

# Florida Department of Education



## Limona School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Limona Elementary School	District Name: Hillsborough
Principal: Karen B. Pierson	Superintendent: MaryEllen Elia
SAC Chair: Jennifer Soule	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 Qualified Administrators

Hillsborough 2012

Rule 6A-1.099811

Revised Oct. 15, 2012

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List your school's highly qualified 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	Karen Pierson	MS BA Elm. Ed 1-6 ESOL School Principal Educational Leadership	17	13	11/12 A 10/11 A 92% AYP 09/10 A 100% AYP 08/09 A 100% AYP 07/08 A 100% AYP 06/07 A 100% AYP
Assistant Principal	Debra Rodriguez	EDS Elementary MS Educational Leadership BS P.E. k-12 ESOL Drivers Ed	8	8	11/12 A 10/11 A 92% AYP 09/10 A 100% AYP 08/09 A 100% AYP 07/08 A 100% AYP 06/07 A 100% AYP

## Highly Qualified Instructional Coaches

List your school's highly qualified 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)
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Reading	Jane Casteel	BA El. Ed K-8 MA Reading Ed Early Child. ESOL	3	12	11/12 A Limona 11/12 C Schmidt 10/11 A 92% AYP Limona 09/10 A 100% AYP Limona 09/10 B 90% AYP Schmidt 08/09 A 90% AYP Schmidt 07/08 A 95% AYP Schmidt

**Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. Recruitment Fairs	Quincy Bell	June	
3. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
4. District Mentor Program	District Mentors	ongoing	

**Non-Highly Qualified Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

<b>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly effective</b>
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Out of Field 15% {34} Less than effective Rating 0%	See Below
Dinah Candler (Out of Field)	Teacher has signed intent to earn for Elementary Certification. Currently certified 5-12.
Sharon Green Stephanie McGehee Liza White	Teachers are currently completing course work for ESOL Endorsement.

**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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	2	8% (3)	38% (15)	49% (19)	34% (13)	100%	8% (3)	28% (11)	69% (27)

**Teacher Mentoring Program**

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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
Kristy Sheehan	Ashley Arendt	District match	Full EET mentoring program
Kristy Sheehan	Katie Miller	District match	Full EET mentoring program

**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 NA
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

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Nutrition Programs
Housing Programs
Head Start
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. <ul style="list-style-type: none"><li>● Principal</li><li>● Assistant Principal</li><li>● Guidance Counselor</li><li>● School Psychologist</li><li>● Social Worker</li><li>● Academic Coaches (Reading)</li><li>● ESE teacher</li><li>● Team Leaders (K-5)</li><li>● SAC Chair</li><li>● ELP Coordinator</li></ul>

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The purpose of the MTSS in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The MTSSLT is considered the main leadership team in our school. The MTSSLT will meet monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
  - Tutoring during the day in small group pull-outs in reading, math and writing.
  - Extended Learning Programs before school
  - Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic and attendance) at the school and grade levels
- Organize and support systematic data collection as needed

- The Chair of SAC is a member of the MTSSLT.
- The MTSSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2011-12 school year and during preplanning for the 2012-13 school year.
- The School Improvement Plan is the working document that guides the work of the MTSSLT. The large part of the work of the team is outlined in the Expected Improvements/ Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

### MTSS Implementation

The data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior are District Formative Assessments, Mainframe FCAT/NRT Scores, FAIR/Dashboard, teacher Created tests, Chapter tests, and Easy CBM, CIM.

As the District's Problem Solving Team develops resources and staff development trainings on MTSS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. New staff will be directed to participate in trainings relevant to PLCs and MTSS/RtI as they become available. All teachers will complete the state perceptions of MTSS/RtI Skills Survey

Our plan will ensure that the PLC's will monitor with fidelity the MTSS/RTI students. The Administration, Leadership team, Guidance counselor and School Psychologist will monitor implementation.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team



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

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading)
- ESE teacher
- Team Leaders (K-5)
- SAC Chair
- ELP Coordinator

The principal and assistant principal co-chair the LLT committee. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and administration collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

The following will be the major initiatives of the LLT this year:

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis, monitoring FAIR, EasyCBM (on-going)
- Implement K-12 Reading Plan

### *NCLB Public School Choice*

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

### **\*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.

NA

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p>	<p>1.1. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>1.1. <b>Tier 1</b> - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the <b><u>Core Continuous Improvement Model (C-CIM)</u></b> with core curriculum and/or providing <b><u>Differentiated Instruction (DI)</u></b> as a result of the problem-solving model and/or frequently participating in <b><u>Higher Order Questions/Discussion</u></b> activities to deepen and extend student knowledge.</p> <p><u>Action Steps</u> 1. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies.</p>	<p>1.1. <u>Who</u> -AP -Reading Coach -Classroom Teachers</p> <p><u>How</u> -Analyze data generated through FAIR Assessments. -Academic Review</p>	<p>1.1. Graphing data based on assessment and reviewing trends for effectiveness.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.1. <u>3x per year</u> - FAIR On-going Progress Monitoring in comprehension</p> <p><u>During the nine weeks</u> - Course unit assessment -Academic Review</p>		
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		2. Teachers bring assessment data back to the PLCs to discuss the effectiveness of the strategies being used.					
<u>Reading Goal #1:</u> In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 75% to 77%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>75%</b>	<b>77%</b>					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b>	2.1. SEE1.1	2.1.	2.1.	2.1.	2.1.		

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<p><u>Reading Goal #2:</u>  In grades 3-5, the percentage of students scoring a above level 4 or higher on the 2013 FCAT Reading will increase from 50% to 52%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>50%</b></p>	<p><b>52%</b></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>	
<p>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:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p>	<p>3.1. See 1.1</p>	<p>3.1.</p>	<p>3.1.</p>	<p>3.1.</p>	<p>3.1.</p>		

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<p><u>Reading Goal #3:</u> In grades 4-5, the percentage of students making reading gains on 2013 FCAT Reading will increase from 73 to 75.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>73</b></p>	<p><b>75</b></p>					
		<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	
		<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	
<p>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:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b></p>	<p>4.1. See 1.1</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		

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<p><u>Reading Goal #4:</u> In grades 4-5, the percentage of students in the lowest 25% making learning gains on the 2013 FCAT Reading will increase from 56 to 58.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<b>56</b>	<b>58</b>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
<p>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:</p>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>	See 1.1						
<p><u>Reading Goal #5:</u> In grades 3-5, in 6 years will reduce their achievement gap by 50 % on the 2013 FCAT.</p>							

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<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5A.1. See 1.1	5A.1.	5A.1.	5A.1.	5A.1.		
<u>Reading Goal #5A:</u> In grades 3-5, in 6 years will reduce their achievement gap by 50 % on the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: 74 Black: 62 Hispanic: 73 Asian: NA American Indian: NA	White: 75 Black: 63 Hispanic: 74 Asian: NA American Indian: NA					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5B.1. See 1.1	5B.1.	5B.1.	5B.1.	5B.1.		



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<p><u>Reading Goal #5B:</u>  Economically Disadvantaged students in grades 3-5, in 6 years will reduce their achievement gap by 50 % on the 2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>65</b></p>	<p><b>66</b></p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>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:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. See 1.1</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>		

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<p><u>Reading Goal #5C:</u> English Language Learners in grades 3-5, in 6 years will reduce their achievement gap by 50 % on the 2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>50</b></p>	<p><b>53</b></p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>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:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. See 1.1</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>		

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<b>Reading Goal #5D:</b> Students with Disabilities in grades 3-5, in 6 years will reduce their achievement gap by 50 % on the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>22</b>	<b>30</b>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of High Stakes Computer Lab to increase FCAT Explorer usage /CIM and Formative Assessment taken on line	3-5	PLC Leaders	Grades 3-5	One early release a FCAT/ FCIM workshop will over view program in an effort to increase usage	Log from usage on FCAT Explorer	Teachers will submit usage logs

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Reading Contact Teachers will report to staff on District information learned at monthly meetings	K-5	PLC Facilitators	All Teachers	Monthly and early Releases as needed	PLC logs turned into administration. Monthly Reading Report	PLC Team Leaders
<u>Differentiated Instruction (DI)</u>	K-5	Power Workshop-District	All Teachers	October 2012	Power Activities, Teacher Implementation of model	Power Facilitators, Assistant Principal
<u>Using Higher Order Questioning and Discussion</u>	K-5	District Facilitator	All Teachers	October 2012, Ongoing	Teacher Implementation of models, Classroom Walkthroughs	Reading Coach, Administration Team, PLC Members

### 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	Available Amount
Florida CARS	Florida Comprehensive Assessment of Reading Strategies- student book 10 pack and teacher guide	District SAC monies	198.39
Intervention Anthology-Grade 2	Provides support for phonics, vocabulary, and comprehension skills.	District SAC monies	204.57
Scholastic Story Works	Magazine resources to build students' reading, writing, and critical-thinking skills; nonfiction to mythology, poetry to paired-texts.	District SAC monies	84.58
Language Skills Whole Class Partner Games; Plinko Game for Reading Comprehension; Readers Theater Script Boxes	Language skills reinforcement games, building fluency through practice with pacing, tone and expression	District SAC monies	179.02
<u>Where the Mountain Meets the Moon</u>	Novel based literature study	District SAC monies	208.51
Context Clues Bingo	Reading- Context Clues	District SAC monies	9.99
Main Idea Bingo	Reading-Main Idea	District SAC monies	9.99

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Folk and Fairy Tale Readers; Science Vocabulary Readers, Wild Weather; 15 Plays For Beginning Readers: Famous Americans; 25 Science Plays For Beginning Readers	Boost key reading skills and cultural literacy; students' nonfiction skills and their vocabularies; vocabulary and content knowledge; key science concepts and build reading fluency	District SAC monies	194.12
<u>Brown Bear, Brown Bear What Do You See</u>	Building Literacy through Big Books	District SAC monies	25.16
<u>Garden: The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear; Pumpkin Pumpkin: the Doorbell Rang; A Color of His Own; Chicka Chicka 1,2,3</u>	Building Literacy through Big Books	District SAC monies	168.62
<b>Subtotal: \$1,282.95</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*End of Reading Goals*

*End of Reading Goals*

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**Elementary or Middle School Mathematics Goals**

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

<b>Elementary School Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b></p>	<p>1.1. Lack of understanding of the Core Curriculum vocabulary across all grade levels. - Teachers need a better understanding of how to increase the depth and rigor necessary to meet the NGSSS. - Teachers need a better understanding of effective compacting of the material. -Lack of common planning time to discuss and identify best practices</p>	<p>1.1. <b>Tier 1</b> - The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through participation in lesson designed to increase knowledge of depth and rigor of content. Teachers will also use the DOE links to the NGSSS and CCSSM. Grade level and/ or course specific PLC's will meet every four weeks to evaluate assessments and strategies. <u>Action Steps</u> - Show teachers how to access <a href="http://www.floridastandards.org">www.floridastandards.org</a> link. - Model for teachers how to use the website. - Strategies learned from math trainings will be discussed in PLCs. - As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in</p>	<p>1.1. <u>Who</u> -Principal -AP -Math Teachers</p>	<p>1.1. <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Administrators will use the HCPS Informal Observation (EET tool). -Monitoring data will be reviewed every nine weeks.</p>	<p>1.1. PLCs will review chapter assessments and monitor the number of students not reaching at least 70% mastery on chapters of instruction.</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>class and how to increase the rigor of the benchmark in the classroom.</p> <ul style="list-style-type: none"> <li>- PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions.</li> <li>- Teachers bring assessment data back to the PLCs.</li> <li>-Based on the data, teachers discuss strategies that were effective and use the problem-solving process to determine next step of lesson planning.</li> <li>- Teachers will engage in cross/grade level and/or vertical PLC's.</li> </ul>					
<p><u>Mathematics Goal #1:</u></p> <p>In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 78% to 80%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<b>78%</b>	<b>80%</b>					



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		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b>	2.1. See 1.1	2.1.	2.1.	2.1.	2.1.		
<u>Mathematics Goal #2:</u>  In grades 3-5, the percentage of students scoring a Level 4 & 5 on the 2013 FCAT Math will increase from 50% to 52%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>50%</b>	<b>52%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b>	3.1. See 1.1	3.1.	3.1.	3.1.	3.1.		
<u>Mathematics Goal #3:</u> In grades 4-5, the percentage of students making learning gains on the 2013 FCAT Math will increase from 74% to 76%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>74%</b>	<b>76%</b>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4.1. See 1.1</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		
<p><u>Mathematics Goal #4:</u>  In grades 4-5, the percentage of students scoring in the lowest 25 % making learning gains on the 2013 FCAT Math will increase from 73 to 75.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>73</b></p>	<p><b>75</b></p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>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:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	See 1.1						
<u>Math Goal #5:</u> In grades 3-5, in 6 years will reduce their achievement gap by 50 % on the 2013 FCAT.							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>	5A.1. See 1.1	5A.1.	5A.1.	5A.1.	5A.1.		
<u>Mathematics Goal #5A:</u> In grades 3-5, in 6 years will reduce their achievement gap by 50 % on the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: 77 Black: 77 Hispanic: 77 Asian: NA American Indian: NA	White: 78 Black: 78 Hispanic: 78 Asian: NA American Indian: NA					

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		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5B.1. See 1.1	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> Economically Disadvantaged students in grades 3-5, in 6 years will reduce their achievement gap by 50 % on the 2013 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>74</b>	<b>75</b>					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.  See 1.1	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u>  English Language Learners in grades 3-5, in 6 years will reduce their achievement gap by 50 % on the 2013 FCAT	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>53</b>	<b>58</b>					
		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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1. See 1.1	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> Students with Disabilities in grades 3-5, in 6 years will reduce their achievement gap by 50 % on the 2013 FCAT	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>39</b>	<b>45</b>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

*End of Elementary or Middle School Mathematics Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional</b>						
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<b>Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing Formative tests from Achievement Series	Grades 3-5	AP Math Teachers	Math Teachers – PLCs grade 3-5	After the administration of the test	PLC logs turned into administration.	PLC Teams
Hands-On Activities	Grades K-5	Go Math	Math Teachers - PLCs	PLC meetings – on-going development of Go Math Manipulative Lessons	PLC logs turned into administration.	Administration Team
Math Contact Teachers will report to staff on District information leaned at monthly meetings	K-5	PLC Facilitators	All Teachers	Monthly	PLC logs turned into administration.	PLC Team Leaders
Powerful Planning	K-5	District Training	Math Teachers	Throughout school year	PLC logs turned into administration.	Administration Team
Hot Talks and Cool Moves	K-5	District Training	Math Teachers	Throughout school year	PLC logs turned into administration.	Administration Team

*End of Mathematics Goals*



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

### Elementary and Middle School Science Goals

<b>Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b></p>	<p>1.1. Not all teachers have extensive science vocabulary knowledge -Not all teachers are able to attend available science trainings on dates available by the district. PDS courses are often full. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data. -Not all teachers include long term projects where data is studied over time.</p>	<p>1.1. <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ science skills will improve through increased participation in <b><u>Long-term investigations and/or Inquiring Mondays.</u></b></p> <p><b>Action Steps</b> 1. Teachers will work in their PLCs to develop lessons to increase science knowledge. 2. Teachers will utilize the Curriculum Maps to identify appropriate long term investigations throughout the year and focus on getting an early start on Science Fair Projects. 3. Teachers will develop and implement</p>	<p>1.1. <b>Who</b> Science Teachers PLC’s Administration</p>	<p>1.1. <b>How Monitored</b> -PLC logs and curriculum maps will be turned into administration. -Science progress will be monitored in quarterly academic reviews with administration. Science grade 5 PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>Student progress will be monitored every 9 weeks during quarterly academic reviews.</p>	<p>1.1. <b>During the nine weeks</b> - Mini Assessments (FCIM) -Unit assessments -Student data logs analyzed Science Fair Projects Research Projects displayed or shared.</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>long term investigations using the scientific process to study and measure data collected over time.</p> <p>4. Teachers will use Monday early release days for Inquiring Mondays.</p> <p>5. The school will implement research projects school wide using a thematic unit "Lions" building at each grade level.</p> <p>6. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>7. Teachers bring assessment data back to the PLCs.</p> <p>8. Based on the data, teachers discuss which long term investigations</p>					
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		were effective. 9. Based on data, PLCs use the problem-solving process to determine next steps of planning common long term investigations 10. PLCs record their work in the PLC logs.					
<u>Science Goal #1:</u>  In grade 5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 62% to 64%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>62%</b>	<b>64%</b>					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b></p>	<p>2.1. PLC meetings do not plan science lessons together. Not all teachers are implementing CIM tests in science.</p>	<p>2.1. <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students’ Science skills by identifying with use of the newly developed <u>CIM science tests</u>. As a result, teachers will have a better idea of the area of strengths and weakness in student science knowledge. Based on the Science CIM tests teacher will plan lessons to meet the needs of these higher level students. <u>Action Steps</u></p> <p>1. PLCs develop lessons based on the need evidenced by the weekly CIM tests will monitor student progress (For example, during the first nine weeks,</p>	<p>2.1. Teachers monitor progress. Administration provides feedback.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>2.1. data review at PLC of formative quarterly exams</p>	<p>2.1 formative quarterly exams <u>2x per year</u> District Baseline and Mid-Year Testing <u>Semester Exams</u> <u>During the nine weeks</u> -Student work -Chapter tests.</p>		
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		75% of the students will score an 80% or above on each unit of instruction will be accelerated.) 2. As a Professional Development activity in their PLCs, teachers discuss strategies and how they can be implemented in the upcoming lessons as a result of the CIM assessments. 5. Teachers implement the targeted higher order questioning strategies in their lessons. 6. PLCs record their work in the PLC logs					
<u>Science Goal #2:</u> <i>In grade 5, the percentage of students scoring level 4 or 5 will increase from 21% to 23%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<b>21%</b>	<b>23%</b>					

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		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology and Hands-On Activities FCAT Explorer , long term research projects	Grades 5	Media Specialist	Science teachers Grade 5, Science Contacts for school wide information	1 half day hands on demonstration of FCAT explorer in High Stakes testing Lab.	FCAT Explorer Student usage log High stakes computer Lab Log of usage	PLC Leader
Science Investigations Lesson Plans and Projects	Grades K-5	Science Teachers, AGP, Science contacts	Science teachers - PLCs	PLC Meeting Monthly, Monthly report at Faculty meeting from Science Contacts	PLC's will discuss implementation of long term project data collections. See evidence of Science Fair Projects	PLC Leader

*End of Science Goals*

**Writing/Language Arts Goals**

<p><b>Writing/ Language Arts Goals</b></p>	<p><b>Problem- Solving Process to Increase Student Achievement</b></p>						
<p>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:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		



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<p><b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b></p>	<p>1.1. Teachers and students lack ongoing monitoring of progress in writing (skills)                  -Not all teachers know how to promote the use of elaboration in student created writing                  -Not all teachers are aware of the best means to instruct students in the use of higher-level writers' craft techniques such as sentence variety and mature command of language through word choice/ specific details</p>	<p>1.1. <b>Tier 1</b> – The purpose of this strategy is to strengthen the core curriculum. Students' use of elaboration will improve through the teachers' use of daily Writers' Workshop lessons focused on craft through elaboration and one-on-one conferencing to support differentiated instruction.  <u>Action Steps</u>                  1. Based on baseline data, PLCs write SMART goals for each nine weeks. (For example, during the first nine weeks, 50% of the students will score 4.0 or above on the monthly writing prompt.)                  2. As a Professional Development activity PLCs participate in discussions that focus on elaboration lessons and ideas</p>	<p>1.1. <u>Who</u>                  Principal                  AP                  PLC Leaders</p>	<p>1.1. <u>How Monitored</u>                  - PLC logs turned into administration. Administration provides feedback.                  - Classroom walk-throughs observing evidence of student portfolios                  - Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.                  -District Writing Team-Monthly demand write scores provided through email to Elementary Writing Supervisor followed by writing review meetings and support pieces provided at monthly resource/contact meetings.</p>	<p>1.1. Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric                  - Student portfolios including monthly demand writes, student daily drafts, and conferencing notes</p>		
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		<p>shared monthly at district writing resource/contact meetings attended by a site representative.</p> <p>3. Teachers provide one-on-one/STAR interviews with students to promote elaboration and subsequent student revisions to experience, understand, and achieve elaboration to move monthly demand writes pieces to 4.0 and beyond.</p> <p>4. Teachers and students will maintain writing portfolios to demonstrate student engagement in all stages of the writing process.</p> <p>5. Emphasis on handwriting, printing and cursive, throughout the grades.</p> <p>6. Higher concentration on grade level appropriate conventions.</p> <p>7. PLCs review</p>					
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		nine week data and discuss interventions for students not maintaining proficiency. 8. PLCs record their work in the PLC logs.					
<b>Writing/LA Goal #1:</b> <i>Students in grade 4 scoring 3.0 or higher will increase from 87% to 89%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>87%</b>	<b>89%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Writing/Language Arts Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.							
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Contact Teachers will report to staff on District information learned at monthly meetings	K-5	PLC Facilitators	All Teachers	Monthly and early releases as needed	PLC logs turned into administration. Monthly Writing Report	PLC Team Leaders
Rubric Training at Site / District	K-5	District Facilitators	All Teachers	Ongoing	Discuss Demand Writes at PLC meetings	Principal, Assistant Principal, PLC Team members
Moodle District Training	K-5	District Facilitators	All Teachers	Ongoing (online)	Discuss Demand Writes / PLC logs with administration	Principal, Assistant Principal, PLC Team members

### *End of Writing Goals*

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**Attendance Goal(s)**

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>1. Attendance</b></p>	<p>1.1. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.</p>	<p>1.1. OVERALL ATTENDANCE IMPROVEMENT: The Administrative Team will meet monthly and review the overall school and individual grade level attendance plans to ensure that all steps are being implemented with fidelity, to discuss targeted students, and review school-wide attendance data to evaluate the effectiveness of attendance interventions.</p> <p>School-wide and student-specific attendance data will be reported to the PSLT-Steering committee on a monthly basis to evaluate the effectiveness of attendance interventions and to identify students who may be in need of support beyond the Tier 1 initiatives.</p> <p>In your Seat at 8 don't be late attendance and Tardy program. Students earn a ticket everyday they are present and on time. Prizes will be awarded.</p> <p>Teacher incentives for best attendance</p>	<p>1.1. Administration, Teachers, Guidance Counselor, School Social Worker</p>	<p>1.1. Each Grade level will run Attendance/Tardy meetings monthly during PLC meeting to update team with days and appropriate reports</p> <p>School Counselor will report attendance data to Administrative Team and PSLT-Steering Committee monthly.</p> <p>Individual classrooms/ grade levels will provide incentives to encourage being in attendance and on time.</p>	<p>1.1. Attendance Report Tardy Report Attendance Plan</p>		
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		percentage monthly.					
Attendance Goal #1: <i>The attendance rate will increase from 95.91% to 95.93%</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<b>95.91</b>	<b>95.93</b>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<b>22</b>	<b>20</b>					
	<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>					
	<b>1</b>	<b>0</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)</b>							
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<b>or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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 Plan	Grade levels	Guidance/Social Worker	At Administrator staff meeting and PLC Data will be reviewed	Monthly	Review plan and student data monthly	Guidance, Social Worker, Administration
Attendance Plans Grade That are Grade Level Specific	Grade Level	Team Leaders of PLC's	Grade Level PLC's will plan grade level specific plan	Monthly	Turn in Plans to Administration	Administration
"In your seat at 8 don't be late"	Entire School	Principal, Assistant Principal	All students	Random & each nine weeks	Student awards for in your seat	Administration

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Incentives	Oriental Trading –assortment of toys	District SAC monies	255.25

*End of Attendance Goals*

**Suspension Goal(s)**

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



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Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>1. Suspension</b>	1.1.  Students new to the school need to be educated in the school wide discipline plan.	1.1.  <b>Tier 1:</b> Limona School wide discipline plan will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	1.1.  Administration, Guidance	1.1.  Administration will review Discipline Referrals and out of school suspensions monthly.	1.1.  Crystal Report and suspension data cross-referenced with mainframe discipline data		
Suspension Goal #1:  <i>Out of schools suspensions will decrease from 4 to 3.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<b>0</b>	<b>0</b>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<b>0</b>	<b>0</b>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					

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	<b>4</b>	<b>3</b>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<b>2</b>	<b>1</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD 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
Limona School wide discipline plan reviewed	K-5	PLC Leader	School Wide	PLC meetings	PSLT will review the attendance and behavior data on a monthly basis, providing mentoring to students, and establishing ongoing contact with parents.	Principal and Assistant Principal PLC Team Leaders
						Principal and Assistant Principal
						PSLT Behavior Team

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*End of Suspension Goals*

**Parent Involvement Goal(s)**

**Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.**

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>1. Parent Involvement</b> <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
NA	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>2. Parent Involvement</b> <u>Parent Involvement Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

**Parent Involvement Professional Development**

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

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

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

*End of Parent Involvement Goal(s)*

**Health and Fitness Goal(s)**

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

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

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

<p><b>1. Health and Fitness Goal</b></p>	<p>1.1. none</p>	<p>1.1. Elementary students will engage in 150 minutes of physical education per week in grades K-5. 2. Use of playground and/or use of fitness course equipment; walk/jog/run activities during physical education and teacher directed physical education.</p>	<p>1.1. 1. Principal, AP, Classroom Teacher 2. Physical Education Teacher, Administration</p>	<p>1.1. 1. Checking for student schedules. 2. Lesson plans of Physical Education Teacher and observation of Teacher Directed Physical Education.</p>	<p>1.1. 1. Classroom teachers document in their lesson plans the 90 minutes of "Teacher Directed" Physical Education that students have per week. This is always reflected in the master schedule. Physical Education Teachers' schedules reflect the remaining 60 minutes of the mandated 150 minutes of Elementary Physical Education. 2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
During the 2012 – 2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 46% from the Pretest to 56% on the Posttest.							
	<b>46%</b>	<b>56%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Health and Fitness Goals Professional Development**

<p style="text-align: center;"><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b></p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
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**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
Health Workshop	K-5	Coach Harrigan	Attend District Workshops	Fall and Spring	Report to Administration Learning	AP

**Continuous Improvement Goal(s)**

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

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



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

<p><b>1. Continuous Improvement Goal</b></p>	<p>I.1. Parents work and have busy lives that sometimes keep them from participating in family events that are planned at the school.</p>	<p>I.1. Develop a parent involvement committee at the school to increase opportunities for community events. Partner with the PTA to increase family opportunities such as: Restaurant nights, Grandparents breakfast, skating parties, Reading Nights, Science and Math Programs, book fairs, and chorus programs. Increase opportunities for parents to attend classroom events such as: muffins for moms, donuts for dads, plays, sing a longs, career days, field trips, etc.</p>	<p>I.1. Parent Involvement committee, Administration, Parent Volunteer hours monitored</p>	<p>I.1. Golden School Award for Volunteer hours. Attendance rosters from programs.</p>	<p>I.1. Parent Involvement Committee reports, School Climate and Perception Survey</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Continuous Improvement Goal #1:</b> The percentage of teachers who strongly agree with the indicator that “The principal encourages family and community involvement will increase from 36.6% in 2012 to 40% in 2013.	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
	<b>36%</b>	<b>40%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Continuous Improvement Goals Professional Development**

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

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

In PLC's plan for family and community activities	All Grade levels	PLC Leaders and Parent Involvement Committee	School Wide	Year round	School Climate and Perception Survey, volunteer logs, sign in sheets from events.	PLC's Parent Involvement committee, SERVE volunteer monitoring system

*End of Additional Goal(s)*

**NEW Goal(s) For the 2012-2013 School Year**

**NEW Reading Florida Alternate Assessment Goals**

<p><b>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</b></p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p>Reading Goal A: NA</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>	B.1.	B.1.	B.1.	B.1.	B.1.		
	<u>Reading Goal B:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	

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

<p><b>C. Students scoring proficient in Listening/ Speaking.</b></p>	<p>1.1. See Reading 1.1</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u>  <i>The number of students scoring proficient in Listening and Speaking on Cella will increase from 52% to 54%.</i></p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p><b>52% (54)</b></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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<b>D. Students scoring proficient in Reading.</b>	2.1. See Reading 1.1	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #D:</u>  <i>The number of students scoring proficient in Reading on Cella will increase from 31% to 33%.</i>	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	<b>31% (33)</b>					
		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.	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	

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<b>E. Students scoring proficient in Writing.</b>	2.1. See Writing 1.1	2.1.	2.1.	2.1.	2.1.	
<b>CELLA Goal #E:</b> <i>The number of students scoring proficient in Writing on Cella will increase from 22% to 24%.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<b>22% (24)</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>F. Florida Alternate Assessment:</b> Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	F.1.		
Mathematics Goal F: NA.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
<b>G. Florida Alternate Assessment:</b> Percentage of students making Learning Gains in mathematics.	G.1.	G.1.	G.1.	G.1.	G.1.		

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<u>Mathematics Goal</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
G: NA							
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

**NEW Science Florida Alternate Assessment Goal**

<b>Elementary, Middle and High Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b>  Science Goal J:  NA	J.1.	J.1.	J.1.	J.1.	J.1.		
	<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>					
		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

**NEW Writing Florida Alternate Assessment Goal**

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b>	M.1.	M.1.	M.1.	M.1.	M.1.		
<u>Writing Goal M:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

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<p><b>STEM Goal #1:</b>                  Implement/expand integrative approaches to the Common Core State Standards                  Implement/expand project/problem-based learning in math, science and CTE/STEM electives                  Implement/expand engineering design challenges in math, science and CTE/STEM elective courses                  Increase the number of and participation in STEM competitions and events, including STEM Fair, Math Bowl, Tivits, Science Olympics, etc.                  Increase STEM (science or math) Extended Learning Programs</p>	<p>1.1.                  Need common planning time for math, science, ELA and other STEM teachers                  Teachers need better understanding of STEM concepts</p>	<p>1.1.                  Increase effectiveness of lessons through lesson studies.                  -Increase awareness of STEM opportunities for students.                  -Emphasis on lessons focused on STEM concepts.</p>	<p>1.1.                  PLC or grade level lead -Subject Area Leaders</p>	<p>1.1.                  Administrative walk-throughs                  PLC logs                  Projects and competitions</p>	<p>1.1.                  PLC logs                  Projects</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>                  Please note that each Strategy does not require a professional development or PLC activity.</p>						
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**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
PLC focus on STEM Integration	K-5	Math and science teachers	Math and science teachers	Throughout the year	PLC discussions	Administration
Attend STEM fair workshop	K-5	Science contacts	STEM Fair contact for school	August	Work with teachers to ensure student projects are progressing and necessary documentation is provided	STEM Fair contact

*End of STEM Goal(s)*

NEW Career and Technical Education (CTE) Goal(s)

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

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<p><b>CTE Goal #1:</b> <i>Increase the opportunities for career development through lessons and exposure to different careers.</i></p>	<p>1.1. Finding resources to support career education. Scheduling of speakers. Knowledge of Field Trip Opportunities that support career development.</p>	<p>1.1. 1. Expand The Great American Teach In to a focus on Careers during the Month of November. 2. Participate in JA Biztown for Grade 5 and compete in the Economics Bowl. 3. More Emphasis on Meet the Mentor Series in Reading and Science. 4. Media Center displays of careers during the month of November</p>	<p>1.1. Administration/Teachers/Media Specialist.</p>	<p>1.1. Administration/Teachers/Media Specialist reports on effectiveness of career development plans.</p>	<p>1.1. Teacher reports during PLC's. Log of Speakers from the Great American Teach In, Record of Field trips that support Career development</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

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

Work in PLC's to Find resources to support career education. Scheduling of speakers. Knowledge of Field Trip Opportunities that support career development.	K-5	All subject Areas	All subject Area Teachers	Focus on the Month of November	PLC discussions, Great American Teach in Database of Speakers	PLC's, Administration

*End of CTE Goal(s)*



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**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.)

<b>School Differentiated Accountability Status</b>		
Priority	Focus	Prevent

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

**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 use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount

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

Final Amount Spent			
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