Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: MOON LAKE ELEMENTARY	District Name: PASCO
Principal: ELISE LANDAHL	Superintendent: HEATHER FIORENTINO
SAC Chair:	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Elise Landahl	Early Childhood Education, Educational Leadership, ESOL	4	6	2011/2012: C 2010/2011: C, 82% of AYP met 2009/2010: B, 82% of AYP met 2008/2009: A, 95% of AYP met 2007/2008: A, 92% of AYP met

Assistant Principal	Angie Westbrook	Emotionally Handicapped, Specific Learning Disabilities, Elementary Education K-6, Reading K-12, Educational Leadership	2	2	2011/2012: C 2010/2011: C, 82% of AYP met

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy Coach	Valerie Burnett	Elementary Education, Reading	4	3	2011/2012: C 2010/2011: C, 82% of AYP met 2009/2910: B, 82% of AYP met

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
1. Recruitment Fairs/Internet Advertising All applicants go through an extensive screening process to ensure that they are the most highly qualified teacher for the position.	Human Resources District Office	Ongoing
2. Mentor Program – Each beginning teacher is assigned a mentor for one year. Mentors have three or more years of successful teaching experience, work at the same school, hold a professional certificate and are trained in Clinical Education. Mentors are carefully selected to match the teaching assignment and/or needs of the beginning teacher. Mentors meet with new teachers on a regular basis and maintain a Mentoring Log of the meetings. Throughout the school year, mentors are also provided to any teacher requesting assistance in successfully completing his/her Professional Development Plan.	Principal	1 year

3. School Level Induction Activities - At these meetings the new teachers are introduced to district/school policies and procedures, classroom management expectations, curriculum standards and are given a tour of the school. Mentors accompany the new teachers to these meetings in order to build rapport, answer questions and establish a positive relationship between the new teacher and mentor. Throughout the school year, monthly meetings are scheduled for all new to Pasco County teachers, their mentors, and administrators. These meetings address information pertinent to teachers new to the district and offer the opportunity for teachers to ask questions among their peers and support staff.	Assistant Principal Mentors	1 year
4.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	1% (1)	30% (20)	52% (34)	12% (8)	26% (17)		4% (3)	1% (1)	27% (18)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Literacy Coach	School Wide	Based on Individual needs and feedback.	Coaching Cycle, model classrooms for observations of best practices and job embedded professional development.

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 Funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school.
Title I, Part C- Migrant NA
Title I, Part D
Title II IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Intervention (RTI) strategies that are proven to work with students with disabilities and students with behavior problems. Funding will be used to provide professional development opportunities to teachers and administrators to address specific academic achievement needs of the school. Funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school.
Title III **Funds will be coordinated with Title 1 funds to provide extra support to English Language Learners (ELLs) by offering after school tutoring in academic language acquisition, to assist ELLs meet the academic content and English proficiency standards.**
Title X- Homeless NA
Supplemental Academic Instruction (SAI) Provide summer school for students scoring a Level 1 on FCAT Reading.
Violence Prevention Programs Guidance Programs such as Bullying Prevention, Peer Mediation, Counseling, etc…
Nutrition Programs Cafeteria Programs and events, Business Partnerships, Human Growth and Development Curriculum.
Housing Programs NA
Head Start Two full-time PreK classes housed at Moon Lake Elementary.

Adult Education NA
Career and Technical Education NA
Job Training NA
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. • Elise Landahl – Principal • Angie Westbrook – Assistant Principal • Valerie Burnett – K12 Literacy Coach • Vicki Papaemanuel – School Psychologist • Kris Hofer – ESE Teacher • Kim Spitler – Math Intervention Teacher • Amy Maldonaldo – 5th grade Teacher • Andrea Maltese – 2nd grade Teacher • Holly Heywood – 3rd Grade Teacher/RtI Behavior Chair • Nancy Dusseault – 1st grade Teacher • Fred Monfett – Behavior Specialist • Rachel Boehmer – Staffing and Compliance • Celisse Dipaolo – 4th grade Teacher • Joan Quina – Kindergarten Teacher • Celeste Middleton – ESE Teacher/Team Leader • Tricia Ellis – ASD Teacher • Mary Tavo – Specials Teacher

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?

• Review of Universal Screening data.

• Review of Progress Monitoring data.

• Planning for Interventions.

• Assessment of RtI implementation progress (Self-Assessment of Problem Solving Implementation

• (SAPSI).

• Assessment of school staff's practices and skill development (RtI Skills and RtI Perception of Practices Surveys).

• Development of professional development/technical assistance plan to support RtI implementation.

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

Involvement may include:

• Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.

• Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity.

• Analysis of schoolwide and grade-level data in order to identify student achievement trends.

• Analysis of disaggregated data in order to identify trends and groups in need of intervention.

• Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment).

• Development of data review plans, supports, and calendars.

• Development of processes to ensure intervention fidelity

• Review of Progress Monitoring data.

• Planning for Interventions.

• Assessment of RtI implementation progress (Self- Assessment of Problem Solving Implementation (SAPSI).

• Assessment of school staff's skill development (RtI Skills Survey).

• Development of professional development/technical assistance plan to support RtI implementation.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Core K12
Pasco STAR
PMRN
Data Meetings
Progress Monitoring Data
Student Success Worksheets
SBIT Boards

Describe the plan to train staff on MTSS.

- Continue to provide professional development to the staff in relation to the RtI Behavior Plan.
- Continue to work on consensus building.
- Build background knowledge for new teachers and staff.
- SBLT will facilitate grade level meetings quarterly, where teachers will analyze data and discuss any concerns/trends within their class/grade.

Describe the plan to support MTSS.

We will work with our SBIT team and grade level facilitators to support the MTSS. We will also put time aside for discussions with our teachers during their Data Days and PLCs to discuss the supports they may need, how interventions are going in regards to implementation, progress monitoring and response to intervention and any other ways to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Christen Gildard, Nancy Dusseault, Andrea Maltese, Nicole Gunn, Celisse DiPaolo, Amy Maldonado
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
LLT meets monthly, assists with the development and facilitation of professional development in literacy, collects/analyze and share literacy data

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

Deepen knowledge and understanding of the CCSS for ELA, prioritize the use of quality questioning during literacy instruction, examine and incorporate writing across the curriculum, and assist with the development and facilitation of professional development in literacy

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.

At Moon Lake Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to determine individual and group needs and to assist in the development of effective, rigorous instructional and intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing.

Screening data will be collected and aggregated by the middle of September 2011. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Specific screening tools our school will use include: Florida Assessment of Instruction in Reading (FAIR).

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

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

High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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. Strategically planning time for implementation	1A.1. Teachers will establish and communicate learning goals with their students.	1A.1. Teachers, Coaches, Administration	1A.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings Administration - Data meetings, formal and informal observations	1A.1. Assessments from the series (MMH, Go Math, Fusion), Benchmark assessments, Student Goal Setting Binders		
Reading Goal #1A: The percentage of students achieving proficiency in reading (FCAT Level 3) will increase from 31% to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31% (106)	**50%**					

		1A.2. Maximizing time for collaboration	1A.2. Teachers will engage in collaborative purposeful planning to develop lessons based on student data and standards.	1A.2. Teachers, Literacy Coach, Administration	1A.2. Teachers will engage in reflections during their PLC Adminisstration – formal and informal observations	1A.2. jMMH Unit assessment, benchmark assessments, FAIR	
		1A.3. Teachers are unfamiliar with the implementation of the CCSS and text dependent questioning.	1A.3. Teachers will participate in weekly professional development to increase their knowledge and understanding of the CCSS. Teachers will implement text dependent questions within their reading instruction	1A.3. Literacy Coach/Administration	1A.3. Ongoing monitoring will be documented through literacy walkthroughs and coaching cycle	1A.3. Walkthrough documentation / Observations	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Teachers are unfamiliar with the implementation of the CCSS and text dependent questioning.	1B.1. Teachers will participate in weekly professional development to increase their knowledge and understanding of the CCSS.	1B.1. Literacy Coach/Administration	1B.1. Ongoing monitoring will be documented through literacy walkthroughs and coaching cy	1B.1. Walkthrough documentation / Observations		
Reading Goal #1B: **By June 2013, our students scoring a level, 4, 5 or 6 will increase by 6% in reading.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	80%	**86%**					
		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 in reading.	2A.1. Strategically planning time for implementation	2A.1. Teachers will establish and communicate learning goals with their student to extend their thinking.	2A.1. Teachers, Coaches, Administration	2A.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings Administration - Data meetings, formal and informal observations	2A.1. Assessments from the series (MMH, Go Math, Fusion), Benchmark assessments, Student Goal Setting Binders		
Reading Goal #2A: 35% percent of our students will achieve above proficiency in reading by June 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27% (94)	**35%**					
		2A.2. Teachers are unfamiliar with the implementation of the CCSS and text dependent questioning.	2A.2. Teachers will participate in weekly professional development to increase their knowledge and understanding of the CCSS. Teachers will implement text dependent questions within their reading instruction	2A.2. Literacy Coach/Administration	2A.2. Ongoing monitoring will be documented through literacy walkthroughs and coaching cy	2A.2. Walkthrough documentation / Observations	
		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. Teachers are unfamiliar with the implementation of the CCSS and text dependent questioning.	2B.1. Teachers will participate in weekly professional development to increase their knowledge and understanding of the CCSS. Teachers will implement text dependent questions within their reading instruction	2B.1. Literacy Coach/Administration	2B.1. Ongoing monitoring will be documented through literacy walkthroughs and coaching cy	2B.1. Walkthrough documentation / Observations		
Reading Goal #2B: **By June 2013, our students scoring at or above a level 7 in reading will increase by ten percent.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0	**10%**					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Strategically planning time for implementation	3A.1. Teachers will establish and communicate learning goals with their students.	3A.1. Teachers, Coaches, Administration	3A.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings Administration - Data meetings, formal and informal observations	3A.1. Assessments from core series (MMH, Go Math), Benchmark assessments, Student Goal Setting Binders		
Reading Goal #3A: By June 2013, 70% or more of our students will make learning gains in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	66%	**70%**					
		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. Strategically planning time for implementation Student understanding of their learning goals.	3B.1. Teachers will establish and communicate learning goals as well as track progress with their students to increase student achievement.	3B.1. Teachers, Coaches, Administratio	3B.1. Teachers will do weekly conferencing with students, weekly grade level meetings Administration - Data meetings, formal and informal observations	3B.1. Assessments connected with curriculum. Teacher developed rubrics.		
Reading Goal #3B: **By June 2013, 50% of our students taking the alternate assessment will make learning gains.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0	**50%**					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Strategically planning time for implementation	4A.1. Teachers will establish and communicate learning goals as well as track progress with their students to increase student achievement.	4A.1. Teachers, Coaches, Administration	4A.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings Administration - Data meetings, formal and informal observations	4A.1. Assessments from core series (MMH, Go Math), Benchmark assessments, Student Goal Setting Binders		
Reading Goal #4A: By June 2012, 70% or more of our lowest 25% of our students will make learning gains in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	66%	**70%**					
		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 reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
		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), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2011-2012 54% of students demonstrated proficiency in reading**	**57% of students will demonstrate proficiency in reading.**	**61% of students will demonstrate proficiency in reading.**	**65% of students will demonstrate proficiency in reading.**	**69% of students will demonstrate proficiency in reading.**	**73% of students will demonstrate proficiency in reading.**
Reading Goal #5A: Over the next 5 years the achievement gap in reading will decrease by 50%						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Students lack the opportunities to answer high level questions related to reading	5B.1. Teachers will establish and communicate learning goals with their students.	5B.1. Teachers, Coaches, Administration	5B.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings Administration - Data meetings, formal and informal observations	5B.1. Assessments from core series (MMH, Go Math), Benchmark assessments, Student Goal Setting Binders	

Reading Goal #5B: The percentage of students not making satisfactory progress in reading will decrease by 10% in all subgroups.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: 33% (94) Black: 16% (1) Hispanic: 37% (16) Asian: NA American Indian: NA	White: 29% Black: 12% Hispanic: 33% Asian: NA American Indian: NA				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Strategically planning time for implementation	5C.1. Teachers will establish and communicate learning goals as well as track progress with their students to increase student achievement.	5C.1. Teachers, Coaches, Administration	5C.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings Administration - Data meetings, formal and informal observations	5C.1. Assessments from core series (MMH, Go Math), Benchmark assessments, Student Goal Setting Binders		
Reading Goal #5C: The percentage of ELL students who are not making satisfactory progress in reading will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100%	**96%**					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Strategically planning time for implementation	5D.1. Teachers will establish and communicate learning goals as well as track progress with their students to increase student achievement.	5D.1. Teachers, Coaches, Administration	5D.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings Administration - Data meetings, bi-monthly meetings with ese teachers, formal and informal observations	5D.1. Assessments from core series (MMH, Go Math), Benchmark assessments, Student Goal Setting Binders		
Reading Goal #5D: The percentage of students with disabilities who are not making satisfactory progress in reading will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	64% (37)	**61%**					

		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Strategically planning time for implementation	5E.1. Teachers will establish and communicate learning goals as well as track progress with their students to increase student achievement.	5E.1. Teachers, Coaches, Administration	5E.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings Administration - Data meetings, formal and informal observations	5E.1. Assessments from core series (MMH, Go Math), Benchmark assessments, Student Goal Setting Binders		
Reading Goal #5E: The percentage of economically disadvantaged students not making satisfactory progress in reading will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	37% (97)	**33%**					

		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 Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building Understanding of the CCSS for ELA	K-5	Valerie Burnett, Literacy Coach	School-wide	Weekly on Thursdays	Coaching Cycle	Valerie Burnett (Literacy Coach)

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will engage in weekly PD to develop their knowledge and understanding of the CCSS	Consumable materials for professional development such as handouts, articles, etc.	Title One	$500
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	**Problem-Solving Process to Increase Language Acquisition**					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. ELL students need differentiated instruction to meet learning goals	1.1. Teachers will be offered support from ESOL resource teacher, literacy coach and administration. Support will focus on high impact strategies that increase student achievement	1.1. Classroom Teachers, ESOL Resource teacher	1.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings ESOL Resource Teacher/ ESOL IA – formative assessments and observations Administration - Data meetings, formal and informal observations	1.1. Assessments from core series (MMH, Go Math), Benchmark assessments, Student Goal Setting Binders	
CELLA Goal #1: **By June 2013, our students will have increased their proficiency by six percent in listening and speaking.**	2012 Current Percent of Students Proficient in Listening/Speaking:					
	39%					
		1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. ELL students need differentiated instruction to meet learning goals	2.1. Teachers will establish and communicate learning goals as well as track progress with their students to increase student achievement.	2.1. Classroon Teachers, ESOL Resource Teacher	2.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings ESOL Resource Teacher/ ESOL IA – formative assessments and observations Administration - Data meetings, formal and informal observations	2.1. Assessments from core series (MMH, Go Math), Benchmark assessments, Student Goal Setting Binders	
CELLA Goal #2: **By June 2013, our students will have increased their proficiency by six percent in reading.**	2012 Current Percent of Students Proficient in Reading:					
	22%					
		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. ELL students need differentiated instruction to meet learning goals	2.1. Teachers will establish and communicate learning goals, writing rubrics as well as track progress with their students to increase student achievement.	2.1. Classroon Teachers, ESOL Resource Teacher	2.1. Teachers/ Literacy Coach will do weekly conferencing with students, weekly grade level meetings ESOL Resource Teacher/ ESOL IA – formative assessments and observations Administration - Data meetings, formal and informal observations	2.1. Assessments from core series (MMH, Benchmark assessments, Student Goal Setting Binders	
CELLA Goal #3: **By June 2013, our students will increase their proficiency by six percent in writing.**	2012 Current Percent of Students Proficient in Writing :					
	30%.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	**Problem-Solving Process to Increase Student Achievement**						
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. Strategically planning time for implementation	1A.1. Teachers will establish and communicate learning goals with their students.	1A.1. Teachers, Administration	1A.1. Teachers will do weekly conferencing with students, weekly grade level meetings, Administration - Data Meetings formal and informal observations	1A.1. Assessments from the Core Curriculum – Go Math (pre/post tests) Benchmark Assessments Student Goal Setting Binders		
Mathematics Goal #1A: By June 2013, the percentage of students scoring a level 3 (proficient) in math will increase to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	36% (124)	**50%**					

		1A.2. Maximizing time for collaboration Knowledge and comfort level of utilizing data to plan lessons Knowledge of standards	1A.2. Teachers will Engage in collaborative data based instructional planning to develop rigorous lessons based on the math benchmarks.	1A.2. Teachers, Administration	1A.2. Teachers will engage in reflections and discussions on their practice during their PLC Administration – formal and informal observations	1A.2. Go Math pre/post tests, Core K-12 Benchmark assessments, Lesson plans	
		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. Maximizing time for collaboration Knowledge and comfort level of utilizing data to plan lessons Knowledge of standards	1B.1. Teachers will Engage in collaborative data based instructional planning to develop rigorous lessons based on the math benchmarks.	1B.1. Teachers, Administration	1B.1. Teachers will engage in reflections and discussions on their practice during their PLC Administration – formal and informal observations	1B.1. Assessments from their core curriculum. Lesson plans		
Mathematics Goal #1B: **By June 2013, our students scoring a level, 4, 5 or 6 will increase by 6% in math.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	60%	**66%**					

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Strategically planning time for implementation	2A.1. Teachers will establish and communicate learning goals with their students to extend their thinking.	2A.1. Teachers, Administration	2A.1. Teachers will do weekly conferencing with students, weekly grade level meetings, Collaboration with gifted teachers Administration - Data Meetings formal and informal observations	2A.1. Assessments from the Core Curriculum – Go Math (pre/post tests) Benchmark Assessments Student Goal Setting Binders		
Mathematics Goal #2A: 35% or more of our students will achieve above proficiency in math by June 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	19% (65)	**35%**					
		2A.2. Maximizing time for collaboration Knowledge and comfort level of utilizing data to plan lessons Knowledge of standards	2A.2. Teachers will Engage in collaborative data based instructional planning to develop rigorous lessons based on the math benchmarks.	2A.2. Teachers, Administration	2A.2. Teachers will engage in reflections and discussions on their practice during their PLC Administration – formal and informal observations	2A.2. Go Math pre/post tests, Core K-12 Benchmark assessments, Lesson plans	

		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Maximizing time for collaboration Knowledge and comfort level of utilizing data to plan lessons Knowledge of standards	2B.1. Teachers will Engage in collaborative data based instructional planning to develop rigorous lessons based on the math benchmarks.	2B.1. Teachers, Administration	2B.1. Teachers will engage in reflections and discussions on their practice during their PLC Administration – formal and informal observations	2B.1. Assessments from their core curriculum. Lesson plans		
Mathematics Goal #2B: **By June 2013, our students scoring at or above a level 7 will increase by 10%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0	**10%**					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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. Strategically planning time for implementation	3A.1. Teachers will establish and communicate learning goals with their students.	3A.1. Teachers, Administration	3A.1. Teachers will do weekly conferencing with students, weekly grade level meetings, Collaboration with Intervention teachers Administration - Data Meetings formal and informal observations	3A.1. Assessments from the Core Curriculum – Go Math (pre/post tests) Benchmark Assessments Student Goal Setting Binders		
Mathematics Goal #3A: By June 2013, 70% or more of our students will make learning gains in math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61%	**70%**					
		3A.2. Maximizing time for collaboration Knowledge and comfort level of utilizing data to plan lessons Knowledge of standards	3A.2. Teachers will Engage in collaborative data based instructional planning to develop rigorous lessons based on the math benchmarks.	3A.2. Teachers, Administration	3A.2. Teachers will engage in reflections and discussions on their practice during their PLC Administration – formal and informal observations	3A.2. Go Math pre/post tests, Core K-12 Benchmark assessments, Lesson plans	

		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. Strategically planning time for implementation	3B.1. Teachers will establish and communicate learning goals as well as track their progress with their students.	3B.1. Teachers, Administration	3B.1. Teachers will do weekly conferencing with students, weekly grade level meetings, Collaboration with teachers Administration - Data Meetings formal and informal observations	3B.1. Assessments from their core curriculum. Student goal setting documentation as appropriate (visuals, etc) Teacher developed rubrics		
Mathematics Goal #3B: By June 2013, 35% of our students taking the alternate assessment will show learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0	**35%**					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Strategically planning time for implementation	4A.1. Teachers will establish and communicate learning goals as well as track their progress with their students.	4A.1. Teachers, Administration	4A.1. Teachers will do weekly conferencing with students, weekly grade level meetings, Collaboration with Intervention teachers Administration - Data Meetings formal and informal observations, quarterly intervention checks	4A.1. Assessments from the Core Curriculum – Go Math (pre/post tests) Benchmark Assessments Student Goal Setting Binders		
Mathematics Goal #4A: By June 2013, 70% of our students in the lowest 25% will make learning gains in math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	52%	**70%**					

		4A.2. Maximizing time for collaboration Knowledge and comfort level of utilizing data to plan lessons Knowledge of standards	4A.2. Teachers will Engage in collaborative data based instructional planning to develop rigorous lessons based on the math benchmarks.	4A.2. Teachers, Administration	4A.2. Teachers will engage in reflections and discussions on their practice during their PLC Administration – formal and informal observations	4A.2. Go Math pre/post tests, Core K-12 Benchmark assessments, Lesson plans	
		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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
		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), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2011-2012** 44% of students demonstrated proficiency in mathematics.	**49% of students will demonstrated proficiency in mathematics**	**54% of students will demonstrate proficiency in mathematics**	**59% of students will demonstrate proficiency in mathematics**	**64% of students will demonstrate proficiency in mathematics**	**69% of students will demonstrated proficient in mathematics**	
Mathematics Goal #5A: Over the next 5 years the achievement gap in math will decrease by 50%							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Students lack the opportunities to answer high level questions related to mathematics	5B.1. Teachers will establish and communicate learning goals with their students.	5B.1. Teachers, Administration	5B.1. Teachers will do weekly conferencing with students, weekly grade level meetings, Administration - Data Meetings formal and informal observations	5B.1. Assessments from the Core Curriculum – Go Math (pre/post tests) Benchmark Assessments Student Goal Setting Binders		

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Mathematics Goal #5B: The percentage of students not making satisfactory progress in mathematics will decrease by 10% in all subgroups.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 36% (103) Black: 66% (4) Hispanic: 27% (12) Asian: N/A American Indian: N/A	White: 30% Black: 56% Hispanic: 22% Asian: NA American Indian: NA					
		5B.2. Maximizing time for collaboration Knowledge and comfort level of utilizing data to plan lessons Knowledge of standards	5B.2. Teachers will Engage in collaborative data based instructional planning to develop rigorous lessons based on the math benchmarks.	5B.2. Teachers, Administration	5B.2. Teachers will engage in reflections and discussions on their practice during their PLC Administration – formal and informal observations	5B.2. Go Math pre/ post tests, Core K-12 Benchmark assessments, Lesson plans	
		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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Strategically planning time for implementation	5C.1. Teachers will establish and communicate learning goals as well as track their progress with their students.	5C.1. Teachers, Administration	5C.1. Teachers will do weekly conferencing with students, weekly grade level meetings, Collaboration with ESOL Resource teacher and instructional assistant. Administration - Data Meetings formal and informal observations	5C.1. Assessments from the Core Curriculum – Go Math (pre/post tests) Benchmark Assessments Student Goal Setting Binders		
Mathematics Goal #5C: The percentage of ELL students not making satisfactory progress in reading will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100%	**96%**					

		5C.2. Maximizing time for collaboration Knowledge and comfort level of utilizing data to plan lessons Knowledge of standards	5C.2. Teachers will Engage in collaborative data based instructional planning to develop rigorous lessons based on the math benchmarks.	5C.2. Teachers, Administration	5C.2. Teachers will engage in reflections and discussions on their practice during their PLC Administration – formal and informal observations	5C.2. Go Math pre/post tests, Core K-12 Benchmark assessments, Lesson plans	
		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. Strategically planning time for implementation	5D.1. Teachers will establish and communicate learning goals as well as track their progress with their students.	5D.1. Teachers, Administration	5D.1. Teachers will do weekly conferencing with students, weekly grade level meetings, Collaboration with ESE teachers Administration - Data Meetings formal and informal observations	5D.1. Assessments from the Core Curriculum – Go Math (pre/post tests) Benchmark Assessments Student Goal Setting Binders		

Mathematics Goal #5D: The percentage of students with disabilities not making satisfactory progress in reading will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (29)	**46%**					
		5D.2. Maximizing time for collaboration Knowledge and comfort level of utilizing data to plan lessons Knowledge of standards	5D.2. Teachers will Engage in collaborative data based instructional planning to develop rigorous lessons based on the math benchmarks.	5D.2. Teachers, Administration	5D.2. Teachers will engage in reflections and discussions on their practice during their PLC Administration – formal and informal observations	5D.2. Go Math pre/post tests, Core K-12 Benchmark assessments, Lesson plans	
		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. Strategically planning time for implementation	5E.1. Teachers will establish and communicate learning goals as well as track their progress with their students.	5E.1. Teachers, Administration	5E.1. Teachers will do weekly conferencing with students, weekly grade level meetings, Collaboration with Intervention teacher Administration - Data Meetings formal and informal observations	5E.1. Assessments from the Core Curriculum – Go Math (pre/post tests) Benchmark Assessments Student Goal Setting Binders		
Mathematics Goal #5E: The percentage of economically disadvantaged students not making satisfactory progress in reading will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	37% (98)	**32%**					

		5E.2. Maximizing time for collaboration Knowledge and comfort level of utilizing data to plan lessons Knowledge of standards	5E.2. Teachers will Engage in collaborative data based instructional planning to develop rigorous lessons based on the math benchmarks.	5E.2. Teachers, Administration	5E.2. Teachers will engage in reflections and discussions on their practice during their PLC Administration – formal and informal observations	5E.2. Go Math pre/post tests, Core K-12 Benchmark assessments, Lesson plans	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data based instructional planning	K-5	Angie Westbrook, Elise Landahl	K-5 teachers	Quarterly Data Days	Lesson Plans, discussions during grade level PLCs	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
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Instructional Trainer Coach providing PD on current needs (TBD) – possible standards and data based instruction and/ or small group instruction	substitutes	Title One	$2000
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Use book to support our student goal setting and data based planning	Book – *Student Achievement Goal Setting: Using Data to Improve Teaching and Learning*	Title One	$800
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Strategically planning time for implementation.	1A.1. Teachers will establish and communicate learning goals with their students.	1A.1. Teachers, Administration	1A.1. Teachers will do weekly conferencing with students, weekly grade level meetings Administration – Data meetings, formal and informal observations	1A.1. Assessments from the core series – Fusion; BOK pre/post tests; Core K-12 Benchmark assessments Student Goal Setting binders		
Science Goal #1A: 50% or more of our students will be proficient in science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	30%	**50%**					

		1A.2. Knowing and being comfortable with using the curriculum maps and student data to design lessons	1A.2. Teachers will engage in collaborative planning utilizing data, curriculum maps and the core series, Fusion, to develop rigorous lessons.	1A.2. Teachers, Administration	1A.2. Teachers will do weekly conferencing with students, weekly grade level meetings Administration – Data meetings, formal and informal observations	1A.2. Assessments from the core series – Fusion; BOK pre/post tests; Core K-12 Benchmark assessments	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1. Knowing and being comfortable with using the curriculum maps and student data to design lessons	1B.1. Teachers will engage in collaborative planning utilizing data, curriculum maps and the core series, Fusion, to develop rigorous lessons.	1B.1. Teachers, Administration	1B.1. Teachers will do weekly conferencing with students, weekly grade level meetings Administration – Data meetings, formal and informal observations	1B.1. Assessments from their curriculum. Teacher developed formative assessments and rubrics		
Science Goal #1B: **By June 2013, our students scoring a level, 4, 5 or 6 in science will increase by 6%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50%	**56%**					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Strategically planning time for implementation.	2A.1. Teachers will establish and communicate learning goals with their students to challenge and extend their thinking.	2A.1. Teachers, Administration	2A.1. Teachers will do weekly conferencing with students, weekly grade level meetings Administration – Data meetings, formal and informal observations	2A.1. Assessments from the core series – Fusion; BOK pre/post tests; Core K-12 Benchmark assessments Student goal setting binders		
Science Goal #2A: 25% or more of our 5th grade students will achieve above proficiency in science on the 2013 FCAT.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	11%	**25%**					
		2A.2. Knowing and being comfortable with using the curriculum maps and student data to design lessons.	2A.2. Teachers will engage in collaborative planning utilizing data, curriculum maps and the core series, Fusion, to develop rigorous lessons.	2A.2. Teachers, Administration	2A.2. Teachers will do weekly conferencing with students, weekly grade level meetings Administration – Data meetings, formal and informal observations	2A.2. Assessments from the core series – Fusion; BOK pre/post tests; Core K-12 Benchmark assessments	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. Knowing and being comfortable with using the curriculum maps and student data to design lessons.	2B.1. Teachers will engage in collaborative planning utilizing data, curriculum maps and the core series, Fusion, to develop rigorous lessons.	2B.1. Teachers, Administration	2B.1. Teachers will do weekly conferencing with students, weekly grade level meetings Administration – Data meetings, formal and informal observations	2B.1. Assessments from their curriculum. Teacher developed formative assessments and rubrics		
Science Goal #2B: **By June 2013, our students scoring at or above a level 7 in science will increase by 6%.**	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	50%	**56%**					
		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 Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Based Instructional Planning	K-5	Angie Westbrook, Elise Landahl	K-5 Teachers	Quarterly Data Day, Weekly PLCs for follow up	Lesson Plans, discussions at weekly PLCs	Administration

Science Budget (Insert rows as needed)

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

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

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Knowledge of Common Core Standards	1A.1. Teachers will gain knowledge and understanding of the Common Core Standards for writing.	1A.1. Literacy Coach, Teachers Administration	1A.1. Teachers/Literacy Coach – review, discuss and monitor student work samples Coaching Cycle	1A.1. Discussions and coaching with Literacy Coach.		
Writing Goal #1A: By June 2013, our 4th grade students will increase their proficiency in writing by at least ten percent.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70%	**80%**					

		1A.2. Time to plan for writing in other curriculum areas. Understanding of the most meaningful ways to write in other curriculum areas.	1A.2. Teachers will begin implementing writing across the curriculum including our 3rd grade teachers participating in a structured cycle for implementing writing across the curriculum in a specific curriculum area.	1A.2. Literacy Coach /Administration/ Teachers	1A.2. Teachers/Literacy Coach review student samples of writing. Walkthroughs/ Coaching Cycle	1A.2. Walkthrough documentation Observations Increase student achievement on writing rubrics	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1. Knowledge of Common Core Standards	1B.1. Teachers will gain knowledge and understanding of the Common Core Standards for writing.	1B.1. Literacy Coach, Teachers Administration	1B.1. Teachers/Literacy Coach – review, discuss and monitor student work samples Coaching Cycle	1B.1. Discussions and coaching with Literacy Coach.		
Writing Goal #1B: **By June 2013, our students scoring at a 4 or higher in writing will increase by 10%.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0	**10%**					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	3rd grade	Valerie Burnett and Angie Westbrook	3rd grade PLC	6 week cycles during PLC and structured planning time	Coaching	Valerie Burnett and Angie Westbrook

Writing Budget (Insert rows as needed)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Writing Camp for students	Two teachers will work with Literacy Coach to provide a 5 week Writing Camp for 4th grade students twice a week after school	Title One	$1500
Subtotal:			
Total:			

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Parents utilizing the resources provided by the school	1.1. Communicate to parents the importance of regularly attending school through our school newsletter, website and school connects. For students with excessive absences have our school social worker contact the families to offer resources.	1.1. Teachers, Administration, Social Worker	1.1. Periodically reviewing attendance data	1.1. TERMS reports, Esembler reports		

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

Attendance Goal #1: By June 2013, our attendance rate will increase to 97%, our amount of excessive absences and tardies will be cut in half.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95%	**97%**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	44	**22**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	62	**31**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	**Problem-solving Process to Decrease Suspension**						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Students are not consistently provided with the positive reinforcement for appropriate behavior	1.1. School will implement a school-wide Behavior Plan which includes direct instruction for the 7 Habits and School-wide rules to reinforce appropriate behavior. RtI behavior committee developed a cafeteria behavior plan and bus behavior plan. School will implement a student mentor program.	1.1. RtI Behavior Committee, Teachers, Administration	1.1. RtI Behavior committee will review discipline data at their monthly meetings to determine the progress toward their goal.	1.1. Monthly Office Discipline Data reports from TERMS		

Suspension Goal #1: By July 2013, our in-school and out-of-school suspensions will decrease by 25%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	42	**31**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	18	**13**					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	44	**33**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	10	**7**					
		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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
RtI Behavior/PBS Committee will do a book study and share their learning with staff	Book – *Teaching with Love and Logic: Taking Control of the Classroom*	Title One	$300
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
RtI Behavior/PBS summer work group to adjust/develop school-wide behavior plan including cafeteria and bus plan	Stipends for teachers to work in the summer	Title One	$2000
Subtotal:			
Total:			

End of Suspension Goals

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal #1: *Enter narrative for the goal in this box.* **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* *Enter numerical data for current level of parent involvement in this box.*	2013 Expected Level of Parent Involvement:* *Enter numerical data for expected level of parent involvement in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: **In the 2012-2013 school year, we will increase STEM awareness throughout all grades by providing information and activities to staff and students.**	1.1. Families committed to having their children come to the practices and events.	1.1. Participate in the Odyssey of the Mind competition.	1.1. Odyssey School Coordinator, Administration	1.1. Yearly review of the number of students/groups that participate in STEM and other science competitions.	1.1. Roster of STEM/Odyssey of Mind participants
	1.2. Time to plan event Getting more families to attend	1.2. Begin plans to host STEM family events.	1.2. Science, Math, and Technology committee Administration	1.2. Agendas and Minutes from committee meetings for planning the events	1.2. Surveys and Sign ins at the STEM family events.
	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 (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			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: **Increase awareness of opportunities for students to participate in career academies as well as provide information on careers in technical education.**	1.1. Being able to find speakers that are available to participate in the Great American Teach In	1.1. Increase the number of Great American Teach In speakers with a CTE focus.	1.1. Great American Teach In Coordinator, Administrator, Guidance Counselor	1.1. Monitoring of guest speakers focused on CTE areas	1.1. Sign in for speakers at the Great American Teach In, feedback from teachers and students.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

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

Grand Total:

Differentiated Accountability

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

School Differentiated Accountability Status		
▫Priority	▫Focus	▫Prevent

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

School Advisory Council (SAC)

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

▫ Yes ▫ No

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

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

Here are some of the things that the SAC will be part of reviewing and providing input on:
- SIP
- School data from FAIR, Core K-12, Math pre/post
- The New Social Studies series - TCI
- If we receive funds, make determinations on what to spend the money on
- Input on the Parent Involvement Plan/Policy
- Input on Family events
- Committees will each have a month that they will share what they are working on with the SAC and how it relates to our SIP.

Describe the projected use of SAC funds.	Amount