

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

Florida Department of Education



DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: THACKER AVENUE ELEMENTARY SCHOOL FOR INTERNATIONAL STUDIES	District Name: Osceola
Principal: Benjamin Osypian	Superintendent: Melba Luciano
SAC Chair: Patricia O’Neil	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Benjamin Osypian	<p>**Bachelor's Degree in Elementary Education from SUNY **Master's from Stetson University in Educational Leadership. **His certifications include Elementary Education, Middle School Intergraded and Educational Leadership.</p>	0	4.5	<p>11-12: School Grade D, Asst. principal at VES. Did not make AYP 10-11: School Grade C-Asst. principal at VES, 23 point increase in school grade, Did not make AYP at VES 09-10: School Grade C- Asst. principal at VES, Did not make AYP 08-09 and part of 2008: School Year- Asst. Principal at HTE, Graded "A" school, Did not meet AYP 07- part of 08: Dean of Students at DJMS, Graded "A" school, Did not meet AYP 06-07: Math teacher at DJMS, Graded "C" school, Did not meet AYP 05-06: Math teacher at DJMS, Grade "A" school, Did not meet AYP</p>
Assistant Principal	Yara Tavárez-DeLaFuentes	<p>**Bachelor's Degree from the City College of NY in Elementary Education **Master's from City College of NY in Bilingual Education **Master's from Bank Street College in Educational Leadership. **Her certifications include Elementary Education, Spanish K-12, ESOL and Educational Leadership.</p>	1	4	<p>11-12: School Grade C. Did not make AYP</p>

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Ana Tirado-Jimenez	**BA in Music K-12 **MS in PreK/Primary Ed **ESOL K-12 certification **Reading Endorsement	1½	0	Offered support as grade level chair. Offered PD to new teachers and mentored new teachers.
IB Coordinator	Katie Layton	**BS in Elementary Education from Florida Christian College **Masters in Counseling from Stetson University. **MS in Educational Leadership from American College.	3	3	In various support positions assisted several schools and numerous teachers across the district with positive results. 11-12: School Grade C. Did not make AYP as LRS 10-11
LRS	Christine Shaw	**BS in Elementary Education 1-6 **ESOL Endorsement	0	8	Offered support as grade level chair. Offered PD to new teachers and mentored new teachers.

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Partnering new teachers with veteran staff - Preparing New Educators Program	Yara Tavárez-DeLaFuentes	Ongoing
2. Soliciting referrals from colleagues	Yara Tavárez-DeLaFuentes	Hiring process
3. Participation in TEAM (Teacher Empowerment and Mentoring initiative through the CEC)	Yara Tavárez-DeLaFuentes	June 2013
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only). *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	n/a

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
60	5.0%(3)	31.7%(19)	33.3%(20)	30.0%(18)	18.3%(11)	100.0%(60)	3.3%(2)	3.3%(2)	51.7%(31)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Janexy Herrera	Anthony Flores	New Teacher	Grade Level Meetings
Katie Layton	Chrisitne Shaw	Mentor held this position as year	Lead Team Meetings
Elizabeth Ziegler	Mariah Richart	Teacher returned to teach new grade	Grade Level Meetings

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

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<p><u>Supplemental Academic Instruction (SAI)</u> SAI funds are used during the school year to provide tutoring and enrichment to students. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.</p>
<p><u>Violence Prevention Programs</u> The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, and counseling. Our school also participates in an anti-bullying campaign.</p>
<p><u>Nutrition Programs</u> Universal free breakfast is offered to all students and we participate in the Federal School Lunch Program.</p>
<p>Housing Programs n/a</p>
<p>Head Start n/a</p>
<p>Adult Education n/a</p>
<p>Career and Technical Education n/a</p>
<p>Job Training n/a</p>
<p>Other Title IV Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, Mentors at Middle Schools, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.</p>
<p><i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i> School-Based MTSS/RtI Team</p>

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Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Literacy Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The RtI Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets biweekly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership coach met with the School Advisory Council (SAC) and principal to help develop the SIP. Data was provided on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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.

**Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), FAIR(PMRN), District Formative Assessments, Running Records, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation, DRA (Diagnostic Reading Assessment)
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of year: FAIR, AIMS web, FCAT, DRA
Frequency of Data Days: twice a month for data analysis**

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Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. PD sessions for staff take place at the beginning of the year to set expectations.

During grade level meetings staff receive feedback and support on how to best service students during intervention time.

The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Describe the plan to support MTSS.

Professional Development opportunities are offered throughout the year in order to increase understanding of the MTSS/RtI process. Staff is also given regular feedback in their RtI binder following the team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

The school based Literacy Leadership Team will be lead by the Literacy Coach. The members of the team will be a representative from each grade level and subgroup, administration and District personnel to include:

Reading Coach: Ana Jimenez-Tirado

Kindergarten: K. DaSilva and M. Rivera

First Grade: A. Flores and S. Rushlow

Second Grade: S. Antaya and S. Jimenez

Third Grade: Laurie Mercado and Arlene Ortiz

Fourth Grade: Tania Galinanes (Dual Language)

Fifth Grade: Maria Gomez

Media: L. Dower

Spanish: M. Aldarondo

LRS: Christine Shaw IB: Katie Layton

Administration: Benjamin Osypian (Principal), Yara Tavárez-DeLaFuentes (Assistant Principal)

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

Each month the LLT will meet for approximately an hour following a specific agenda. Included on the agenda will be a discussion of an research based article applicable to the goals and direction of the team and/or a book study. The current book study is "Strategies that Work" Stephanie Harvey. Besides a discussion of the reading material team members will be asked how to share and encouraged to share the information with their teams. Following this discussion data review will be conducted with all team players so plans can be developed to assure we are meeting the needs of all children in the area of reading. Next the team will make plans to promote reading with students and families by creating activities, family nights, etc. Finally celebrations will occur on accomplishments made through the teams endeavors.

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

Book study of all instructional staff with the book "Strategies that Work" Stephanie Harvey.

Implementing Marzano's Academic vocabulary along with Thinking Maps.

Conducting family activities to support families in reading and involve the families in reading.

Create a school wide reading incentive program.

Celebrate Literacy Week activities

Needed professional development to equip teachers with the right tools for delivering effective reading instruction

Public School Choice

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

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

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

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

Our PreK students at Thacker Elementary School for International Studies are included in all events, activities and families are provided with the same information as other students, in addition to being encouraged to attend. We added a Dual Language program to our VPK program this year and have them participate in all school programs, including Arts rotation.

Preschools and daycares in the area are notified, as well as all members of the community, of Kindergarten Round-up each spring, in order to encourage families to register their children early for kindergarten.

At Thacker Avenue Elementary School for International Studies, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students.

The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students.

The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding prosocial behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be collected and aggregated prior to September 10th, 2009. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1.Poor Academic Background and Vocabulary	1A.1.Implementing Marzano's Academic Vocabulary using words from the Tennessee Project coupled with Thinking Maps	1A.1.Principal, Assistant Principal and Literacy Coach	1A.1.Data collected and observations through Classroom WalkThroughs	1A.1. DRA FAIR 2013 FCAT results		

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Reading Goal #1A: Students achieving proficiency in reading decreased from the previous school year.	2012 Current Level of Performance .*	2013 Expected Level of Performance .*					
	54% of the students in grades 3, 4 and 5 achieved proficiency in reading..	The percent of 3rd, 4th and 5th grade students achieving proficiency will increase by 20 % on the 2013 Reading FCAT.					
		1A.2. Inability to read Grade level passage	1A.2. DRA students to know the "just right" level of students and provide students effective guided reading instruction using books from our new leveled library	1A.2. Principal, Assistant Principal and Literacy Coach	1A.2. Reading Incentive Data collected	1A.2. DRA FAIR 2013 FCAT results	
		1A.3. Inability to read Grade level passage	1A.3. Create a Reading Incentive Program to encourage reading	1A.3. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	1A.3. Reading Incentive Data collected	1A.3. DRA FAIR 2013 FCAT results	
		1A.4. Parent Involvement	1A.4. Initiate Parent involvement and training to encourage parents to read and help their child(ren)	1A.4. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	1A.4. Parent night/ meeting sign in sheets	1A.4. DRA FAIR 2013 FCAT results	
		1A.5 Assuring benchmarks are taught with fidelity	1A.5 Initiate the book study "Classroom Instruction that Works" by Marzano and offer Professional Development Opportunities on the book "Strategies that Work" Stephanie Harvey	1A.5 Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	1A.5 Data collected, Professional Development Sign in sheets and observations through Classroom Walk Throughs	1A.5 DRA FAIR 2013 FCAT results	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	1B.1	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Reading Goal #1B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p>2012 <u>Current Level of Performance</u> .* _</p>	<p>2013 <u>Expected Level of Performance</u> .* _</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Reading Goal #2A: <i>Enter narrative for the goal in this box.</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<p><u>Reading Goal #2B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance</u> .* .</p>	<p><u>2013 Expected Level of Performance</u> .* .</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Poor Academic Background and Vocabulary	3A.1. Implementing Marzano's Academic Vocabulary using words coupled with Thinking Maps	3A.1.Principal, Assistant Principal and Literacy Coach	3A.1. Data collected and Observations through Classroom Walk Throughs	3A.1. DRA FAIR 2013 FCAT results		
<u>Reading Goal #3A:</u> Students making Learning Gains increased from the previous school year to 60%.	<u>2012 Current Level of Performance</u> .* _	<u>2013 Expected Level of Performance</u> .* _					
	60% of students in grades 4 and 5 made learning gains in reading.	80% of students in grades 4 and 5 made learning gains in reading.					
		3A.2. Inability to read Grade level passage	3A.2. DRA students to know the "just right" level of students and provide students effective guided reading instruction using books from our new leveled library	3A.2. Principal, Assistant Principal and Literacy Coach	3A.2.Data collected and Observations through Classroom Walk Throughs	3A.2. DRA FAIR 2013 FCAT results	

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		3A.3. Inability to read Grade level passage	3A.3. Create a Reading Incentive Program to encourage reading	3A.3.Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	3A.3. Reading Incentive Data collected	3A.3. DRA FAIR 2013 FCAT results	
		3A.4. Inability to read Grade level passage	3A.4. Create a Reading Incentive Program to encourage reading	3A.4. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	3A.4. Parent night/ meeting sign in sheets	3A.4. DRA FAIR 2013 FCAT results	
		3A.5A Ensuring benchmarks are taught with fidelity	3A.5. Initiate the book study "Classroom Instruction that Works" by Marzano and offer Professional Development Opportunities on the book "Strategies that Work" Stephanie Harvey	3A.5. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	3A.5Data collected, Professional Development Sign in sheets and Observations through Classroom Walk Throughs	3A.5 DRA FAIR 2013 FCAT results	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Assuring benchmarks are taught with fidelity	4A.1. Initiate the book study "Classroom Instruction that Works" by Marzano and offer Professional Development Opportunities on the book "Strategies that Work" Stephanie Harvey.	4A.1. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	4A.1. Data collected, Professional Development Sign in sheets and Observations through Classroom WalkThroughs	4A.1. DRA FAIR 2013 FCAT results		
<u>Reading Goal #4:</u> The percentage of students in the lowest quartile increased from 60% to 75%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance</u> .*					

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	75% of students in grades 4 and 5 whom where in the Lowest 25% made learning gains in reading.	The percent of 4th and 5th grade students whom are in the lowest 25% making learning gains will increase by 20 % on the 2013 Reading FCAT.					
		4A.2. Parent Involvement	4A.2. Initiate Parent involvement and training to encourage parents to read and help their child(ren)	4A.2. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	4A.2. Parent night/ meeting sign in sheets	4A.2. DRA FAIR 2013 FCAT results	
		4A.3. Inability to read Grade level passage	4A.3. Create a Reading Incentive Program to encourage reading	4A.3. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	4A.3. Reading Incentive Data collected	4A.3. DRA FAIR 2013 FCAT results	
		4A.4. Inability to read Grade level passage	4A.4. DRA students to know the "just right" level of students and provide students effective guided reading instruction using books from our new leveled library	4A.4. Principal, Assistant Principal and Literacy Coach	4A.4. Data collected and Obsevation through Classroom Walk Throughs	4A.4 DRA FAIR 2013 FCAT results	
		4A.5 Poor Academic Background and Vocabulary	4A.5 Implementing Marzano's Academic Vocabulary coupled with Thinking Maps	4A.5 Principal, Assistant Principal and Literacy Coach	4A.5 Data collected and Observations through Classroom Walk Throughs	4A.5 DRA FAIR 2013 FCAT results	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance</u> <u>1*</u>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
		5B.4.	5B.4.	5B.4.	5B.4.	5B.4.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Assuring benchmarks are taught with fidelity	5C.1. Continue to support the book study "Classroom Instruction that Works" by Marzano and initiate Professional Development Opportunities on the book "Strategies that Work" Stephanie Harvey.	5C.1. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	5C.1. Data collected, Professional Development Sign in sheets and Observations through Classroom Walk Throughs	5C.1. DRA FAIR 2013 FCAT results		
<u>Reading Goal #5C:</u> ELL students making AYP is an area of concern and where a huge focus will be placed.	<u>2012 Current Level of Performance</u> .* _	<u>2013 Expected Level of Performance</u> .* _					

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	39% of the students in the ELL subgroup made AYP.	60% of the students in the ELL subgroup will make AYP.					
		5C.2. Parent Involvement	5C.2. Initiate Parent involvement and training to encourage parents to read and help their child(ren)	5C.2. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	5C.2. Parent night/ meeting sign in sheets	5C.2. DRA FAIR 2013 FCAT results	
		5C.3. Inability to read Grade level passage	5C.3. Create a Reading Incentive Program to encourage reading	5C.3. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	5C.3. Reading Incentive Data collected	5C.3. DRA FAIR 2013 FCAT results	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Assuring benchmarks and access points are taught with fidelity</p>	<p>5D.1. Continue to support the book study "Classroom Instruction that Works" by Marzano and initiate Professional Development Opportunities on the book "Strategies that Work" Stephanie Harvey</p>	<p>5D.1. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team</p>	<p>5D.1. Data collected, Professional Development Sign in sheets and Observations through Classroom Walk Throughs</p>	<p>5D.1. DRA FAIR 2013 FCAT results</p>		
<p><u>Reading Goal #5D:</u> SWD making AYP is an area of great focus at TAESIS, where a huge focus will be placed.</p>	<p><u>2012 Current Level of Performance</u> .*</p>	<p><u>2013 Expected Level of Performance</u> .*</p>					
	<p>28% of the students in the ELL subgroup made AYP.</p>	<p>50% of the students in the ELL subgroup will make AYP.</p>					
		<p>5D.2. Parent Involvement</p>	<p>5D.2. Initiate Parent involvement and training to encourage parents to read and help their child(ren)</p>	<p>5D.2. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team</p>	<p>5D.2. Parent night/meeting sign in sheets</p>	<p>5D.2. DRA FAIR 2013 FCAT results</p>	
		<p>5D.3. Inability to read Grade level passage</p>	<p>5D.3. Create a Reading Incentive Program to encourage reading such as Read your heart out</p>	<p>5D.3. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team</p>	<p>5D.3. Reading Incentive Data collected</p>	<p>5D.3. DRA FAIR 2013 FCAT results</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Poor Academic Background and Vocabulary	5E.1. Implementing Marzano's Academic Vocabulary coupled with Thinking Maps. Initiate Professional Development Opportunities on the book "Strategies that Work" Stephanie Harvey.	5E.1. Principal, Assistant Principal and Literacy Coach	5E.1. Data collected and Observations through Classroom Walk Throughs	5E.1. DRA FAIR 2013 FCAT results		

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<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Our subgroup Economically Disadvantaged missed the target of 65% for AYP by 2%.							
	63% of students in the Economically Disadvantaged group met AYP.	83% of students in the Economically Disadvantaged group will make AYP.					
		5E.2. Inability to read Grade level passage	5E.2. DRA students to know the "just right " level of students and provide students effective guided reading instruction using books from our new leveled library	5E.2. Principal, Assistant Principal and Literacy Coach	5E.2. Data collected and Observations through Classroom Walk Throughs	5E.2. DRA FAIR 2013 FCAT results	
		5E.3. Parent Involvement	5E.3. Initiate Parent involvement and training to encourage parents to read and help their child(ren)	5E.3. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team	5E.3. Parent night/ meeting sign in sheets	5E.3. DRA FAIR 2013 FCAT results	

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Daily 5/CAFE	PreK-5	Ana Jimenez	School-Wide	Early Release Wednesdays Faculty Meetings	Classroom Implementation iObservations	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team
Common Core through IB	PreK-5	Katie Layton	Grade Level IB Planning	Pre-Planning IB Planning Sessions	Classroom Implementation Assessment Results Student Projects	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team
DRA	PreK-5	Ana Jimenez	School-Wide	Quarterly	Data Chats	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team
Marzano Academic Vocabulary	PreK-5	Ana Jimenez	School-Wide	Early Release Wednesdays Faculty Meetings	Classroom Implementation Lesson Plans iObservations	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team
Book: Strategies that Work	PreK-5	Ana Jimenez	Book Study - PLC	Early Release Wednesdays Faculty Meetings PLC	Classroom Implementation	Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
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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 Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

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. *High Mobility Rate *High Rate of Economically Disadvantaged Students	1.1. Implementing Marzano's Academic Vocabulary for ELLs coupled with Thinking Maps. Initiate Professional Development Opportunities on the book "Strategies that Work" Stephanie Harvey. A+Rise strategies that Work with ELLs.	1.1. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team, LRS, IB Coordinator	1.1. Progress Monitoring Meetings with Leadership Team	1.1. CELLA	
<u>CELLA Goal #1:</u> To improve student achievement in listening/speaking by 15% according to CELLA results	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	On the 2012 CELLA, 43% (156) of students scored proficient in listening/speaking..					
		1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. High Mobility Rate *High Rate of Economically Disadvantaged Students	2.1. Implementing Marzano's Academic Vocabulary for ELLs coupled with Thinking Maps. Initiate Professional Development Opportunities on the book "Strategies that Work" Stephanie Harvey A+Rise strategies that Work with ELLs..	2.1. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team, LRS, IB Coordinator	2.1. Progress Monitoring Meetings with Leadership Team	2.1. CELLA	
<u>CELLA Goal #2:</u> To improve student achievement in reading by 15% according to CELLA results.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	On the 2012 CELLA, 28% (100) of students scored proficient in reading.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>3. Students scoring proficient in writing.</p>	<p>2.1. High Mobility Rate *High Rate of Economically Disadvantaged Students</p>	<p>2.1. Implementing Marzano's Academic Vocabulary for ELLs coupled with Thinking Maps. Initiate Professional Development Opportunities on the book "Strategies that Work" Stephanie Harvey. A+Rise strategies that Work with ELLs.</p>	<p>2.1. Principal, Assistant Principal and Literacy Coach, Literacy Leadership Team, LRS, IB Coordinator</p>	<p>2.1.</p>	<p>2.1. CELLA</p>	
<p><u>CELLA Goal #3:</u> To improve student achievement in writing by 15% according to CELLA results</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>On the 2012 CELLA, 28% (100) of students scored proficient in writing.</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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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. Weak Mathematic strands	1A.1. Use of Go Math intervention pieces with technology	1A.1. Principal, Assistant Principal, Math/Science Coach	1A.1. Classroom Walk Throughs Data from Formative Assessments	1A.1. Math FCAT 2013 Math Formatives		
<u>Mathematics Goal #1A:</u> By 2013, students will increase in Math proficiency for level 3 or above by 20%	<u>2012 Current Level of Performance</u> .* —	<u>2013 Expected Level of Performance:</u> * —					
	44% of students achieved proficiency on the 2012 Math FCAT.	64% of students will achieve proficiency on the 2013 Math FCAT.					

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		1A.2. Weak Mathematic strands	1A.2 After-School Tutoring	1A.2. Principal, Assistant Principal, LRS/Math/Science Coach	1A.2. Data from Formative Assessments	1A.2. Math FCAT 2013 Math Formatives	
		1A.3. Lag	1A.3. Data Chats with students	1A.3. LRS/Math/Science Coach	1A.3. Data Chat Charts and Math Formative Assessments	1A.3. Math FCAT 2013 Math Formatives	
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> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance</u> :* _	<u>2013 Expected Level of Performance:</u> * _					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Lack of exposure to problem solving using critical thinking skills. High ELL Population High Mobility Rate High Rate of Economically Disadvantaged Students	2A.1. Use enrichment Go Math and Compass Odyssey	2A.1. Principal, Assistant principal, Math Coach	2A.1. Progress monitoring, Compass Odyssey assessments	2A.1. Math formatives Go math assessments 2013 math FCAT		
<u>Mathematics Goal #2A:</u> By 2013, students will increase in Math proficiency for level 4 and 5 by 20%	<u>2012 Current Level of Performance</u> .* .*	<u>2013 Expected Level of Performance</u> .* .*					

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	On the 2012 FCAT, 12% (54) of students scored a level 4 in Mathematics	On the 2013 FCAT 22% of students will score FCAT Level 4 or above in Mathematics					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance</u> .* -	<u>2013 Expected Level of Performance</u> .* -					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Weak Mathematic strands High ELL Population High Mobility Rate High Rate of Economically Disadvantaged Students	3A.1. Use of Go Math intervention pieces with technology	3A.1. Principal, Assistant Principal, LRS/Math/Science Coach	3A.1. Classroom Walk Throughs Data from Formative Assessments	3A.1. Math FCAT 2013 Math Formatives		
<u>Mathematics Goal #3A:</u> This is an area of concern and will be a main focus in our plan of action. There was an 11% learning gains from 2011 to 2012.	<u>2012 Current Level of Performance</u> .* _	<u>2013 Expected Level of Performance</u> .* _					
	46% of students in grades 4 and 5 made learning gains.	65% of students in grades 4 and 5 will make learning gains.					

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		3A.2. Weak Mathematic High ELL Population High Mobility Rate Hight Rate of Econimically Disadva ntaged Students strands	3A.2. After School Tutoring	3A.2. Principal, Assistant Principal, LRS/Math/Science Coach	3A.2. Data from Formative Assessments	3A.2. Math FCAT 2013 Math Formatives	
		3A.3. High ELL Population High Mobility Rate Hight Rate of Econimically Disadvantag ed Students	3A.3. Data Chats with students	3A.3. LRS/Math/Science Coach	3A.3. Data Chat Charts and Math Formative Assessments	3A.3. Math FCAT 2013 Math Formatives	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance</u> .* .*	<u>2013 Expected Level of Performance</u> .* .*					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Weak Mathematic strands High ELL Population High Mobility Rate High Rate of Economically Disadvantaged Students</p>	<p>4A.1. Use of Go Math intervention pieces with technology</p>	<p>4A.1. Principal, Assistant Principal, LRS/Math/Science Coach</p>	<p>4A.1. Classroom Walk Throughs Data from Formative Assessments</p>	<p>4A.1. Math FCAT 2013 Math Formatives</p>		
<p>Mathematics Goal #4: Goal of making learning was met. 57% of our students made learning gains.</p>	<p>2012 Current <u>Level of Performance</u> .* _</p>	<p>2013 <u>Expected Level of Performance</u> .* _</p>					
	<p>57% of students in the lowest quartile in grades 4 and 5 made learning gains.</p>	<p>77% of students in the lowest quartile in grades 4 and 5 will make learning gains.</p>					

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		4A.2. Weak Mathematic strands High ELL Population High Mobility Rate Hight Rate of Econimically Disadvantaged Students	4A.2. After School Tutoring	4A.2. Principal, Assistant Principal, LRS/Math/Science Coach	4A.2. Data from Formative Assessments	4A.2. Math FCAT 2013 Math Formatives	
		4A.3. Lack of Motivation High ELL Population High Mobility Rate Hight Rate of Econimically Disadvantaged Students	4A.3. Data Chats with students	4A.3. LRS/Math/Science Coach	4A.3. Data Chat Charts and Math Formative Assessments	4A.3. Math FCAT 2013 Math Formatives	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>							

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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Mathematics Goal #5C: <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>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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Mathematics Goal #5D: <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>						
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AIMS Training	K-5	Christine Shaw District Specialist	Schoolwide	Beginning of year	Classroom iObservations Data collecting Tracking students progress Benchmark testing	Principal, Assistant Principal, Math Coach/LRS
Math RtI	3-5	Math Coach/ LRS	Grade level meetings	Ongoing Professional Development Wednesdays	Classroom iObservations Data collecting Tracking students progress	Principal, Assistant Principal, Math Coach/LRS
Think Central	K-5	Math Coach/ LRS	Schoolwide	Ongoing Professional Development Wednesdays	Classroom iObservations Data collecting Tracking students progress	Principal, Assistant Principal, Math Coach/LRS
Common Core- GoMath	K-2	Math Coach/ LRS	Grade level meetings	Ongoing PLC Professional Development Wednesdays	Classroom iObservations Data collecting Tracking students progress Lesson Plans	Principal, Assistant Principal, Math Coach/LRS

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

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 Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Mastering Science Benchmarks	1A.1. Science Based Thematic Units of Study	1A.1. Principal, Assistant Principal IB COordinator, and LRS	1A.1. POI development, Lesson Plans, Classroom Walk Throughs	1A.1. Science Formative Assessments FCAT		
Science Goal #1A: We will increase the percentage of students achieving proficiency.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .* .*	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .* .*					
	41% of 5th grade students achieved proficiency	65% of our 5th grade students will achieve proficiency.					

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		1A.2. Understanding Scientific Process	1A.2. Science Mission Lab	1A.2. LRS	1A.2. Classroom Walk Throughs	1A.2. Science Formatives FCAT	
		1A.3. Mastering Science Benchmarks	1A.3. Science Weekly Challenges	1A.3. AP, Teachers, LRS , IB Coordinator	1A.3. Scores from the Challenge	1A.3. Science Formatives FCAT	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Science Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance</u> .* _	<u>2013 Expected Level of Performance</u> .* _					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1	2A.1.	2A.1.	2A.1.	2A.1.		
Science Goal #2A:	<u>2012 Current Level of Performance</u> :*	<u>2013 Expected Level of Performance</u> :*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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

End of Elementary and Middle School Science Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AIMS	K-5	LRS/Science Coach	K-5 teachers during grade level meetings	Faculty meetings during early release Wednesdays	Classroom iObservations feedback	Principal, Assistant Principal, LRS/Science Coach

Science Budget (Insert rows as needed)

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

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

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

End of Science Goals

Writing Goals

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

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

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Lack of Background Knowledge</p>	<p>1A.1. Model/ Coaching</p>	<p>Osceola Writes, review Writing Facilitator, Teachers</p>	<p>Admin/ Osceola Writes Lesson Plans</p>	<p>1A.1. Osceola Writes</p>		
<p><u>Writing Goal #1A:</u> Students achieving AYP in writing is significant we needed to focus more on achieving above proficiency.</p>	<p><u>2012 Current Level of Performance</u> .* —</p>	<p><u>2013 Expected Level of Performance</u> .* —</p>					
	<p>97% of the students score a 4 or higher on FCAT Writes.</p>	<p>100% of the students will score a 4 or higher on FCAT Writes.</p>					
		<p>1A.2. Lack of implementing program with fidelity</p>	<p>1A.2. Model/ Coaching done by PDA consultant and Writing Facilitator</p>	<p>1A.2. Admin</p>	<p>1A.2. Classroom Walk Throughs Review Meetings</p>	<p>1A.2. Osceola Writes</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>		
<p><u>Writing Goal #1B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance</u> .* —</p>	<p><u>2013 Expected Level of Performance</u> .* —</p>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing PDA	3rd	Ana Jimenez-Literacy Coach	School-wide	Faculty meetings during Early Release Wednesdays	Classroom Implementation	Principal, Assistant Principal, Literacy Coach

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			

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

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

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>1.1. Parent/Student perception of the importance of attendance at school as it relates to student achievement.</p>	<p>1.1. *Continue to notify parents through phone calls and letters about the importance of attendance. *Continued implementation of our attendance incentive programs for students each daily on morning announcements and at the end of each nine week period.</p>	<p>1.1. *Principal *Assistant Principal *Student Records Clerk *District Social Worker</p>	<p>1.1. Early Truancy Intervention Team meetings</p>	<p>1.1. Daily, weekly, and monthly attendance reports</p>		
<p><u>Attendance Goal #1:</u> TAESIS will maintain an average daily attendance rate that will meet or exceed the district's goal of 95%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>TAESIS Year Average was 95%</p>	<p>TAESIS will maintain an average daily attendance rate that will meet or exceed the district's goal of 95%.</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					

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	<i>Enter numerical data for current number of absences in this box</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. High Economically Disadvantaged Population	1.1. Continuous use and implementation of IB learner profile. Positive Behavior Support(PBS), Consistent Rules and Consequences Amongst Grade Levels.	1.1. Administration, Instructional Staff, PBS Team	1.1. Monthly discipline reports to the PBS Team	1.1. Monthly Discipline Reports		
Suspension Goal #1: TAESIS will decrease the number of student suspensions for 2012-2013.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	Students earned 24 days of In-School Suspension in 2011-2012.	Students will decrease the number of In-School Suspension in 2012-2013 by 10%.					

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	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In -School</u>					
	Students earned 85 students days of In-School Suspension in 2011-2012.	Students will decrease the number of In-School Suspension in 2012-2013 by 10%.					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	Students earned 66 days of Out-School Suspension in 2011-2012.	Students will decrease the number of In-School Suspension in 2012-2013 by 10%.					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	Students earned 66 students out of 847 of Out of School Suspension in 2011-2012.	Students will decrease the number of Out of School Suspension in 2012-2013 by 10%.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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)).

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Parents willingness and ability to be able to participate or devote time to before, during, or after school activities and programs.	1.1. Provide on-going communication through our school-wide newsletter and posting on our school website, as well as use of student agendas.	1.1.*Principal, Assistant Principal, Reading Coach, Guidance Counselor, Technology Specialist, School OASIS coordinator	1.1. Review of hours of parent involvement	1.1. Documented OASIS volunteer hours		
<u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:</u> *	<u>2013 Expected Level of Parent Involvement:</u> *					

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	10,061 hours were accumulated during the 2012-2013 school year.	TAESIS will achieve 7,000 parent involvement hours during the 2012-2013 school year. We have reduced our goal based on the number of full-time volunteers able to work at our school this year. Our school will use the OASIS volunteer program to measure our results.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Parent Involvement Budget

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

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End of Parent Involvement Goal(s)

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Additional Goal(s)

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

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

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	<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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
SAC meetings will be held the second Monday of the month at 5:00P.M. During these meetings we will review the SIP and all school wide initiatives.

Describe the projected use of SAC funds.	Amount
------------------------------------------	--------

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SAC funds will be allocated as approved by the School Advisory Council for designated resources that will assist in meeting our School Improvement goals and increase student achievement. Most of the funds will be spent on increased staff professional development in the core academic areas of instruction. Our current budget for this school year is \$2,427.19.	\$2,427.19