

# Florida Department of Education



## Lockhart Elementary School

# **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: Lockhart Magnet Elementary	District Name: Hillsborough County
Principal: Lynn Roberts	Superintendent: Mary Ellen Elia
SAC Chair: LeighMarie Carrasquillo	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	Lynn Roberts	MS – Ed. Leadership BA – Elementary Ed 1-6	7 months	8	Lomax: 2006-2007:A 100% AYP Lomax: 2007-2008:A 92% AYP USF Patel: 2008-2009:A 100% AYP USF Patel: 2009-2010: B 97% AYP USF Patel: 2010-2011: B 100% AYP Lockhart: 2011-2012: D No AYP

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Assistant Principal	Andrea Frazier	MS – Ed. Leadership BA – Elementary Ed 1-6	6 years	6	Lockhart 07/08 – B 82%AYP Lockhart 08/09 – B 84% AYP Lockhart 09/10 – C 74% AYP Lockhart 10/11 – D, 69% AYP Lockhart 11/12: D
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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Leikeisha Broughton	Primary Ed K-3	1	1	Lockhart 11/12: D no AYP
Math	Jackie LeJuene	Elementary Ed (k-6); ESOL Endorsed	2 months	2	Frost 2011-2012: C Frost 2010-2011: C
Science	Jessica Addington	Masters Degree; Elementary Education/ Certification: ESE K-12; ESOL endorsement	1	1	Lockhart 11/12 – D no AYP MacFarland Park 10/11-A 100% AYP MacFarland Park 09/10-A 100% AYP
Reading (AIS)	LeighMarie Carrisquillo	Masters Degree; Elementary Education/ Certification: ESE K-12; ESOL endorsement	8	6	Lockhart 11/12 – D no AYP Lockhart 10/11 – D 69%AYP Lockhart 09/10 – C 74% AYP Lockhart 08/09 – B 84% AYP Lockhart 07/08 – B 82%AYP

### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Interview Day	District Staff	June
2. District Mentor Program	District Mentors	ongoing

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3. District Peer Program	District Peers	ongoing
4. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing
5. Renaissance Interview Day	District Staff	June

***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
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Teacher	Classes Taught Assignment	Assignment Start Date	Certification Held	Out-of-Field Area/Classes	Highly Qualified
Gillian Humphreys	Kindergarten English with ELL students	August 21, 2012	K-6 & PreK- 3 <sup>rd</sup>	ESOL Endorsement	No
Yvonne Roder	1 <sup>st</sup> Grade English with ELL students	August 21, 2012	K-6	ESOL Endorsement	No
Carrie Albritton	2 <sup>nd</sup> Grade English with ELL students	August 21, 2012	K-6	ESOL Endorsement	No
Emma Morgan	3 <sup>rd</sup> Grade English with ELL students	August 21, 2012	PreK- 3 <sup>rd</sup>	ESOL Endorsement	No
Julia O'Connell	4 <sup>th</sup> Grade English with ELL students	August 21, 2012	K-6 & PreK- 3 <sup>rd</sup> & Reading	ESOL Endorsement	No
Lynn Riley	5 <sup>th</sup> Grade English with ELL students	August 21, 2012	K-6 & ESE K-12	ESOL Endorsement	No

Depending on the needs of the teacher, one or more of the following strategies are implemented:

**Administrators**

Meet with the teachers two times per year to discuss progress on:

- Preparing and taking the certification exam
- Completing classes needed for certification
- Provide substitute coverage for the teachers to observe other teachers
- Discussion of what teachers learned during the observation(s)

**Academic Coach**

- The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis

**Subject Area Leader/PLC**

The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

***Staff Demographics***

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

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\*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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
50	5	21	18	6	22		1	0	19

***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
Julie Lehan	Meredith Mullen	Ms. Lehan is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Leikeisha Broughton	Lynn Riley	Leikeisha has over 1 year of coaching experience and can assist Lynn in development and implementation of reading guidelines within her classroom.	On-going co-planning, modeling of lessons and observation with feedback.
Jessica Addington	Rachel Fletcher	Jessica has over 1 year of coaching experience and can assist Rachel in development and implementation of science and math guidelines within her classroom.	On-going co-planning, modeling of lessons and observation with feedback.

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### Additional Requirements

#### **Coordination and Integration-Title I Schools Only**

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant NA
Title I, Part D NA
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs FFVP Grant
Housing Programs NA
Head Start We utilize information from student Head Start to transition to Kindergarten.
Adult Education NA
Career and Technical Education NA
Job Training NA



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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.

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading and Math)
- Lead Teacher
- ESE Specialist
- SAC Chair/Academic Intervention Specialist
- ELL Resource Teacher

(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)

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Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the MTSS Leadership Team is to:

- Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
- Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tier2/3) levels.
- Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavior, and attendance domains.
- Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (weekly). Specific responsibilities include:

- Oversee the multi-layered model of instruction delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tier2/3.
- Facilitate the implementation of specific programs(e.g., Extended Learning Programs during and after school) that provide intervention support to students identified through data sorts/charts conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)

Strengthen the Tier 1 (core curriculum) instruction through the:

- Implementation and support of PLCs
- Review of teacher/PLC core curriculum assessments/chapter tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Use of Common Core Assessments by teachers teaching the same grade/subject area (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Implementation of research-based scientifically validated instructional strategies and/or interventions (as outlined in our SIP)

Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.

On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.

Support the planning, implementing and evaluating of the outcomes of supplemental and intensive interventions in conjunction with PLCs and PSLT.

Coordinate/collaborate/integrate with other working committees, such as Literacy Leadership Team(which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

- The Chair of SAC is a member of the Leadership Team/PSLT.  
The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - Use the problem-solving model when analyzing data:
    1. What is the problem? (Problem Identification)
    2. Why is it occurring? (Problem Analysis and Barrier Identification)
    3. What are we going to do about it? (Action Plan Design and Implementation)
    4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
  - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
  - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses.
  - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
  - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).
  - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
  - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
  - Assess the implementation of the strategies on the SIP using the following questions:
    1. Does the data show implementation of strategies are resulting in positive student growth?
    2. To what extent are we making progress toward the school's SIP goals?
    3. If we are making progress, what can we do to sustain what is working?
    4. What barriers to implementation are we facing and how will we address them?
    5. What should we do next? What should be our plan of action?

MTSS Implementation

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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. The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

### Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teacher, administrative team
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers, administrative team
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach, individual teachers, PLCs, administrative team
CELLA	Sagebrush (IPT)	Assistant Principal
Common Assessments* ( <i>see below</i> ) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	Individual teachers, PSLT
Common Assessments* ( <i>see below</i> ) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	Individual teachers, PSLT

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

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

### Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) * ( <i>see below</i> ) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	ELP Facilitator ~ Assistant Principal Principal
SES Tutoring	District Generated Database	SES Facilitator

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I-Station Computer Program	Online Database	Individual Teachers, Reading Coach
Intervention/Enrichment Groups (daily)	Teacher/Tutor Lesson Plans	PSLT

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

Describe the plan to train staff on MTSS.

The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District’s RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe the plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). <ul style="list-style-type: none"><li>● Principal ~ Lynn Roberts</li><li>● Assistant Principal ~ Andrea Frazier</li><li>● Reading Coach ~ Leikeisha/ Broughton</li><li>● Academic Intervention Specialists ~ LeighMarie Carrasquillo</li></ul>
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). <p>The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.</p> <p>The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students</p>
What will be the major initiatives of the LLT this year? <p>Will use new grant, Annenberg, to use money sources to create literacy areas around the school (cafeteria and grade level hallways).</p>

### ***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.*

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. *Parents are provided with a letter from the Commissioner of Education, explaining the assessments.* Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms *and as a blended program in several Early Exceptional Learning Program (EELP) classrooms.* Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary. This assessment will be administered at the start and end of the VPK program. A copy of these assessments will be mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities *from the first day of school.* Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

### ***\*Grades 6-12 Only*** Sec. 1003.413 (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?

NA

### ***\*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?

NA

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?

NA

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***Postsecondary Transition***

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

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

NA



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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]).

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

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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>1A.1.  Lack of effective planning across all content areas using student data</p>	<p>1A.1.  Educators will plan collaboratively in PLCs to create Lesson plans that include higher order questions aligned to grade level standards using Web's Depth of Knowledge   (Readers Workshop Model)</p>	<p>1A.1.  Administration, Reading Coach, District Reading Team</p>	<p>1A.1  PLC Logs (SB 87073)  Walkthroughs  Reading Lesson Plans</p>	<p>1A.1.  Baseline and Mid-Year Data Formatives   FAIR, EasyCBM, DRAs</p>		
<p><u>Reading Goal #1A:</u>   <i>The percent of students scoring at a level 3 or higher will increase from 43% to 48% or higher in 2013.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>43</p>	<p>48</p>					

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	1A.2.	1A.2. Lack of implementing higher order thinking skills	1A.2. Educators implement Lesson plans that include higher order questions aligned to grade level standards using Web's Depth of Knowledge (Readers Workshop Model)	1A.2. Administration, Reading Coach, District Reading Team	1A.2. PLC Logs (SB 87073) Walkthroughs Reading Lesson Plans	1A.2 Baseline and Mid-Year Data Formatives  FAIR, EasyCBM, DRAs.	
		1A.3.	The Reading Coach supports teachers through the coaching cycle and student data chats.	1A.3. Administration, Reading Coach, District Reading Team	1A.3. PLC Logs (SB 87073) Walkthroughs Reading Lesson Plans	1A.3. Baseline and Mid-Year Data Formatives  FAIR, EasyCBM, DRAs.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Reading Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1 See Reading Goal 1.1	2A.1. See Reading Goal 1.1	2A.1. See Reading Goal 1.1	2A.1. See Reading Goal 1.1	2A.1. See Reading Goal 1.1		
<b>Reading Goal #2A:</b> <i>The percent of students scoring at a level 4 or higher will increase from 19% to 24% or higher in 2013.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>19</b>	<b>24</b>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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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		
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>	3A.1. See Reading Goal 1.1	3A.1. See Reading Goal 1.1	3A.1. See Reading Goal 1.1	3A.1. See Reading Goal 1.1	3A.1. See Reading Goal 1.1		
<b>Reading Goal #3A:</b> <i>The number of points from students making learning gains will increase from 59% to 64% or higher in 2013.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>59</b>	<b>64</b>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	



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<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<b>Reading Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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		
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>	4A.1 See Reading Goal 1.1	4A.1. See Reading Goal 1.1	4A.1. See Reading Goal 1.1	4A.1. See Reading Goal 1.1	4A.1. See Reading Goal 1.1		
<b>Reading Goal #4:</b> <i>The number of points in the lowest 25% making learning gains will increase from 76% to 81% or higher in 2013.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>76</b>	<b>81</b>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		



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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning</b>						
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<b>Community (PLC) or PD Activities</b> 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
Easy CBM	K-5	Reading Coach	All Faculty	October 17, 2012	Easy CBM Data	Administration, Reading Coach
DRA Review	K-5	On The Ground Coach/Reading Coach	All Faculty	September 20, 21 2012	DRA Data	Administration, Reading Coach
Data Chats	K-5	Reading Coach	K-5 small group	September 26, 28 2012	Identified List of intervention groups	Administration, Reading Coach
Webs DOK/Science Notebooks	K-5	On The Ground Science Coach	All Faculty	September 18, 2012	Magnet PD requirements	Lead Teacher, Science Academic Coach
PLC Training with Leadership Team	Leadership Team	Area IV Facilitator	Leadership Team	September 24, 2012	Academic On The Ground Coaches	Area IV Facilitator

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**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
The Reading Coach supports teachers through the coaching cycle and student data chats.	Snacks, drinks, ice cream from Publix	SAC	301.80
<b>Subtotal: \$301.80</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Reading Goals*

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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1.	1.1.	1.1.	1.1.	1.1.	
<b>CELLA Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>Enter numerical data for current level of performance in this box.</i>					
		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	
<b>2. Students scoring proficient in reading.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	

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<p><b>CELLA Goal #2:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><b>2012 Current Percent of Students Proficient in Reading:</b></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in writing.</b>	2.1.	2.1.	2.1.	2.1.	2.1.	
<b>CELLA Goal #3:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.



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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CELLA Goals*

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**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1. Lack of effective planning across all content areas using student data	1A.1. Educators will plan collaboratively in PLCs to create Lesson plans that include higher order questions aligned to grade level standards using Web's Depth of Knowledge	1A.1. Administration, Math Coach, District Math Team	1A.1 PLC Logs (SB 87073) Walkthroughs	1A.1. Beginning of The Year Assessment, Baseline Formative , Midyear Formative, Mock FCAT, End of The Year Assessment		

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The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 35% to 40% or above	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>35</b>	<b>40</b>					
	1A.2.	1A.2. Lack of implementing higher order thinking skills	1A.2. Educators implement Lesson plans that include higher order questions aligned to grade level standards using Web’s Depth of Knowledge	1A.2. Administration, Math Coach, District Math Team	1A.2. PLC Logs (SB 87073) Walkthroughs	1A.2. Beginning of The Year Assessment, Baseline Formative , Midyear Formative, Mock FCAT, End of The Year Assessment	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>N/A</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1. See Math Goal 1.1	2A.1. See Math Goal 1.1	2A.1. See Math Goal 1.1	2A.1. See Math Goal 1.1	2A.1. See Math Goal 1.1		
The percent of students scoring a Level 4 or 5 on FCAT Math will increase from 11% to 16% or higher	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>11</b>	<b>16</b>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1. See Math Goal 1.1	3A.1. See Math Goal 1.1	3A.1. See Math Goal 1.1	3A.1. See Math Goal 1.1	3A.1. See Math Goal 1.1		
Points earned from students making learning gains on the 2013 FCAT Math will increase from 38 points to 43 points or above.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>38</b>	<b>43</b>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>N/A</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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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		
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1. See Math Goal 1.1	4A.1. See Math Goal 1.1	4A.1. See Math Goal 1.1	4A.1. See Math Goal 1.1	4A.1. See Math Goal 1.1		
Points earned from students, in Lowest 25%, making learning gains on the 2013 FCAT Math will increase from 25 points to 30 points or above.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>25</b>	<b>30</b>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal</u> <b>#5A:</b>  <i>Enter narrative for the goal in this box.</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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<b>Mathematics Goal #5D:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Elementary School Mathematics Goals*

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**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> 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
Webs DOK/Science Notebooks	K-5	On The Ground Science Coach	All Faculty	September 18, 2012	PLC Logs, Walkthroughs, Faculty Meeting evaluating student work	Administration
PLC Training with Leadership Team	Leadership Team	Area IV Facilitator	Leadership Team	September 24, 2012	Academic On The Ground Coaches	Area IV Facilitator
PLC Faculty Training	K-5	Area IV Facilitator	All Faculty	September 25, 2012	PLC Logs, Walkthroughs, Faculty Meeting evaluating student work	Administration
PBS	K-5	Area IV Facilitator	All Faculty	September 26, 2012	Behavior Team, Area IV Facilitator	Administration

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**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
Educators implement Lesson plans that include higher order questions aligned to grade level standards using Web’s Depth of Knowledge	Snacks, drinks, ice cream from Publix	SAC	\$200.00
<b>Subtotal:\$200.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*

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**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1A.1. Lack of effective planning across all content areas using student data	1A.1. Educators will plan collaboratively in PLCs to create Lesson plans that include higher order questions aligned to grade level standards using Web's Depth of Knowledge (5E Model)	1A.1. Administration, Science Coach, District Science Team	1A.1 PLC Logs (SB 87073) Administrators Science Walkthroughs	1A.1. Baseline and Mid-Year Data Formatives  9 weeks tests and mini assessments in grade 5  Science notebooks		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>The percent of students scoring proficient on FCAT Science will increase from 40% to 45% or higher.</i>							
	40	45					
		1A.2. Lack of implementing higher order thinking skills	1A.2. Educators implement Lesson plans that include higher order questions aligned to grade level standards using Web's Depth of Knowledge (5E Model)	1A.2. Administration, Science Coach, District Science Team	1A.2. PLC Logs (SB 87073) Administrators Science Walkthroughs  Coaching Logs	1A.2. Baseline and Mid-Year Data Formatives  9 weeks tests and mini assessments in grade 5  Science notebooks	
		1A.3.	1A.3.	1A.1.	1A.1	1A.1.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		



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N/A N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2A.1. See Science Goal 1.1	2A.1. See Science Goal 1.1	2A.1. See Science Goal 1.1	2A.1. See Science Goal 1.1	2A.1. See Science Goal 1.1		
<b>Science Goal #2A:</b> <i>The percentage of students scoring at or above a Level 4 or 5 will increase from 8% to 13% or higher.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>8</b>	<b>13</b>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

*End of Elementary and Middle School Science Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Webs/Science Notebooks	K-5	On The Ground Science Coach	All Faculty	September 18, 2012	Magnet PD requirements	Academic coach & Lead Teacher
PLC Training with Leadership Team	Leadership Team	Area IV Facilitator	Leadership Team	September 24, 2012	Academic On The Ground Coaches	Area IV Facilitator
PLC Faculty Training	K-5	Area IV Facilitator	All Faculty	September 25, 2012	PLC Logs, Walkthroughs, Faculty Meeting evaluating student work	Administration
PBS	K-5	Area IV Facilitator	All Faculty	September 26, 2012	Behavior Team, Area IV Facilitator	Administration
Creative Science Theme Integrations: Higher Order Thinking Strategies	K-5	Science Supervisor On The Ground Coach	All Faculty	October-November (18 hrs)	PLC Logs, Walkthroughs, Faculty Meeting evaluating student work	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

**August 2012**  
**Rule 6A-1.099811**  
**Revised July 2012**

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<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Creative Science Theme Integrations: Higher Order Thinking Strategies	Teacher Stipends	Magnet	11,762
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Science Goals*

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

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT:</b> <b>Students scoring at Achievement Level 3.0 and higher in writing.</b>	1A.1. Lack of effective planning across all content areas using student data	1A.1. Educators will plan collaboratively in PLCs to create Lesson plans that include higher order questions aligned to grade level standards using Web's Depth of Knowledge	1A.1. Administration, Math Coach, District Math Team	1A.1 PLC Logs (SB 87073) Walkthroughs	1A.1. Baseline and Mid-Year Data, Monthly Demand Writes Data Student writing samples		

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The percentage of students scoring a Level 3.0 or higher on the 2013 FCAT Writing will increase from 86% to 91% or higher.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>86</b>	<b>91</b>					
	1A.2.	1A.2. Lack of implementing higher order thinking skills	1A.2. Educators implement Lesson plans that include higher order questions aligned to grade level standards using Web's Depth of Knowledge	1A.2. Administration, Math Coach, District Math Team	1A.2. PLC Logs (SB 87073) Walkthroughs	1A.2. Baseline and Mid-Year Data, Monthly Demand Writes Data Student writing samples.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>N/A</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		IB.3.	IB.3.	IB.3.	IB.3.	IB.3.	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Webs DOK/Science Notebooks	K-5	On The Ground Science Coach	All Faculty	September 18, 2012	PLC Logs, Walkthroughs, Faculty Meeting evaluating student work	Administration
PLC Training with Leadership Team	Leadership Team	Area IV Facilitator	Leadership Team	September 24, 2012	Academic On The Ground Coaches	Area IV Facilitator
PLC Faculty Training	K-5	Area IV Facilitator	All Faculty	September 25, 2012	PLC Logs, Walkthroughs, Faculty Meeting evaluating student work	Administration
PBS	K-5	Area IV Facilitator	All Faculty	September 26, 2012	Behavior Team, Area IV Facilitator	Administration

**Writing Budget (Insert rows as needed)**

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

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Educators implement Lesson plans that include higher order questions aligned to grade level standards using Web's Depth of Knowledge	Snacks, drinks, ice cream from Publix	SAC	\$200.00
<b>Subtotal: \$200.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Writing Goals*

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

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		
<b>1. Attendance</b>	1.1. Inconsistent implementation of Lockhart's Attendance Procedures	1.1. Teachers will be provided with and implement step by step procedures that aligns with the Lockhart's Attendance Procedures  Monthly incentive for homerooms with attendance at 96% and above	1.1 PSLT	1.1 PSLT will review weekly attendance data to monitor the implementation of Lockhart's Attendance Procedures	1.1 Instructional Planning Tool EASI Attendance Intervention Form (SB 90710)		

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<p><u>Attendance Goal #1:</u> The attendance rate will increase from 95.62% in 2012 to 96.0% or higher in 2013</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><b>95.62%</b></p>	<p><b>96.0%</b></p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p><b>66</b></p>	<p><b>59</b> <i>10% decrease</i></p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p><b>95</b></p>	<p><b>85</b> <i>10% decrease</i></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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 Policy Procedures	K-5	Social Worker	School-wide	September 2012	Weekly attendance monitoring	Social Worker & Administration

**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
Monthly incentive for homerooms with attendance at 96% and above	Snacks, drinks, ice cream from Publix	SAC	\$200.00
<b>Subtotal: \$200.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Attendance Goal*

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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		

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<p><b>1. Suspension</b></p>	<p>1.1 Consistent implementation of common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1 Foundations of Positive Behavior Support PBS and school-wide discipline plans will be implemented to address school-wide expectations and rules.  The Behavior Committee conducts walkthroughs using the HCPS PBS walk-through form.  Effective maintenance of discipline database (EASI)</p>	<p>1.1 PSLT Behavior Committee</p>	<p>1.1 PSLT and Behavior Committee will review suspension data monthly</p>	<p>1.1 UNTIE , EASI , IPT</p>		
<p><u>Suspension Goal #1:</u>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>7</p>	<p>4</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p>7</p>	<p>4</p>					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	<p>57</p>	<p>51</p>					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	28	25					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	



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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
PBS	K-5	Administration	School-wide	October 2012	PBS lesson plans/guidance classroom schedule/faculty meetings	Behavior committee

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Suspension Goals*

**Health and Fitness**

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

<b>Health and Fitness Goal</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool		

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<p><b>1. Health and Fitness Goal</b>  <u>Health and Fitness Goal #1:</u></p>	<p>1.1.</p>	<p>1. Elementary School students will engage in 150 minutes physical education per week in grades k-5.</p>	<p>1. Principal</p>	<p>1. Classroom walk-throughs                  2. Class schedule</p>	<p>1. Classroom teachers document in their lesson plans the 90 minutes of “teacher directed” PE that students have per week. This is reflected in the master schedule. Physical Education teachers reflect 30 minutes and Dance class reflects 30 minutes per week of the mandated 150 of Elementary Phys. Ed.</p>		
<p>During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from (Information not available) Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
			<p>2. Health and physical activity initiatives developed and implemented by the school’s H.E.A.R.T. team.</p>	<p>2. H.E.A.R.T. team.</p>	<p>2. H.E.A.R.T. team notes/agendas</p>	<p>2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	

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			3. Use of playground or fitness course equipment; walk/run/jog activities in the designated areas; and exercising to the outdoor activities such as the ones provided in the 150 minutes of Elem Physical Education folder on IDEAS.	3. Physical Education Teacher	3. Lesson plan of PE teacher	3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
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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)).

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>1. Parent Involvement</b>	1.1. <b>See Title I Parent Involvement Plan</b>	1.1.	1.1.	1.1.	1.1.		

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<p><b>Parent Involvement Goal #1:</b></p> <p><i>Enter narrative for the goal in this box.</i></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	<p><i>Enter numerical data for current level of parent involvement in this box.</i></p>	<p><i>Enter numerical data for expected level of parent involvement in this box.</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Parent Involvement Professional Development**

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

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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Parent Involvement Goal(s)*

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
Implement/expand inquiry-based experiences for students in math and science through the 5E model	1.1 Teachers knowledge of STEM	1.1 -Provide training on district STEM initiatives:  Inquiry Monday/Design Challenges  Science Olympics  STEM Fair	1.1 The Fabulous Science Coach	1.1 Walkthroughs	1.1 Baseline and Mid-Year Data Formatives  9 weeks tests and mini assessments in grade 5  Science notebooks
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a</p>						
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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
Magnet PD- Hot Talk/Cool Moves, WEBB's/Inquiry	K-5	Lead Teacher	School-wide	October 2012	Magnet requirements for DP (lesson plans)	Lead Teacher

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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Additional Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Additional Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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

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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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Additional Goal(s)*

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

**Final Budget (Insert rows as needed) Total Budget is \$1007.93**

<b><u>Reading Budget</u></b>	
Publix: \$73.84 & \$7.69 Pancakes, syrup, butter and sausage links for ELP Saturday Academy celebration	
Publix: \$82.35 Cookies and crackers for SAT 10 testing for intermediate	
Publix: \$51.73 Punch, chips and Cheez-its for SAT 10 testing for primary	
	<b>Total: \$215.61</b>
<b><u>Mathematics Budget</u></b>	
Publix \$46.92 & 40.43 Cookies and crackers for SAT 10 testing for intermediate	
Publix: \$71.64 Fruit snacks, cookies and candy for SAT 10 testing for primary	
	<b>Total:\$158.99</b>
<b><u>Science Budget</u></b>	
Publix: \$97.63 Pudding, goldfish crackers, cookies, rice krispy treats, chocolate bars, M&M's for intermediate science lesson on rocks	
Publix: \$144.52 Punch, chips, fruit snacks, popcorn and crackers	
	<b>Total:\$242.15</b>
<b><u>Writing Budget</u></b>	
Publix: \$84.96 Pudding and Chips for FCAT Writes snack	
Publix: \$73.94 Ice cream, spoons, ice pops and rootbeer for Hillsborough Writes celebration	
	<b>Total:\$ 158.90</b>

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<b><u>Attendance Budget ( and Character Education)</u></b>	
Publix: \$39.40 Caprisuns for Terrific Kid monthly celebrations	
Publix: \$58.41 Cookies	
Publix: \$19.76 Pancake mix and syrup for quarterly celebration	
Publix: \$88.52 Sodas, juice, ice cream, cookie snack packs and crackers for quarterly celebration	
	<b>Total: \$206.09</b>
<b>Parent Involvement Budget</b>	
	<b>Total:\$0</b>
	<b>Amount to spend: \$901.80</b> <b>+ 10% (\$1007.93)</b> <b>Less expenditure: \$981.74</b> <b>Amount remaining: \$26.19</b>

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



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

### Differentiated Accountability

#### School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school?  Yes  No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- 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

### School Advisory Council Monthly Meeting Topics

#### September - SIP Development

- If applicable, conduct SAC elections.
- Analyze school data and previous School Improvement Plan.
- Review the Summer Work Group and faculty recommendations for new School Improvement Plan.
- Assist in the development of new School Improvement Plan.
- Brainstorm activities SAC can plan and carry out in all Goal areas (reading, math, writing, science, and parent involvement that will help students reach the Objectives and Actions Steps on the School Improvement Plan.
  - Can any of these be included in the SIP as an Action Step?
- Begin development of the SAC Budget (if state funds are available).

#### October – Finalize and Vote on SIP

- If applicable, conduct the current School Improvement Plan.
- Brainstorm activities SAC can plan and carry out in all Goal areas (reading, math, writing, science and parent involvement) that will help students reach the Objectives and Actions Steps on the School Improvement Plan.
  - Can any of these be included in the SIP as an Action Step?
- Conduct the School Improvement Plan SAC vote.
- Finalize SAC Budget (if state funds are available).

#### November - Review Baseline Testing Data

- Review District-level baseline testing data.
- Do any adjustments need to be made in the plan?
- Discuss the status of activities SAC is planning and carrying out to help students reach the Objectives and Action Steps on the School Improvement Plan.
- Review the SAC budget (if state funds are available).

#### December – Review Reading Goal

- Review the Objectives for reading.
- Review the Action Steps for reading.
- For each Actions Step, review the person responsible for monitoring the Action Step.
- Review the Process being used to determine the effectiveness of each Action Step.
- Review the Evaluation Tool and data collected to date for each Action Step.
- Review the Professional Development to date for each Objective.

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

- Based on the review, do any adjustments need to be made in the plan?
- Discuss the status of activities SAC is planning and carrying out to help students read the reading Objectives and Actions Steps on School Improvement Plan
- Review the SAC budget (if state funds are available).

### January - Review Writing Goal

- Review the Objectives for writing.
- Review the Actions Steps for writing.
- For each Action Step, review the person responsible for monitoring the Action Step.
- Review the process being used to determine the effectiveness of each Action Step.
- Review the Evaluation Tool and data collected to date for each Action Step.
- Review Professional Development to date for each Objective.
- Based on the review, do any adjustments need to be made in the plan?
- Discuss the status of activities SAC is planning and carrying out to help students reach the writing Objectives and Actions Steps on the School Improvement Plan
- Review the SAC budget (if state funds are available).

### February - Review the Math Goal

- Review the Objectives for math.
- Review the Actions Steps for math.
- For each action Step, review the person responsible for monitoring the Action Step.
- Review the process being used to determine the effectiveness of each Action Step.
- Review the Evaluation Tool and data collected to date for each Action Step.
- Review Professional Development to date for each Objective.
- Based on the review, do any adjustments need to be made in the plan?
- Discuss the status of activities SAC is planning and carrying out to help students reach the math Objectives and Actions Steps on the School Improvement Plan.
- Review the SAC budget (if state funds are available).

### March – Review Mid-Year Testing Data

- Review District-level mid-year testing data.
- Do any adjustments need to be made in the plan?
- Discuss the status of activities SAC is planning and carrying out to help students reach the Objective and Actions Steps on the School Improvement Plan.
- Review the SAC budget (if state funds are available).

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April – Review Science Goal

- Review the Objectives for science.
- Review the Actions Steps for science.
- For each Action Step, review the person responsible for monitoring the Action Step.
- Review the process being used to determine the effectiveness of each Action Step.
- Review the Evaluation Tool and data collected to date for each Action Step
- Review professional Development to date for each Objective.
- Based on the review, do any adjustments need to be made in the plan?
- Discuss the status of activities SAC is planning and carrying out to help students reach the Science Objectives and Actions Steps on the School Improvement Plan
- Review the SAC budget (if state funds are available).

May – Review all Other Goals

- Review the progress of “Other Goals” (attendance, health and fitness, School Improvement, etc.).
- Begin discussion of potential SAC members and election cycle to be used for the upcoming school year.
- Begin discussion of ideas (objectives, Action Steps, Evaluation Tools and Staff Development) for the upcoming school year.
- Ensure that all SAC Funds have been utilized (if state funds are available).
- Continue discussion of ideas (Objectives, Action Steps, Evaluation Tools and Staff Development) for the upcoming school year.
- If applicable, conduct SAC election.
- Decide who will be a part of the summer work group that looks at the data and begins development of next year’s School Improvement Plan.

Describe the projected use of SAC funds.	Amount