

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Webster Elementary School	District Name: Sumter County
Principal: Eileen Goodson	Superintendent: Richard A. Shirley
SAC Chair: Tim Walleker	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their 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	Eileen Goodson	M.S., Applied Linguistics School Principal K-12, Middle Grades Math, Middle Grades English, PK-12 Library Media, 6- 12 Business, 6-12 Economics, ESOL, Middle Grades Endorsement	7	7	<u>2011-12</u> Webster Elementary School Principal School Grade – B Proficiency: R-57%, M-56%, W-84%, S-53% Learning Gains: R-58%, M-70% Lowest Quartile: R-68%, M-67% <u>2010-11</u> Webster Elementary School Principal School Grade – A 92% AYP

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

					<p>Proficiency: R – 84%, M – 78%, W – 94%, S – 60% Learning Gains: R – 71%, M – 59% Lowest Quartile: R – 57% (yes), M – 58% (yes) <u>2009-10</u> Webster Elementary School Principal School Grade – A 95% AYP Proficiency: R – 79%, M – 78%, W – 85%, S – 52% Learning Gains: R – 66%, M – 58% Lowest Quartile: R – 56% (yes), M – 59% (yes) <u>2008-09</u> Webster Elementary School Principal School Grade – A 95% AYP Proficiency: R – 82%, M – 85%, W – 88%, S – 55% Learning Gains: R – 66%, M – 73% Lowest Quartile: R – 55% (yes), M – 71% (yes)</p>
Assistant Principal	Diana Elysee	Bachelor’s Degree in Elementary Education, Master’s Degree in Elementary Education, Doctorate Degree in Educational Leadership, Certifications in Elementary Education 1-6, ESOL K-12, and Educational Leadership K-12	4	1	NA- 1 st year as Assistant Principal

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

Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math Resource	Francis Branch	Bachelor's Degree in Early Childhood Education K-5	22	5	<u>2011-12</u> School Grade – B Proficiency: R-57%, M-56%, W-84%, S-53% Learning Gains: R-58%, M-70% Lowest Quartile: R-68%, M-67% <u>2010-11</u> School Grade – A 92% AYP Proficiency: R – 84%, M – 78%, W – 94%, S – 60% Learning Gains: R – 71%, M – 59% Lowest Quartile: R – 57% (yes), M – 58% (yes) <u>2009-10</u> School Grade – A 95% AYP Proficiency: R – 79%, M – 78%, W – 85%, S – 52% Learning Gains: R – 66%, M – 58% Lowest Quartile: R – 56% (yes), M – 59% (yes) <u>2008-09</u> School Grade – A 95% AYP Proficiency: R – 82%, M – 85%, W – 88%, S – 55% Learning Gains: R – 66%, M – 73% Lowest Quartile: R – 55% (yes), M – 71% (yes)
RtI	Kathy Buchanan	Bachelor's Degree in Early Childhood, Master's Degree in Elementary Education	24	4	<u>2011-12</u> School Grade – B Proficiency: R-57%, M-56%, W-84%, S-53% Learning Gains: R-58%, M-70% Lowest Quartile: R-68%, M-67% <u>2010-11</u> School Grade – A 92% AYP

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

					Proficiency: R – 84%, M – 78%, W – 94%, S – 60% Learning Gains: R – 71%, M – 59% Lowest Quartile: R – 57% (yes), M – 58% (yes) <u>2009-10</u> School Grade – A 95% AYP Proficiency: R – 79%, M – 78%, W – 85%, S – 52% Learning Gains: R – 66%, M – 58% Lowest Quartile: R – 56% (yes), M – 59% (yes) <u>2008-09</u> School Grade – A 95% AYP Proficiency: R – 82%, M – 85%, W – 88%, S – 55% Learning Gains: R – 66%, M – 73% Lowest Quartile: R – 55% (yes), M – 71% (yes)
Reading Resource	Kathy Buchanan	Bachelor’s Degree in Early Childhood, Master’s Degree in Elementary Education	24	1	<u>2011-12</u> School Grade – B Proficiency: R-57%, M-56%, W-84%, S-53% Learning Gains: R-58%, M-70% Lowest Quartile: R-68%, M-67%

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Online application	Lisa Whitman/Allison Nave	As vacancies occur	
2. Teachers to Teachers	Lisa Whitman/Allison Nave	As vacancies occur	
3. Troops to Teachers	Lisa Whitman/Allison Nave	As vacancies occur	
4. Certification Checks Prior to hiring	Lisa Whitman/Allison Nave	As vacancies occur	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Not Applicable			

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

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
49	2% (1)	14% (7)	70% (34)	14% (7)	14% (7)	100% (49)	16% (8)	0%	96% (47)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Darlene Lanham	Leslie Mancini	Darlene Lanham has 4 th grade experience and understands the curriculum.	Complete Sumter County School District New Teacher Program, utilizing guided meetings, observations, and monthly checklists of teaching responsibilities.
Christina Garrepy	Jennifer Viverito	Christina Garrepy is the Department Head for Kids in Discovery for K-2.	Complete Sumter County School District New Teacher Program, utilizing guided meetings, observations, and monthly checklists of teaching responsibilities.
Theresa Woodend	Miranda Biggs	Theresa has ESE experience.	Complete Sumter County School District New Teacher Program, utilizing guided meetings, observations, and monthly checklists of teaching responsibilities.

Additional Requirements

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

All Title 1 schools in the Sumter County district have schoolwide programs. The Title 1 funds that are distributed to the schools are used to implement comprehensive strategies that address the needs of the students and to improve the educational programs for the entire school population with a direct focus on the most academically at-risk students. In addition, these funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, parent involvement activities, opportunities for data analysis and review, and revision of curriculum.

Title I, Part C- Migrant

The Webster Elementary Migrant program is coordinated through the district. The Title I Migrant Liaison for the southern half of Sumter County is housed at Webster Elementary. The liaison works with the district to gather information to determine migrant eligibility, contact parents, and determine student needs.

Title I, Part D

Title II

Webster Elementary School is allotted Title II funds to be used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates, and surveys, all of which are based on student data and research based strategies. Title II school based funds are used to support the IPDPs of teachers, which correlate to the SIP and district research based initiatives. The oversight of all professional development comes from the district.

Title III

The ESOL (English for Speakers of Other Languages) is coordinated through the district, using district guidelines, district developed forms, and a district ESOL coordinator to facilitate all ESOL meetings. Entrance and exit standards are based on state requirements and county guidelines. Webster Elementary's ESOL program and use of ESOL aides follow county and state guidelines.

Title X- Homeless

All new student registrations include a "Residency Questionnaire" which helps to determine if the student is living under homeless conditions, as per the state definition of homeless. If a student is determined to be living under homeless conditions, the guidance counselor, in coordination with the district homeless contact, work with parents to use district homeless resources to meet student and parent needs, as appropriate.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

All Webster Elementary students participate in the monthly "Character Connex" program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. The district has a no tolerance policy for bullying. Teachers, students and parents are all given training and documents on anti-Bullying.

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Fifth grade students are provided a survey to complete during the school year. Surveys are reviewed and policies are updated to continue the no tolerance policy for bullying. Webster Elementary also implements a school-wide positive behavior support plan throughout the school year.
Nutrition Programs Schools participate in the Department of Agriculture’s National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.
Housing Programs
Head Start Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition in to Kindergarten and an early start to learning. Students participate in VPK four full school days per week and are exposed to literature, social skills, mathematics content, and a print rich environment.
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Kathy Buchanan-RtI personnel and Reading Resource teacher, Eileen Goodson-Principal, Diana Elysee-Assistant Principal, Jennifer Palese-Guidance counselor, Patsy Rogers-Media Specialist, Francis Branch-Math Resoruce teacher, Shannon Berry-Speech representative, Melinda Richards and Theresa Woodend-ESE representatives, Tina Osborne-Kindergarten representative, Donna Bennett-1st grade representative, Christi Garrepy and Patricia Roush-2nd grade representatives, , Meredith Davidson and Christi Brannen-3rd grade representatives, Linda Lanham and Nancy Bishop-4th grade representatives, and Adam Kedzior-5th grade representative
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 school-based MTSS/RtI Leadership Team meets with the general education teachers who have students in the RtI process to review intervention implementation, effectiveness and data collection. The MTSS/RtI Leadership team collects progress monitoring data from the general education teachers and meets to review school wide and class wide academic and behavioral data. The team uses current data and problem solving to implement needed academic or behavioral changes at the school level.

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

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

Members of the MTSS/RtI Leadership team are responsible for development and implementation of the school improvement plan. The MTSS/RtI team reviews data and makes recommendations for programs and resources needed at the school to assist students with behavioral and academic needs.

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.

The school data management system, AS400, is utilized to access student behavioral and academic data. Data can be reported by gender, race, and type of referral. Schools also have access to DATA STAR a data management program housing all Progress Monitoring Plans, Individual Education Plans and state and district test scores. The Success Maker prescriptive scheduling report is another tool for progress monitoring on a tiered basis. RtI: B database will be used for analysis of behavioral data. Discovery Education Assessments will be used to track academic progress of students, and Performance Matters software will be used to analyze and disaggregate data to guide the RtI program.

Describe the plan to train staff on MTSS.

The RtI Case Facilitator, District RtI Specialist, and the Guidance Counselor work with teachers to train them on the MTSS/RtI process during faculty meetings, learning communities, and grade level meetings. More guidance and training is given, as needed.

Describe plan to support MTSS.

The MTSS/RtI Leadership team addresses the needs of the students based on teacher recommendation. Data is also reviewed by the MTSS personnel and the teacher. Based on the data, the MTSS/RtI personnel and teacher devise a plan that focuses on the students in need.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Westah Downs – Facilitator, Eileen Goodson-Principal, Diana Elysee-Assistant Principal, Melinda Richards-ESE representative, Rogers – AR coordinator Tina Osborne-Kindergarten representative, Sylvia Ramos-1st grade representative, Christy Garrepy – 2nd grade representative , Nancy Bishop – 3rd grade representative , Michael Chirino – 4th grade representatives , Peggy Furtado – 5th grade representative

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

The Literacy Leadership Team meets on a quarterly basis, with Westah Downs acting as facilitator.

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

The primary function of the team is to disaggregate data of all assessments, such as district assessments, Successmaker, and standardized testing. The team also collaborates on the development and implementation of Literacy Week, along with any other special projects throughout the school year. In addition, the team will focus on implementing Common Core Standards in the classroom and incorporate close reading strategies during reading instruction. The team is also responsible for providing extended reading passages to teachers on campus.

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.

Each spring the school holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners.

VPK is offered at the school for four year olds four days per week. During the VPK program students are exposed to rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social specialist.

VPK and Kindergarten teachers collaborate and participate in articulation meetings each fall to discuss student placement and areas of strengths/weaknesses.

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

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

****High Schools Only***

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

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

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

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. Background knowledge and language skills deficit	1a.1. Continuation of uninterrupted, dedicated 90 minute reading block for each student, utilizing the district adopted SBR program, “ <i>Harcourt Story Town</i> ” Classroom instruction focusing on a specific reading skill each month, building toward mastery of all tested reading skills. Plan and collaborate with other teachers and develop lesson plans that address student background knowledge weaknesses throughout a lesson 2 nd and 3 rd grade students will follow a looping model, having the same 2 teachers (a teacher for reading and the other teacher for math) for 2 years to track student progress and close the achievement gap between these 2 grade levels 30 minutes of Successmaker reading three times per week Increase level of AR in correlation with Common Core	1a.1. Principal, Assistant Principal, Classroom teacher, Reading Resource Teacher	1a.1. Classroom walkthroughs will be utilized periodically to determine the effectiveness of lesson plans, instruction, and student engagement during the reading period.	1a.1. Results of 2013 Reading FCAT 2.0, FOCUS, and Discovery Education reports will be the evaluative tool.
<u>Reading Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
32% (60) of tested students in grades 3-5 will achieve proficiency of level 3 or above on the 2013 Reading FCAT 2.0.	Based on results of the 2012 Reading FCAT 2.0, 28% (51) of tested students in grades 3-5 achieved proficiency of level 3 or above.	32% (60) of tested students in grades 3-5 will achieve proficiency of level 3 or above on the 2013 Reading FCAT 2.0.					
April 2012 Rule 6A-1.09981 Revised April 29			1a.2. Limited Vocabulary knowledge	1a.2. Utilize extended reading passages and comprehension questions as daily reading practice, building in length, complex vocabulary, and content progressively. Continuation of instruction utilizing Learning Focused Strategies	1a.2. Principal, Assistant Principal, Classroom teacher, Reading Resource Teacher	1a.2. Disaggregation of data from Discovery Education Assessments on a particular skill and FOCUS Assessments. Student work displayed and graded assignments will also determine the effectiveness of the strategies mentioned.	1a.2. Results of Harcourt mini-assessments, Accelerated Reader reports, Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
			1a.3. Limited parent involvement and limited reading resources at home	1a.3. Provide parent resource materials through the Home School Parent Liaison and Title I school contact	1a.3. Principal, Assistant Principal, Classroom teacher, Reading Resource Teacher	1a.3. The effectiveness will be evidenced by parent attendance at conferences, communication with teachers; quality of work produced at home and parent participation in various parent nights.	1a.3. Sign in sheets at school events and the resource center, Student Accelerated Reader reports, notes in student planner, and student reading grades

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Leadership	K-5	Westah Downs	Teachers of Reading	1 st Thursday of each month, 7:30 a.m.	Meeting minutes and PD sign-in turned in to administration; Administration attendance at meetings	Principal, Assistant Principal
Reading Curriculum Mapping and Lesson Development	K-5	Westah Downs, Kathy Buchanan	Teachers of Reading	Summer 2012, in preparation for 2012-13 school year	Utilization of Content Maps and Lessons during reading instruction; final products posted in LFS Toolbox and school R: drive.	Principal, Assistant Principal, Reading Coach, School Leadership Team, MTSS/RtI
K-2 Common Core Reading Standards	K-2	Westah Downs	All Kindergarten-2nd Teachers	Fall 2012 Skill of the Month Training; monthly newsletters highlighting Skill of the Month	Weekly monitoring of lesson planning and instruction during classroom walkthroughs.	Principal, Assistant Principal, K-2nd Leadership Team Members
SuccessMaker Enterprises	K-5	SME Consultant	All Classroom Teachers	Fall 2012	Monitor SME reports regularly and utilize data to drive program implementation.	Lab Managers
Accelerated Reader	K-5	Patsy Rogers	All Classroom Teachers	Fall 2012	Weekly monitoring of AR reports by class.	Principal, Assistant Principal
IPDP Concentration	K-5th	Eileen Goodson and Diana Elysee	Teachers of reading	Throughout the 2012-2013 school year	Use of data to complete IPDP School-wide Focus	Principal, Assistant Principal
Lesson Study	K-5th	Westah Downs	School-wide	Lesson Study groups will meet 4 times during the fall semester	Lesson study groups will present their findings of student engagement	Principal, Assistant Principal, Grade Level Chair, PLC Facilitator

Reading Budget (Insert rows as needed)

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

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

Reading Curriculum Mapping and Lesson Planning	Reading Maps and Lessons created for 2012-13 school year and placed in LFS Toolbox.	School Improvement	1,500
Common Core Standards, Extended Reading Strategies	Teacher developed trainings, and Common Core paperback books	Title 1	4,500
			Subtotal: 6,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Reader	A computer based program that encourages readers by awarding “points” for each book read upon successful completion of a comprehension test.	Title 1	6,500
Success Maker Enterprise	A computer based program that is both diagnostic and prescriptive in nature. Provides lessons to improve targeted skills.		3,300
			Subtotal: 9,800
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
K-2 Common Core Training	Teachers discuss paperback books for purchase in relation to common core and develop plans to implement common core standards	SIP	1,000
Extended Passages Lesson Plan	Teachers collaborate to develop lesson plans that includes extended passages and close reading strategies	SIP	1,200
			Subtotal: 6,200
Other			
Strategy	Description of Resources	Funding Source	Amount
Families Building Better Readers	Handouts, children’s books, meal for families	PTO	300
AR Nights	Books for families to take home	Parent Involvement	300
I-moms Build a Book	Parent-student created books to take home	Parent involvement	300
			Subtotal: 900
			Total: 18,900

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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. Limited English Proficiency	1.1. Students receive small group instruction with ESOL aide in the general classroom during Science and Math periods to enhance vocabulary development with an emphasis on writing skills Implementing ESOL strategies during instruction in every lesson Use of Successmaker CELLA during lab time once a week	1.1. Principal, Assistant Principal, teacher, and ESOL aide, Lab Managers	1.1. Classroom walkthroughs will be utilized periodically to observe small group instruction	1.1. Results on classroom assessments, IPT and CELLA exam
CELLA Goal #1: <i>48% (44) of tested students in will achieve proficiency on the CELLA listening/speaking.</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	<i>According to the CELLA Spring report, 46 % (42) of tested students were proficient on the listening/speaking section of the test.</i>					
		1.2. Parent Involvement	1.2. Provide opportunities to check out materials and resources to be used at home from the Parent Resource Center Provide translation of information that parents need to help their children succeed in school Parent translation conferences and Contact parents when needed	1.2. Principal, Assistant Principal, teacher, and Parent Resource personnel	1.2. The effectiveness will be evidenced by parent attendance at conferences, communication with teachers; quality of work produced at home and parent participation in various parent nights.	1.2. Sign in sheets at school events and the resource center, Student Accelerated Reader reports, notes in student planner, and student reading grades
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.1. Limited English Proficiency	2.1. Provide a structured, uninterrupted 90-minute reading block focusing in reading skills and skill of the month strategy Students receive small group instruction with ESOL aide in the general classroom during Science and Math periods to enhance vocabulary development with an emphasis on reading skills Implementing ESOL strategies during instruction in every lesson	2.1. Principal, Assistant Principal, teacher, and ESOL aide	2.1. Classroom walkthroughs will be utilized periodically to observe small group instruction	2.1. Results on classroom assessments, IPT and CELAA exam
CELLA Goal #2: <i>47% (43) of tested students in will achieve proficiency on the CELLA reading.</i> April 2012 Rule 6A-1.099811 Revised April 29, 2011	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	<i>According to the CELLA Spring report, 45% (41) of tested students were proficient on the reading section of the test.</i>					

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

CELLA Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Hispanic Parent Conferences	Teachers meet with parents to discuss the progress of their students.	SIP	100
			Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 100

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. Math language and vocabulary deficit	<p>1a.1. Continuation of dedicated 90 minute math block for each student, utilizing the district adopted Go Math textbook</p> <p>Provide Math Facts practice and 20 minutes of Accelerated Math practice daily</p> <p>Incorporate Skill of the Month through decodable math books that includes problem solving questions</p> <p>Plan and collaborate with other teachers and develop lesson plans that seek student background knowledge throughout a lesson</p> <p>Use of the math resource teacher to provide mini-lessons on particular math topics throughout the year</p> <p>2nd and 3rd grade students will follow a looping model, having the same 2 teachers (a teacher for reading and the other teacher for math) for 2 years to track student progress and close the achievement gap between these 2 grade levels</p> <p>30 minutes of Successmaker math twice per week</p> <p>Incorporate interactive videos and hands-on line learning during instruction utilizing GIZMO and brainpop</p>	1a.1. Principal, Assistant Principal, Classroom teacher, Math Resource Teacher	1a.1. Classroom walkthroughs will be utilized periodically to determine the effectiveness of lesson plans, instruction, and student engagement during the math period.	1a.1. Results of 2013 Math FCAT 2.0, FOCUS, and Discovery Education reports will be the definitive evaluative tool.
Mathematics Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>35% (64) of tested students in grades 3-5 will achieve proficiency Level 3 on the 2013 Math FCAT 2.0.</i>	<i>Based on results of the 2012 Math FCAT 2.0, 32% (58) of tested students in grades 3-5 achieved proficiency of level 3 or above.</i>	<i>35% (64) of tested students in grades 3-5 will achieve proficiency Level 3 on the 2013 Math FCAT 2.0.</i>	1a.2. Limited parent involvement and limited math resources at home	<p>1a.2. Provide parent resource materials through the Home School Parent Liaison and Title I school contact</p> <p>Provide Accelerated Reader books for students to read in the home from the library</p> <p>Provide Accelerated Reader nights at the end of every quarter</p>	1a.2. Principal, Assistant Principal, Classroom teacher	1a.2. The effectiveness will be evidenced by parent attendance at conferences, communication with teachers; quality of work produced at home and parent participation in various parent nights.	1a.2. Sign in sheets at school events and the resource center, Student Accelerated Math reports, notes in student planner, and student math grades
April 2012 Rule 6A-1.099811							
			1a.4. Transitioning into new standards	1a.4. Provide teacher resources and training to help with the transition within 2 years	1a.4. Principal, Assistant Principal	1a.4. The evidence will be effective through teacher sign in at trainings and Learning Communities	1a.4. Teacher sign in sheets
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. Math language and vocabulary deficit	<p>1b.1. Provide Math Facts practice and 20 minutes of Accelerated Math practice daily</p> <p>Incorporate Skill of the Month</p>	1b.1. Principal, Assistant Principal, Classroom teacher, Math Resource Teacher	1b.1. Classroom walkthroughs will be utilized periodically to determine the effectiveness of lesson plans, instruction, and student engagement during the math period.	1b.1. Results of Discovery Education reports will be the evaluative tool.
Mathematics Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	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.	1a.1.	1a.1.	1a.1.	1a.1.
<u>Mathematics Goal #1a:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<u>Mathematics Goal #1b:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
<u>Mathematics Goal #2a:</u> Enter narrative for the goal in this box. April 2012 Rule 6A-1.099811 Revised April 29, 2011	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected 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.
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
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected 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.
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
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i> April 2012 Rule 6A-1.099811 Revised April 29, 2011	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.

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

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals

Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Algebra.			1.1.	1.1.	1.1.	1.1.	1.1.	
Algebra Goal #1: <i>Enter narrative for the goal in this box.</i>	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>						
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	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>						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3.	2.3.	2.3.	2.3.	2.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Algebra Goal #3A: April 2012 <i>Enter narrative for the goal in this box.</i> Rule 6A-1.099811 Revised April 29, 2011								

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

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.	
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>						
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.	
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3.	2.3.	2.3.	2.3.	2.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Baseline data 2010-2011						
Geometry Goal #3A: April 2012 <i>Enter narrative for the goal in this box.</i> Rule 6A-1.099811 Revised April 29, 2011				26				

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SuccessMaker Enterprises	K-5	SME Consultant	All Classroom Teachers	Fall 2012	Monitor SME reports regularly and utilize data to drive program implementation.	Lab Managers
Accelerated Math	1-5	Francis Branch	All 1-5 Classroom Teachers	Fall 2012	Weekly monitoring of AR reports by class.	Principal, Assistant Principal
K-1 Common Core Standards	K-1	Gina Merritt	All Kindergarten & 1 Teachers	Fall 2012	Weekly monitoring of lesson planning and instruction during classroom walkthroughs.	Principal, Assistant Principal, K & 1 Leadership Team Members
Math PLC	K-5	Francis Branch	Teachers of Math	2nd Thursday of each month, 7:30 a.m.	Meeting minutes and PD sign-in turned in to administration; Administration attendance at meetings	Principal, Assistant Principal
Touch Math	K-5	Francis Branch	All Math Teachers	Fall 2012	Introduce Touch Math with upper grades	Francis Branch, Principal and Assistant Principal
IPDP Concentration	3rd-5th	Eileen Goodson and Diana Elysee	Teachers of math	Throughout the 2012-2013 school year	Use of data to complete IPDP School-wide Focus	Principal, Assistant Principal
Lesson Study	3rd-5th	Francis Branch	School-wide	Lesson Study groups will meet 4 times during the fall semester	Lesson study groups will present their findings of student engagement	Principal, Assistant Principal, Grade Level Chair, PLC Facilitator

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:

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

Technology			
Strategy	Description of Resources	Funding Source	Amount
Math Facts in a Flash	Computer based program for math facts practice grades K-5	Title I	2,500
Success Maker Enterprise	Computer based program that encompasses math skills on standardized assessments for grades K-5	Title I	3,300
Accelerated Math	Computer based reinforcement program for grades K-5	Title I	6,500
			Subtotal: 12,300
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
K-5 Common Core Math strategies	Introduce Touch math and math manipulatives to be used to understand/implement Common Core Standards	SIP	4,000
			Subtotal: 4,000
Other			
Strategy	Description of Resources	Funding Source	Amount
Math Parent Night	Math manipulatives, meal for families	PTO and Internal	300
			Subtotal: 300
			Total: 16,600

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1a.1. Limited real life science experience and limited content exposure	1a.1. Utilization of Science journal to role play the life of a scientist and practice use of the scientific process Classroom instruction focusing on a specific reading skill each month, building toward mastery of all tested reading skills, but utilizing content area knowledge Increase the use of the Sumter Environmental Education Center when possible Invite high school students and science fair coordinator guide students in the scientific process Field trip for 4 th and 5 th grade students to the local high school science fair Incorporate interactive videos and hands-on line learning during instruction utilizing GIZMO and brainpop	1a.1. Principal, Assistant Principal, SEEC school contact	1a.1. Data analysis of assessments given throughout the school year	1a.1. Discovery Education Assessments, FOCUS (5 th grade) , results of 2012 Science FCAT 2.0 (5 th), teacher observation and evaluation of student work produced
Science Goal #1a: <i>34% (30) of tested students in grade 5 will achieve proficiency Level 3 on the 2013 FCAT Science 2.0.</i>	2012 Current Level of Performance:* <i>According to 2012 Science FCAT 2.0, 30% (27) of tested students in 5th grade achieved proficiency Level 3.</i>	2013 Expected Level of Performance:* <i>34% (30) of tested students in grade 5 will achieve proficiency Level 3 on the 2013 FCAT Science 2.0.</i>					
			1a.2. Limited Science exposure at home	1a.2. Orlando Science Center provide scientific experiments during the school day and a Science parent night Science Fair for parents to reinforce the scientific process at home and students present science project for others to observe and review	1a.2. Principal, Assistant Principal, Science Fair Coordinator	1a.2. The effectiveness will be evidenced by parent attendance at conferences, communication with teachers; quality of work produced at home and parent participation.	1a.2. Sign in sheets at school events and the resource center, Student Accelerated Reader reports, notes in student planner, and student science grades
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1. NA	1b.1. NA	1b.1. NA	1b.1. NA	1b.1. NA
Science Goal #1b: <i>NA</i>	2012 Current Level of Performance:* <i>NA</i>	2013 Expected Level of Performance:* <i>NA</i>					
April 2012 Rule 6A-1.099811							
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			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.

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

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

High School 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
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology EOC 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.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science PLC	2-5	Adam Kedzior	Teachers of Science	One faculty meeting each month	Meeting minutes and PD sign-in submitted to administration.	Principal, Assistant Principal
Science Curriculum Mapping and Lesson Development	K-5	Leadership Team	Teachers of Science	Summer 2012	Utilization of content maps and lessons during science instructions; final documents posted on LFS toolbox for school use	Principal, Assistant Principal, School Leadership Team
IPDP Concentration	5th	Eileen Goodson and Diana Elysee	5th grade teachers of science	Throughout the 2012-2013 school year	Use of data to complete IPDP School-wide Focus	Principal, Assistant Principal
Lesson Study	5th	Adam Kedzior	School-wide	Lesson Study groups will meet 4 times during the fall semester	Lesson study groups will present their findings of student engagement	Principal, Assistant Principal, Grade Level Chair, PLC Facilitator

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
Sumter Environmental Education Center	Student learning center and exposure to science experiment centers	CEMEX	undetermined
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Brainpop	Activation/preview science software	PTO/Internal Funds	1,200
GIZMO-Explore Learning	Science simulation software	Title 1	1,250
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science Curriculum Mapping and Lesson Development	Development of science content maps and lessons	School Improvement	2,000
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Science Night	Orlando Science Center interactively provides hands-on science based activities for family and students	PTO/Internal	600
Science Experiments	Teachers purchase experiment supplies to	SIP	850

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

	conduct scientific experiments		
			Subtotal: 5,900
			Total: 5,900

End of Science Goals

Writing Goals

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

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

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. Limited organizing and structuring of vocabulary words and writing skills	1a.1. Instruction utilizing district mandate, "Writer's in Control" program daily Incorporate Robust Vocabulary words into daily writing and reading curriculum Instructional emphasis on vocabulary building using Learning Focused Strategies and Skill of the Month Instructional emphasis on using writing as a summarizing tool. Organize a "4 th grade Writing Camp" in January in order to bring focused and leveled writing instruction for an extended period of time.	1a.1. Principal, Assistant Principal, grade level chairs, 4 th grade writing teachers	1a.1. Classroom walkthroughs will be utilized periodically to determine the effectiveness of lesson plans, instruction, and student engagement during the reading period. Disaggregation of data from Discovery Education Assessments on a particular skill and FOCUS Assessments. Student work displayed and graded assignments will also determine the effectiveness of the strategies mentioned.	1a.1. Evaluation of Baseline Writing Scores, Writers in Control prompts, Results of 4 th Grade Writing Camp prompt, various writing prompts throughout the year and FCAT Writes results
<u>Writing Goal #1a:</u> 88% of tested students in will achieve level 3 or higher.	<u>2012 Current Level of Performance:*</u> 84% of tested students in 4 th grade achieved a level 3 or higher according to data obtained from the 2012 FCAT Writes.	<u>2013 Expected Level of Performance:*</u> 88% of tested students in will achieve level 3 or higher.					
			1a.2. Limited literacy skills at home	1a.2. Provide parent resource materials through the Parent Resource Center and Title I school contact	1a.2. Principal, Assistant Principal, grade level chairs, 4 th grade writing teachers, Parent Resource Center personnel, Title I Contact	1a.2. The effectiveness will be evidenced by parent attendance at conferences, communication with teachers; quality of work produced at home and parent participation.	1a.2. Sign in sheets at school events and the resource center, Student Accelerated Reader reports, notes in student planner, and student reading grades
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. NA	1b.1. NA	1b.1. NA	1b.1. NA	1b.1. NA
<u>Writing Goal #1b:</u> NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Connections/Writer's in Control	1-4	Lisa Capitano, Writer's in Control Consultant	1-4 grade teachers of writing	Quarterly	Weekly administrative walkthroughs, utilizing redesigned classroom walkthrough form. Monthly Prompts must be submitted to Administration.	Principal, Assistant Principal
IPDP Concentration	4th	Eileen Goodson and Diana Elysee	4th grade teachers of writing	Throughout the 2012-2013 school year	Use of data to complete IPDP School-wide Focus	Principal, Assistant Principal
Lesson Study	4th	Brannen, Lanham, and Strickland	School-wide	Lesson Study groups will meet 4 times during the fall semester	Lesson study groups will present their findings of student engagement	Principal, Assistant Principal, Grade Level Chair, PLC Facilitator
Writing PLC	2-4	Grade Level Chairs	2-4th grade teachers of writing	Faculty meeting each month	Meeting minutes and Sign-in sheets submitted to administration	Principal, Assistant Principal

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
4th grade Writing Camp	Students participate in Writing instruction	PTO, SAC	600

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

	in preparation for Florida Writes, students are rewarded tangible incentives such as "Smencils" and certificates		
Writing Level 5/6 Incentive Field trip to Legoland	Bus Admission to Legoland	PTO, Internal	300
			Subtotal:
			Total: 900

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

Please note that each Strategy does not require a professional development or PLC activity.

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

Civics 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 Civics Goals

U.S. History End-of-Course (EOC) Goals

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History 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.

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

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

U.S. History 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 U.S. History Goals

Attendance Goal(s)

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

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

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. Limited parental knowledge of the state and district attendance policies.	1.1. Educate parents of the attendance policy at the beginning of school, during registration and throughout the year Provide parents with Student Handbook, fliers every quarter reminding parents of attendance policies Place reminder notices on the digital announcement board in front of the school	1.1. Principal, Assistant Principal, Data Entry Clerk, Attendance Clerk, Registration Clerk, Classroom teachers	1.1. Monitor attendance on AS400, daily attendance submitted by teachers and data clerk entry	1.1. Attendance Records from district, Average Daily Attendance, and Average Yearly Attendance data Child Study Team notes and/or data, attendance data obtained from AS400
Attendance Goal #1: <i>96% of students in Pre-Kindergarten through 5th grade at Webster Elementary School will attend school every day.</i>	<u>2012 Current Attendance Rate:*</u> <i>According to data obtained from the AS400, 95% of students enrolled in grades Pre-K through 5 attended school on a daily basis.</i>	<u>2013 Expected Attendance Rate:*</u> <i>96% of students in Pre-Kindergarten through 5th grade at Webster Elementary School will attend school every day.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> <i>143 students had excessive absences of 10 or more.</i>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> <i>110 students or fewer will have excessive absences of 10 or more.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> <i>97 students had excessive tardies of 10 or more.</i>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> <i>87 students or fewer will have excessive tardies of 10 or more.</i>					

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Meetings	K-5	Jean Holstein	Assistant Principals	Monthly	Assistant Principals attend the meetings to discuss attendance issues and ways to improve attendance at schools	Principal, Assistant Principal, Data Clerk
WES Teacher Handbook	All	Eileen Goodson	All Instructional	Fall 2012 & Spring 2013	Attendance Records	Assistant Principal, Attendance Clerk

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

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
Attendance Recognition	Certificates to recognize students for perfect attendance, no early check outs, no tardies for the year	Internal	200
Attendance Badge	Award attendance badges to award perfect attendance every nine weeks	SIP	300
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Place announcement on digital announcement board	Use digital announcement board in front of the school to post reminders	SIP	undetermined
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Review of WES Teacher Handbook	WES Teacher Handbook	General	80
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Quarterly Attendance Flier	Develop an attendance flier (English and Spanish) to remind parents of the school and district attendance policy and send home with students every nine weeks with progress reports	SIP	50
Monthly Communication with parents	Parent Handbook, newsletters, backpacked notes	Title 1 Parent Involvement Funds	200
			Subtotal:
			Total:830

End of Attendance Goals

Suspension Goal(s)

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

* 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. Student population is increasing at Webster Elementary School. Serving more students could result in more disciplinary incidents.	1.1. Effective implementation of school-wide Positive Behavior Systems	1.1. Principal, Assistant Principal, Positive Behavior Systems Coach, Guidance Counselor, PBS Team	1.1. Monitor number of incidents of severe or repeated misbehaviors.	1.1. SWIS, AE logs, AS400 discipline data
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
<i>Webster Elementary will reduce in-school and out-of school suspensions by 5%.</i>	<i>According to AS400, there were 47 total in-school suspensions.</i>	<i>Webster Elementary will reduce the number of in-school suspensions by 5% equivalent to 45 students.</i>					
<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>						
<i>According to AS 400, there were 38 male and 9 female in school suspensions.</i>	<i>Webster Elementary will reduce the number of in-school suspensions by 5% equivalent to 36 male and 8 female students.</i>						
<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>						
<i>According to AS400, there were 31 out-of-school suspensions.</i>	<i>Webster Elementary will reduce the number of out-of-school suspensions by 5% equivalent to 29 students.</i>						
<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>						
<i>According to AS400, there were 27 male and 4 female out-of-school suspensions.</i>	<i>Webster Elementary will reduce the number of out-of-school suspensions by 5% equivalent to 25 male and 3 female students.</i>						

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS School-wide Refresher	ALL	Eileen Goodson	All Instructional	Fall 2012; Spring 2013	Monitor usage of PBS store to ensure students are receiving incentives appropriately.	Principal, Assistant Principal, Guidance Counselor, Grade Level Team Leaders
RtI B	Guidance, Data Entry Clerk	Web-based	Guidance, RtI Case Facilitator	Fall 2012	Analyze data quarterly to drive PBS program.	RtI Facilitator

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
Positive Behavior Support Plan	Students earn Sunshine dollars for good behavior and purchase various items as a reward.	Internal	1,000
			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

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

			Subtotal:
			Total: 1,000

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>						
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>				
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>				
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>				
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

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

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 Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1. Time Conflict of scheduled school events and work, limited transportation and child care	1.1. Provide access to activities at varying times of day to accommodate conflicts with work schedules, transportation, and child care.	1.1. Title 1 Contact, Parent Liaison, Principal, Assistant Principal	1.1. Increased parent involvement	1.1. Parent Sign-In sheets at varying activities and parent resource center
<i>Parent involvement in school activities will increase by 5% during the 2012-2013 school year.</i>	<u>2012 Current level of Parent Involvement:*</u> <i>According to parent sign in records, 89% of parents attended school events at the school.</i>	<u>2013 Expected level of Parent Involvement:*</u> <i>Parent involvement and participation in school activities will increase by 5% equivalent to 93% of parents participating for the 2012-2013 school year.</i>				
		1.2. Language Barrier	1.2. Provide translators at all school events Provide access to Parent Resource Center to all parents, staffed by a bilingual parent liaison	1.2. Principal, Assistant Principal, Title 1 Contact	1.2. Increased Hispanic parent involvement Parent Surveys	1.2. Activities Sign-in Sheets, Sign-in sheets from Parent Resource Center
		1.3. Parent Notification	1.3. Provide multiple notices home and provide ample amount of time to plan attendance Post on Digital Announcement Board in front of school	1.3. Principal, Assistant Principal, Title 1 Contact	1.3. Parent attendance and parent surveys	1.3. Parent Sign-in sheets

Parent Involvement Professional Development

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

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

Parent Involvement Committee	All Instructional Staff	Danielle Crawford	Parents, Community Members, WES Faculty and Staff Members	Quarterly	Sign-In sheets from parent activities	Title 1 Contact
Title 1	All Instructional Staff	Danielle Crawford	WES Faculty and Staff	Faculty Meetings	Sign-In sheets for teachers and questions from the agendas	Title 1 Contact, Principal, Assistant Principal

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
Tips for Parents	Share suggestions or “tips” with the parents and/or guardians of our students	SIP	300
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Parent Communication	Information posted on school website and monthly newsletters for parents	Title 1 Parent Involvement Funds	200
Parent Communication	Digital Announcement Board	SIP	undetermined
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Training	Title 1 Contact	Title 1 Parent Involvement Funds	200
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Nights e.g. Science Nigh, Math Night, Imoms Build a Book	Supplies for activities and contracted services	Title 1 Parent Involvement Funds	5,800
Parent Communication	Parent Communication Planners, Communication Folders, newsletters and fliers	Title 1 Parent Involvement Funds	3,500

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

Subtotal:
Total: 10,000

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
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
<p>STEM Goal #1:</p> <p><i>25% (160) of students at Webster Elementary School will be equipped with typing lessons in the classroom.</i></p>	<p>1.1. Limited access to technology resources</p>	<p>1.1. Provide opportunities for students to learn how to use various forms of technology</p> <p>Expose students to technology and its impact for exploring various careers in the science and technology field</p>	<p>1.1. Principal, Assistant Principal, Classroom teacher</p>	<p>1.1. Classroom walkthroughs will be utilized to determine the effectiveness of this strategy. Additionally, monitoring of lesson plans, grades and the fidelity of teacher instruction of the core reading program will also be utilized.</p>	<p>1.1. Classroom grades</p>

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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Easy Tech	2nd and 5th grade		2nd and 5th grade teachers	September 2012	Classroom walkthrough visits to monitor usage and student engagement	Principal, Assistant Principal
GIZMO	All Instructional	Susan Burk	All Instructional	Throughout the 2012-2013 school year	Classroom walkthrough visits to monitor usage and student engagement and review lesson plans for documentation	Principal, Assistant Principal

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

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

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Science Night	Presentation of 5th grade student science projects and experiments from the Orlando Science	Title 1 Parent Involvement Funds	400
			Subtotal:
			Total: 400

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

Please note that each Strategy does not require a professional development or PLC activity.

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

CTE Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

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

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

				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: 18,900
Mathematics Budget	Total: 16,600
Science Budget	Total: 5,900
Writing Budget	Total: 900
Attendance Budget	Total: 830
Suspension Budget	

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

	Total: 1,000
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: 10,000
CELLA	
	Total: 100
STEM	
	Total: 400
	Grand Total: \$54,630

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"/>
<input type="checkbox"/>	Focus	<input type="checkbox"/>
<input type="checkbox"/>	Prevent	

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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

Describe the activities of the SAC for the upcoming school year.
For the 2012-2013 School year, SAC Members will assist with the following: Approve School Improvement Plan, Approve Academic Growth Plan, Approve “A” school money budget, receive updates in regards to student achievement by way of quarterly reports obtained from FOCUS, mini-benchmark assessments, baseline data, mid-year and end of school assessments, various other assessment data and results of 2012 FCAT 2.0..

Describe the projected use of SAC funds.	Amount
SAC funds will be allocated and disbursed upon recommendation of the principal and majority vote of the SAC membership.	2,000