1. Rebecca Rajswasser, Doris Purvis, and Kathy Chotiner	1b.1. student portfolio	1b.1. Alternate assessment
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students will							

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demonstrate a year's growth	9/13=69%	6/13=46%					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Due to student population, resource allocation does not allow for adequate enrichment opportunities (resources and teacher energy are allocated towards the bottom 25% and bubble students)	Provide learning opportunities for students and teachers within the school community focused on enrichment Provide training for enrichment opportunities through centers	Academic Coaches, administration, and classroom teachers	Data meetings Lesson plan review	PMP meetings, FCA's, Treasures assessments, Waterford, FAIR, Benchmark, FCAT, Comprehensive Exams, Comprehension checks
<i>Provide appropriate materials and training focused on the needs of students needing enrichment</i>	<i>22% of our 3-5 grade students are proficient based on raw FCAT data</i>	<i>32% of our 3-5 grade students will meet proficiency progress will be measured by 10% for safe harbor</i>					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1. Update teachers of alternatively assessed	2b.1. In-service opportunities for teachers from district	2b.1. Rebecca Rajswasser, Doris Purvis, and Kathy Chotiner	2b.1. student portfolio	2b.1. Alternate assessment

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Reading Goal #2b: <i>Students will demonstrate one year's growth</i>	2012 Current Level of Performance:* 3/13 23% students	2013 Expected Level of Performance:* 46% (6)	students on current trends in augmentative technologies and high yield strategies	personnel			
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
Reading Goal #3a: <i>Provide students with remediation and enrichment opportunities that require additional help</i>	2012 Current Level of Performance:* 43%	2013 Expected Level of Performance:* 53% progress will be measured by 10% for safe harbor	Lack of resources monitoring	Provide training and modeling in effective differentiated instructional methods Use interventions to fidelity (SRA, Read Naturally, etc.) Effective use of remediation time in computer lab and during Specials	Academic Coaches and administration	Examine observation data and monitor students on a PMP	Observation data and FCAs and Performance Matters
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b: <i>The percentage of alternatively assessed students making a year's growth in</i>	2012 Current Level of Performance:* 4/13=31% students	2013 Expected Level of Performance:* 6/13 =46%	Update teachers of alternatively assessed students on current trends in augmentative technologies and high yield strategies	In-service opportunities for teachers from district personnel	Rebecca Rajswasser, Doris Purvis, and Kathy Chotiner	student portfolio	Alternate assessment

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reading will increase by 10%.							
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			4a.1. Lack of home resources	4a.1. Provide training and materials through Educational Parent Nights and Parent Resource Room. Establish parent check-out program in the car line	4a.1. Coaches and teachers	4a.1. Review the names of parents that attended Use formative assessments to review scores of students whose parents attended Parent Night sessions	4a.1. PMP meetings, FCA's, Treasures assessments, Waterford, FAIR, Benchmark, FCAT, Comprehensive Exams, Parent surveys
Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase parental involvement and increase parent awareness of curricular expectations</i>	68%	78% <i>progress will be measured by 10% for safe harbor</i>					
<i>Provide remediation opportunities for students who need them</i>			4a.2. Teachers time in the classroom	4a.2. Use resources (Voyager, FastForward, ERL)	4a.2. Reading Coach and paraprofessionals	4a.2. Data & fidelity forms	4a.2. Graphs
			4a.3.	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Told to leave blank	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Reading Goal #5A: Do not have this data at this time								
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	Reading Goal #5B: <i>Monthly focus on</i>		5B.1. White: inability to identify cause and effect as well as comparing and contrasting Black: inability to use reading applications to	5B.1. Provide strategies and materials for teachers. Schedule a time in all classrooms for Reading Coach to come and model expectations for delivery of effective strategies.	5B.1. Reading Coach and classroom teachers	5B.1. Conduct an item analysis on items related to LA4172, 4173, 4174, 4176, and 4177 Reading Coach will determine 4-6 week goals for iii groups and remediations for teachers to implement based on FCAs.	5B.1. FCAs and Benchmark Assessments	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

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<i>specific and measurable Reading Application strategies. Closely monitor FCA data using item analysis to pinpoint specific difficulties within the Reading Application topic.</i>	White: 49% Black: 61% Hispanic: 62% Asian: 33% American Indian :N/A	White: 39% Black: 41% Hispanic: 42% Asian: 23% American Indian: N/A <i>progress will be measured by 10% for safe harbor</i>	relate text structures and explain how it impacts meaning in text. Hispanic: vocabulary and inability to identify cause and effect as well as comparing and contrasting Asian: vocabulary and inability to identify cause and effect as well as compare and contrast	Provide students with visuals to assist with understanding the concepts related to the various Reading applications			
			5B.2.	5B.2.	5B.2.	5B.2.	
			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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: <i>Continue to implement research based ELL instructional strategies by effectively training the paraprofessionals</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5C.1. Deficit in knowledge of the English language	5C.1. Training for all ELL paras and ELL inclusion teachers by Nancy Moran from the C & I department Implement 30 minute ELL Treasures component using ELL paras during iii such as Scholastic, Elements of Reading Phonics, Read Naturally	5C.1. Academic Coaches and Nancy Moran	5C.1. Weekly meetings with ELL paras to discuss barriers and solutions Bi-monthly data meetings with Reading Coach and Writing/DI coach	5C.1. PMP meetings, FCA's, Treasures assessments, Waterford, FAIR, SUCCESSMAKER, Benchmark, FCAT, Comprehensive Exams
	62%	42% <i>progress will be measured by 10% for safe harbor</i>					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Lack of	5D.1. Monitoring IEPs to	5D.1. Administration,	5D.1. Implement log for ESE and Gen-ed	5D.1. Consistent examination of logs

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Reading Goal #5D: <i>Increase communication between gen ed teachers and ESE teachers</i>	2012 Current Level of Performance: 84% predicted	2013 Expected Level of Performance: * 64% progress will be measured by 10% for safe harbor	collaboration between Gen Ed teachers and ESE teachers who teach the same students with disabilities	ensure they are carried out to fidelity Gen Ed teachers provide accommodations as written in the IEP	guidance, ESE teachers	teachers to account for collaboration Review logs for key information focused on student learning	combined with monthly meetings with Admin to discuss progress
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of home resources	5E.1. Provide training and materials through Educational Parent Nights and Parent Resource Room.	5E.1. Administration, Coaches and teachers	5E.1. Review the names of parents that attended Use formative assessments to review scores of students whose parents attended Parent Night sessions	5E.1. PMP meetings, FCA's, Treasures assessments, Waterford, FAIR, Benchmark, FCAT, Comprehensive Exams
Reading Goal #5E: <i>Provide the necessary resources for families to work with children at home</i>	2012 Current Level of Performance: 59%	2013 Expected Level of Performance: * 39% progress will be measured by 10% for safe harbor					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.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	Grade	PD Facilitator	PD PaMTSScipants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Differentiated Instruction	k-5	Academic Coaches	k-5 teachers and targeted paraprofessionals	Bi-monthly 30 minute trainings	Observation data and post conferences	Academic Coaches and Administration
Learning Focused	k-5	Academic Coaches	k-5 teachers and targeted paraprofessionals	Summer training Learning Focused PLC sessions	Observation data and post conferences	Academic Coaches and Administration
High Yield Strategies	k-5	Reading Coach	k-5 teachers and targeted paraprofessionals	Manic Mondays and collaborative team meetings	Observation data and post conferences	Academic Coaches and Administration
Phonics Dance	k-2	Writing Coach	K-2	Manic Mondays	Observation	

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Enhance Earobics program for struggling learners	Earobics Multimedia Kit	Title I	1,000.00
			Subtotal: 1990.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Pay for Substitutes for Collaborative Planning	Waterford	Title I	401.00

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Pay for Substitutes for Collaborative Planning	SME	Title I	804.00
Pay for Substitutes for Collaborative Data Planning	Data	Title I	2,811.00
			Subtotal: 4,016.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Reading/Curriculum Coach	Instructional and Professional Development	Title I	58,385
2 Title I Paraprofessionals	Provide Small Group Remediation/intervention	Title I	44,273
			Subtotal: 102,658.00
			Total: 108,664.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: <i>Increase the number of proficient students by 20%</i>	2012 Current Percent of Students Proficient in Listening/Speaking:	1.1.	1.1.	1.1.	1.1.	1.1.
	35/116=30%	Students are unable to grasp the tier 3 English language and its mechanics	Teachers and paras will provide role-play opportunities with students Provide opportunities for students to listen to a short story and try to retell the story in their own words	Classroom teacher Assistant Principal Academic Coaches ELL paras	Monthly meeting with ELL paras on progress	CELLA results
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.

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CELLA Goal #2: <i>Increase the number of proficient students by 10%</i>	2012 Current Percent of Students Proficient in Reading : 27/116=23%	Majority of students are still within the first 7 years of Language acquisition	Train ELL paras how to use Language acquisition techniques.	Assistant Principal and Nancy Moran from the ELL department	Monitor FCA and FAIR data	CELLA results
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: <i>Increase the number of proficient students by 10%</i>	2012 Current Percent of Students Proficient in Writing : 31/116=27%	Students have difficulty with the written structure of the English language	Continue the use of Write Reflections to help build a strong foundation for writing Use the Treasures ELL writing component for instruction Provide students with journals to record the progress of their writing in order to use it as a conferencing piece between the ELL para and student Keep the emphasis on grammar skills	Academic Coaches Assistant Principal Nancy Moran from the ELL department	Monitor weekly write reflections Meet monthly with ELL paras to examine and compare writing samples from student journals	CELLA results
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Train paras in the proper use of the Treasures ELL component	Treasure ELL component	n/a	0.00
			Subtotal: 0.00
Technology			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Teachers lack	1a.1. Provide appropriate staff	1a.1. Academic coaches, district	1a.1. Collect observation and modeling data	1a.1. FCAs, DBMA, FCAT,

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Mathematics Goal #1a: <i>Increase the use of hands-on instruction</i>	2012 Current Level of Performance: * 49% proficient based on raw FCAT data	2013 Expected Level of Performance: * 59%	knowledge of the CRA model	development using a variety of hands-on approaches Model in targeted classrooms	personnel, and administration		Successmaker
			1a.2. Unable to choose the appropriate tool for hands-on instruction	1a.2. Provide appropriate staff development focused on the tools in the Go Math manipulative kit	1a.2. Academic coaches and administration	1a.2. Collect observation and modeling data	1a.2. FCAs, DBMA, FCAT, Successmaker
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. Update teachers of alternatively assessed students on current trends in augmentative technologies and high yield strategies	1b.1. In-service opportunities for teachers from district personnel	1b.1. Jennifer Sagendorph, Doris Purvis, and Kathy Chotiner	1b.1. student portfolio	1b.1. Alternate assessment
Mathematics Goal #1b: Demonstrate a year's growth for all students	2012 Current Level of Performance: * 10/13= 77%	2013 Expected Level of Performance: * 8/13=62%					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Faculty is unclear on how to differentiate instruction within small groups	2a.1. Provide training and modeling in effective differentiated instructional methods	2a.1. Jennifer Sagendorph and Assistant Principal	2a.1. Examine observation data and monitor students on a PMP	2a.1. Observation data and FCAs
Mathematics Goal #2a: <i>Provide appropriate materials and training focused on the needs of our students needing enrichment</i>	2012 Current Level of Performance: * 22%	2013 Expected Level of Performance: * 32%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Update teachers of alternatively assessed students on current trends in augmentative technologies and high yield strategies	2b.1. In-service opportunities for teachers from district personnel	2b.1. Jennifer Sagendorph, Doris Purvis, and Kathy Chotiner	2b.1. student portfolio	2b.1. Alternate assessment
<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Make a year's growth	1/13=8%	3/13=23%					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. The intensity of Reading skills necessary to interpret word problems	3a.1. SUCCESSMAKER, Unraavel strategies, specialized small groups, implementing the CRA model with fidelity Math dailies	3a.1. Math/Science coach, classroom teachers	3a.1. Data meetings to determine growth in scores for word problems PMP meetings	3a.1. FCAs, DBMA in Mathematics
<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Continue using the Unraavel method and make it consistent throughout all grade levels</i>	38%	48%					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1. Update teachers of alternatively assessed students on current trends in augmentative technologies and high yield strategies	3b.1. In-service opportunities for teachers from district personnel	3b.1. Jennifer Sagendorph, Doris Purvis, and Kathy Chotiner	3b.1. student portfolio	3b.1. Alternate assessment
<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Increase the percentage of students making learning gains by 10%	4/13=31%	6/13=46%					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Lack of basic math skills revolving around the 4 basic operations	4a.1. Include mandatory 10 minutes of math enrichment into Math instruction Use primary teachers to assist grades 3-5 in acquiring basic skills during planning time. Consistently using Fastmath	4a.1. Math/Science coach, classroom teachers, Administration	4a.1. Monitor skills and assess growth	4a.1. Fastmath
Mathematics Goal #4a: Increase the number of math facts students know	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	68%	78%					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Mathematics Goal #4b: Told to leave blank	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011								
	Mathematics Goal #5A: <i>Do not have data at this time</i>								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Increase and reinforce number operations and the understanding of solving real world problems</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. White: lack consistent method of applying basic skills to problem solving situations Black: lack of mathematical vocabulary and lack consistent method of applying basic skills to problem solving situations Hispanic: lack of mathematical vocabulary Asian: lack of mathematical vocabulary	5B.1. Include mandatory 10 minutes of math enrichment into Math instruction Model Unraavel strategy in all classrooms. Match successful teachers with struggling teachers to share proven strategies.	5B.1. Math Coach and classroom teachers	5B.1. Math Coach will determine 4-6 week goals for small group instruction and remediations for teachers to implement based on FCAs.	5B.1. FCAs, Fastmath, DBMA		
	White: 51% Black: 57% Hispanic: 53% Asian: 0%	White: 31% Black: 37% Hispanic: 33% Asian: 0%							
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Teachers and paras are unfamiliar with the Gradual Release coaching instructional strategy	5C.1. Train all staff to utilize the Gradual Release model with students for initial instruction and remediation	5C.1. Academic Coaches and administration	5C.1. Monitor the use of GRM Monitor lessons in the classroom	5C.1. FCAs, DBMA, and observation data
<u>Mathematics Goal #5C:</u> <i>Consistently use the Gradual Release model and reinforce vocabulary skills</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	53%	33%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Teachers and paras are unfamiliar with the coaching aspect of affective teaching methods	5D.1. Train all staff to utilize the Gradual Release model with students for initial instruction and remediation	5D.1. Academic Coaches and administration	5D.1. Monitor use of the GRM Monitor lessons in the classroom	5D.1. FCAs, DBMA, and observation data
<u>Mathematics Goal #5D:</u> <i>Consistently use the Gradual Release model</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	79%	50%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Lack of home resources	5E.1. Provide training and materials through Educational Parent Night, Title I Van, and Parent Resource Room	5E.1. Administration, Coaches and teachers	5E.1. Review the names of parents that attended Use formative assessments to review scores of students whose parents attended Parent Night sessions	5E.1. PMP meetings, FCA's, Benchmark, FCAT, Comprehensive Exams
<u>Mathematics Goal #5E:</u> <i>Provide the necessary resources for families to work with children at home</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	54%	34%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.

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		5E.3	5E.3	5E.3	5E.3	5E.3
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End of Elementary School Mathematics

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 PaMTSScipants (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
Fastmath	K-5	Math Coach	Teachers K-5 and targeted paraprofessionals	Manic Monday Session	Observations by Math coach and administration	Math coach and administration
Gradual Release	K-5	Academic Coaches	Teachers K-5 and targeted paraprofessionals	Manic Monday Session	Observations by Academic Coaches and administration	Academic Coaches and administration
Effective use of CRA Model	K-5	Math Coach	Teachers K-5 and targeted paraprofessionals	Preplanning	Observations by Math coach and administration	Math coach and administration

Mathematics Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Collaborative Planning	Go Math Manipulative Kit, Hands on Equations, Problem Solving Strategies	Title I	1,474.00
2 Title I Paraprofessionals	Provide Small Group Remediation/intervention	Title I	(44,273.00 included in with Reading Goals)
			Subtotal: 54,971.00
			Total: 54,971.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Lack of vocabulary	1a.1. Vocabulary question of the day, "Stump the Professor" Science game show during lunch, Science notebook Content area Reading	1a.1. Math/Science coach, classroom teachers	1a.1. Data Meetings, follow-up lab proficiencies noted in students Science logs monitored by Science Coach	1a.1. FCAs, DBMA, Science notebooks
Science Goal #1a: <i>Increase an understanding of the scientific language and the general scientific process</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31%	41%					
			1a.2. Background knowledge in Science is limited	1a.2. Begin AIMS implementation in Kindergarten utilize Science notebooks Science labs	1a.2. Math/Science coach, classroom teachers, guest lecturers	1a.2. Data Meetings, follow-up lab proficiency	1a.2. FCAs, DBMA, science notebooks

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			Academic Club Days Utilize district "Intro to Science" resources Content area reading Science Night for families Science Fair Star Lab Orlando Science Center site visit Science Dailies GO Science			
			1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1. Update teachers of alternatively assessed students on current trends in augmentative technologies and high yield strategies	1b.1. In-service opportunities for teachers from district personnel	1b.1. Jennifer Sagendorph, Doris Purvis, and Kathy Chotiner	1b.1. student portfolio 1b.1. Alternate assessment
Science Goal #1b: Improve percentage of students scoring above level 6	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	4/5=80%	0/5=0%				
			1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. Lack of materials and enrichment opportunities	2a.1. Acquire additional funding for Enrichment Science labs through PTO, and Title I funds Enviononauts	2a.1. Academic Coaches	2a.1. Data Meetings, follow-up monitor Science notebooks 2a.1. FCAs, DBMA, monitor Science notebooks
Science Goal #2a: Provide additional materials and increase challenging hands-on science experiments	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	20%	30%				
			2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1. Update teachers of alternatively assessed students on current trends in augmentative technologies and high yield strategies	2b.1. In-service opportunities for teachers from district personnel	2b.1. Jennifer Sagendorph, Doris Purvis, and Kathy Chotiner	2b.1. student portfolio	2b.1. Alternate assessment
Science Goal #2b: <i>Improve percentage of students scoring above level 7</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	I/5=20%	5/5= 100%					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

Science Professional Development

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 PaMTSScipants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Journaling	K-5	Sagendorph	School-wide	Preplanning	Documented in lesson plans and checks at faculty meetings	Sagendorph
Science Experiments	K-5	Sagendorph	School-wide	Early Release	Science progress monitoring checks and completed Science Fair projects	Sagendorph

Science Budget (Insert rows as needed)

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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Math/Science Coach	Instructional and Professional Development	Title I	Cost included in Math section
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. Lack of grammar skills	1a.1. Increase grammar and spelling skills in K-5 Utilize Treasure grammar component Provide specific training based on new scoring expectations. Use feedback and lessons to provide focused lessons based on	1a.1. Writing Coach and administration	1a.1. Write Reflections and Write Score scores Monitor Write score data	1a.1. Write Reflections and Write Score data Observation data Demand Writing
Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Establish regular grammar lessons within established Write Reflections</i>	70%	90%					

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<i>curriculum</i> <i>Use write score to establish 4-6 week instructional goals based on the individual need for each group.</i>				individual classroom and student need			
			1a.	1a.2	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. Lack of the basic skills in grammar	1b.1 Provide specific training based on new scoring expectations. Use feedback and lessons to provide focused lessons based on individual classroom and student need	1b.1. Writing Coach	1b.1. Monitor Write score data	1b.1. Write score and Demand Writings
Writing Goal #1b: <i>Primary focus will revolve around the mechanics of grammar</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	3/3						
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD PaMTSScipants (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
Write Score Reports	3 rd & 4 th	Jennifer Houle	Grade 3 & 4 teachers	Preplanning	Documented in lesson plans	Houle (Writing/DI Coach)
Rubric training	3, 4, & 5	Administration	Grades 3-5	1 st Early Release	Monitor Write Score and Demand Writing Scores	Administration

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Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Write Score	Tool used to determine writing test scores and provide essential feedback to teachers based on individual student performance	Title I	1,800.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Writing Coach/Community Projects Coordinator	Writing Coach/Community Projects Coordinator	Writing Coach/Community Projects Coordinator	Writing Coach/Community Projects Coordinator
			Subtotal: 55,199.00
			Total: 56,999.00

End of Writing Goals

Attendance Goal(s)

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Revised April 29, 2011

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Students who are suspended do not have transportation to school	1.1. Use alternative methods other than suspension (PASS program, work detail, written assignments, ISS, etc.)	1.1. Dean & Social Worker	1.1. Identify target students based on 2011-2012 SY information. Monitor data entered into the district’s Student Management System.	1.1. Monthly attendance report
Attendance Goal #1: <i>Decrease the number of excessive absences caused by OSS</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	<i>123 students</i>	<i>111 students</i>					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
<i>141 students</i>	<i>127 students</i>						
			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	Grade	PD Facilitator	PD PaMTSScipants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
PBS refresher	K-5	PBS Committee	School-wide	Preplanning & faculty meetings	TBA	Dean and PBS Committee

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: <i>Establish ISS and Revise PBS Goals for greater improvement</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	<ul style="list-style-type: none"> Qualified staff to monitor Lack of social skills No ISS program established 	<ul style="list-style-type: none"> Determine structured learning environment where students will receive remediation tutoring during stay in ISS Check-in/Check-out Program Establish ISS 	<ul style="list-style-type: none"> Dean, ISS Personnel Guidance Paraprofessional 	<ul style="list-style-type: none"> Examine data MTSS Attendance data 	<ul style="list-style-type: none"> Suspension & PMP data
	12	15					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	2	3					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	105	80					
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
84	76						
			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 PaMTSScipants (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
PBS	k-5	Dean & PBS committee members	K-5	Preplanning week and Early Release (refresher during 2 nd semester)		Dean & PBS committee members
Check-In...Check-Out	k-5	Guidance	K-5	Preplanning week and		Guidance Counselor and Social

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program		Counselor & Social Worker		Early Release (refresher during 2 nd semester)		Worker
Social Skills program						

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
PBS Program	Support Incentives	PTO	400.00
Manatee Market	Support Incentives	PTO	250.00
			Subtotal: 650.00

Technology

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 650.00

End of Suspension Goals

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1. Parents do not understand the curricular goals of FCAT and unable to properly interpret data	1.1. Provide opportunities for parents to explore and interpret data with members of the school community Provide a Parent Resource Room	1.1. Administration, teachers, and Academic Coaches	1.1. Host parent academic nights twice a year	1.1. Surveys, sign in sheets for events and parent resource room
<i>Provide as many learning opportunities for parents in order to support their child's academic needs</i>	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
	46%	60%				
			1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
 Please note that each Strategy does not require a professional development or PLC activity.

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD PaMTSScipants (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
Academic Nights	3-5	Jennifer Houle	Parents and faculty	January 2013 & March 2013	Parent survey of what was learned, questions they may have, and what they would like more training on	Jennifer Houle

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide reinforcement materials available at car line	Title I Van checkout materials	Title I	0.00
			Subtotal: 0.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Academic Nights	School-wide in Reading and Writing	Title I	1348.00
Orlando Science Night	Paper for copies for activities, card stock, markers	Title I	(included in above price)
Color Ink cartridges	Parent flyers, notices, parent activity nights	Title I	574.00
			Subtotal: 1,922.00

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Other			
Strategy	Description of Resources	Funding Source	Amount
Continue to increase means of communication using a variety of materials	Copies of student planners (which encompass compact & PIP)	Title I	2658.00
Parent Resource Room	Materials for parents to check out and utilize at home with their children	Title I	1,500.00
			Subtotal: 4,158.00
			Total: 6,080.00

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>STEM Goal #1: <i>Enter narrative for the goal in this box.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.

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	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 PaMTSScipants (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

STEM Budget (Insert rows as needed)

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

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

End of STEM Goal(s)

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Additional Goal(s)

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

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

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD PaMTSScipants (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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

eva

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Revised April 29, 2011

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
Suggestions: <ul style="list-style-type: none">• Establish parent liaison teams at each grade level (assist with direct contact with the parents)• Increase informal events for parents• Parent portal orientation at each event• Better communicate the purpose of SAC combined with formal and informal events• Orientation (for parents and students) sessions new to the school

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- Promote academic communication between the parent and student using school trivia

Describe the projected use of SAC funds.	Amount

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