# Florida Department of Education

Osceola Elementary School

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

## 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

## PART I: SCHOOL INFORMATION

| | |
|---|---|
| School Name:  OSCEOLA ELEMENTARY SCHOOL | District Name:  St. Johns |
| Principal:  Tina P. Waldrop | Superintendent:  Dr. Joe Joyner |
| SAC Chair: Cynthia Smeland/Erin Fiedler | Date of School Board Approval: 11/13/2012 |

## Student Achievement Data:

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

## Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school.  Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

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| 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 | Tina P. Waldrop | B.A. in Mental Retardation M. Ed. in Special Education M. Ed. in Educational Leadership. | 1 | 12 | While an Assistant Principal at Webster Elementary School, the school moved from a "C" to an "A" school rating. Previous experience has been as Assistant Principal at Creekside High School in 2009 which earned an "A" school rating in its first year, Turnaround Specialist at SJTHS. |
| Assistant Principal | Kevin Klein | B.A. in Psychology, M.S. In Education with emphasis in Guidance and Counseling, M. in Education with emphasis in Educational Leadership | 2 | 8 | 2002-2003 DeSoto Co., 2003-2006 Switzerland Pt. Middle; 2006-2008, Cunningham Creek Elem., 2008-2010 Student Services, 2010-present Osceola Elementary. School District has been an A district for years; previous schools consistently maintained state grade of A |

## Highly Effective Instructional Coaches

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

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
| Reading, K-4 | Jennifer Jordan | B.S., M.A. Ed, Reading Certification | 1 | 2.5 | 2011-2012 P.V./Rawlings ES "A" School, 2009 – 2010 "B" Shwab ES, TN, 2010-2011 "C" Shwab ES, TN |
| | | | | | |
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## Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
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| 1. | Utilization of district PATS Program. | Principal | Upon posting | |
| 2. | With the support of the SJCSD, we only hire teachers who meet Highly Qualified requirements. | Principal | Ongoing | |
| 3. | Careful review of posted applicants. | Principal | Upon Posting | |
| 4. | Parental Notification of Parents right to knowledge of teachers' qualifications. | Principal | Fall, 2013 | |

## *Non-Highly Effective Instructors*

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

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Effective |
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| | | | |

## *Staff Demographics*

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|---|---|---|---|---|---|---|---|---|---|
| 52 | 2 | 5 | 16 | 29 | 22 | 52 | 7 | 9 | 37 |

## *Teacher Mentoring Program*

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|---|---|---|
| | | | |

| Cheryl Laubacker | Danielle Whitehouse | Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics. | Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings; team teaching |
|---|---|---|---|
| Lynn Gibson | Kathleen Gruman | Teacher with a record of strong student growth and a familiarity with our demographics; same grade level | Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings |
| Matt Mittelstadt | Olivia Snipes | Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics | Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings |
| Erin Fiedler | Kristin Orr | Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics | Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings |
| Kellie Blanco | Allison Rocabaldo | Same grade level; Teacher with a record of strong student growth and a familiarity with our demographics | Common planning times; opportunity for observing and being observed; share curriculum activities; positive feedback; and weekly meetings |

# 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 |
|---|
| Titles I, Part A Services are provided to ensure students requiring additional remediation are assisted during school, through after-school programs and/or summer school. Parental Involvement is critical to the success of our Title I program. Jointly developed, our school distributes a school parental involvement policy to all families. Parents, teachers and students sign our compact that focuses on shared responsibility for student achievement. These and other aspects of our Title I program are explained at our grade level Annual Title I Curriculum Nights. The district coordinates with Title II and Title III in ensuring staff development needs are provided. |

| Title I, Part C- Migrant |
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| Title I, Part C- 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 |
|---|
| 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 |
|---|
| 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 II also provides funding for staff development requests that are supported by our SIP, whether school-wide or smaller grade specific or topic specific PLC's. |

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| Title III<br>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<br>Title X- District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Students identified as homeless can be provided bus transportation which allows them to stay at the same school regardless of the location of their current residence. This provides structure and continuity for our children. |
| Supplemental Academic Instruction (SAI)<br>Our intent is to use our SAI dollars to pay for one tutor, 1 paraprofessional aide, and 12 instructional after school teachers. Under the SAI umbrella, the personnel will work directly with our lowest achieving 3rd-5th grade students both individually and in small groups. The tutor will work with students in their regular classroom setting or as part of a pull-out program under the direction of our Instructional Coach as part of a FCAT remediation process. The tutor will partner with the classroom teacher to help these students achieve maximum success. The paraprofessional aide will assist in the Summer Reading Camp for those students who are required to attend due to their score of a level 1 on the FCAT in 3rd grade. The instructional teachers will be providing a 20-session extended learning after school program to better prepare students for the FCAT administration. Students selected will be based upon Discovery Education assessments and teacher recommendations. Workbooks entitled "Show What you Know" FCAT preparation will be purchased to provide opportunities for the student to become familiar with the types of questions asked on this assessment. |
| Violence Prevention Programs<br>Violence Prevention Programs the school offers a non-violence and anti-drug program to students that involve age-appropriate activities. We are continuing a previously initiated an Anti-bullying campaign with Wild Cat Willy, our school mascot, to promote anti-bullying behavior as part of school programs.<br>Our school-wide Tier I behavior plan includes the 3 step plan, common language and other aspects of Responsibility Training.<br>This year we have initiated the PBS program PAWS. This positive behavior approach uses a common language and consistent guidelines across the school campus to increase positive behaviors across the campus and on the school bus. EPIC Community Services provides parent and student support in areas such as violence prevention, anger management and drug related issues. |
| Nutrition Programs<br>Nutrition Programs: Osceola has a partnership with University of Florida Extension program. Programs are presented to our primary grade classrooms; healthy nutrition materials are provided and utilized in the classroom and the Extension agent presents lessons to designated grade levels. |
| Housing Programs<br>Housing Program/Homeless Student District liaison continues to provide support to our homeless families helping them locate housing as well as working out transportation issues so that the children can have continuity by being allowed to remain at our school regardless of zoned school. |
| Head Start<br>This is our third year housing the Head Start program for lower socio-economic 3 and 4 year olds who reside in our district. This year we added another classroom so that our student head start population would attend their zoned school. This is a blended program that serves Head Start, VPK, and our Pre-K developmentally delayed students. |
| Adult Education<br>N/A |
| Career and Technical Education<br>Our school guidance counselor, using district provided software, provides classroom instruction where the focus is on developing student interests and matching them with appropriate career opportunities. Classroom teachers also welcome presentations by our business partners and parents on career opportunities in our area. |
| Job Training<br>N/A |

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Other
SES tutoring is offered both on and off campus for all level 1 and 2 level students in 4th and 5th grade throughout the school year; Flagler College/UNF students complete their practicum hours and internships at our school working with our most at risk students providing one on one tutoring, particularly in the areas of reading and math. Mentorships of students are provided through members of the Junior class at a nearby high school as well as Big Brothers/Big Sisters. We have many active parents and RSVP volunteers working in classrooms with our children.

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

| School-Based MTSS/RtI Team |
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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 (Title I teachers): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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: 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.

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.

Data Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction,

School Wide Florida's Continuous Improvement Model

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan 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

Coordinator for Student Intervention and Guidance Counselor: 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, behavior 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?<br>The 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?<br>The team meets once a week to engage in the following activities:<br>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. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?<br>Members of the RtI Leadership Team will meet during the first quarter of school with the School Advisory Council (SAC) and principal to educate SAC on both RtI and PBS. RtI leadership also will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; set clear expectations for instruction (Rigor, Relevance, Relationships); and aligned processes and procedures in the development and implementation of the school improvement plan. |
| **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.<br>Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System, Florida Comprehensive Assessment Test (FCAT)<br>Progress Monitoring: PMRN, SWIS, DISCOVERY EDUCATON, FCAT Simulation and CIM probes<br>Midyear: Florida Assessments for Instruction in Reading (DISCOVERY EDUCATON) and Reading (DRA)<br>End of year: DISCOVERY EDUCATON, SWIS, FCAT<br>Frequency of Data Days: twice a month for data analysis |
| Describe the plan to train staff on MTSS.<br>Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI Challenges to Implementation Data-based Design-making, and supporting and Evaluating Interventions" will take place in October and January.<br>The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings. |

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| Describe plan to support MTSS. |

*Literacy Leadership Team (LLT)*

| **School-Based Literacy Leadership Team** |
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| Identify the school-based Literacy Leadership Team (LLT).<br>Administration; Grade level chairs; Representatives from ESE, Title I and Resource, Guidance Counselor; Intervention Coordinator; Instructional Coach |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).<br>Monthly meetings of the leadership team to review critical data and discuss relevant curriculum issues.<br>Open 2 way communication is encouraged to enable us to meet our SIP goals. |
| What will be the major initiatives of the LLT this year?<br>Focus on improving the growth of our lowest quartile students in both reading and math; increase our science scores; continue through PBS to create an environment that fosters a climate of caring, respect and responsibility. |

*Public School Choice*
- **Supplemental Educational Services (SES) Notification**
  *Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

*\*Elementary Title I Schools Only: Pre-School Transition*
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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| In the Spring, Title I invites the parents of students attending these programs to attend an evening Osceola Family Night. Parents are introduced to our kindergarten faculty, given an opportunity to register their children and enjoy the family event.<br>Through Head Start, the parents of our PreK children will have more contact with our school as part of Head Start's Parental Involvement Policies. Kindergarten teachers will "screen" our Pre-Kindergarten students as they are registered this spring. Incentives will be offered to parents to encourage early registration/screening of these students so that they can be properly placed during the 12-13 school year. |

*\*Grades 6-12 Only* Sec. 1003.413 (b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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| NA |

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*High Schools Only*

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

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

NA

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

NA

*Postsecondary Transition*

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

NA

# 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 | | | | | |
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| | | | | | | |

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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 | | |
|---|---|---|---|---|---|---|---|
| **1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.** | 1a.1. The high mobility rate of our students | 1a.1. Identify new students and review FCAT data if in state or immediately assess those students from out of state | 1a.1. Classroom teacher; RtI team | 1a.1. Tracking of assessment results | 1a.1. DRA DISCOVERY EDUCATON Lexia | | |
| Reading Goal #1a: *Our goal is to increase the percentage of students scoring a level 3 by decreasing the percentage of students scoring at Levels 1 and 2* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *27% (85) of all students in grades 3-5 achieved Level 3* | *30% of all students in grades 3-5 achieved Level 3* | | | | | |
| | | 1a.2. Student engagement | 1a.2. Use of appropriate educational technology such as Education City/DISOVERY EDUCATION/I touch and CPS clickers | 1a.2. Classroom teachers | 1a.2. Tracking of assessment results | 1a.2. DRA DISCOVERY EDUCATON Lexia | |

| | | 1a.3.<br>Proper identification of the lowest 25%. | 1a.3.<br>Provide Title I interventions for the lowest 25% group of students Program; Provide additional time for classroom teacher read-alouds and student sustained silent reading | 1a.3.<br>Title I teachers | 1a.3.<br>Tracking of assessment results | 1a.3.<br>DRA<br>DISCOVERY EDUCATON<br>Lexia | |
|---|---|---|---|---|---|---|---|
| | | 1a 4.<br>Insufficient time "reading for pleasure" | 1a 4.<br>Increase participation of students in our Accelerated Reader Program; Provide additional time for classroom teacher read-alouds and student sustained silent reading | 1a 4.<br>Media Specialist/ Reading Vertical Team; Classroom teacher | 1a 4.<br>Monitor AR points earned and classrooms reaching AR goals; /Reading logs and lesson plans | 1a 4.<br>Comparison of points earned from year to year; DRA DISCOVERY EDUCATON; Lexia | |
| | | 1a 5.<br>Need for increased differentiation | 1a 5.<br>Discovery Education probes at appropriate levels | 1a 5.<br>Instructional Coach | 1a 5.<br>Tracking of assessment results | 1a 5.<br>DRA<br>DISCOVERY EDUCATON<br>Lexia | |
| | | 1a.6<br>Need for a variety of instructional strategies | 1a.6<br>Common Core Staff Development | 1a.6<br>Classroom teacher | 1a.6<br>Use of Discovery Education Probes | 1a.6<br>Discovery Education | |
| **1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.** | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |

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| Reading Goal #1b: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| *Enter narrative for the goal in this box.* | | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| **2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.** | 2a.1. Lack of exposure to higher order thinking materials | 2a.1. Develop students' critical thinking skills through the use of instructional materials, web based materials | 2a.1. Classroom teachers | 2a.1. Classroom observations Lesson plans | 2a.1. Teacher made tests, Lexia, DRA, FCAT Explorer, DISCOVERY EDUCATON | |

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| Reading Goal #2a:<br><br>*Increase the percentage of students scoring above grade level by 3%.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | 36% (116) of all students in grades 3-5 achieved Level 4 or 5 | 39% of all students in grades 3-5 will achieve Level 4 or 5 | | | | |
| | | 2a.2.<br>Students unfamiliar with vocabulary of FCAT testing | 2a.2.<br>Use FCAT testing vocabulary on a regular basis in the classroom using Larry Bell strategies | 2a.2.<br>Classroom teachers | 2a.2.<br>Classroom observations; Tracking of assessment results | 2a.2.<br>Teacher made tests, Lexia, DRA, FCAT Explorer DISCOVERY EDUCATON |
| | | 2a.3<br>Lack of exposure and opportunity for recreational reading | 2a.3<br>Increased participation of students in reading programs such as Sunshine State Readers and AR. Use of classroom reading logs and "read to self" time in the classrooms | 2a.3<br>Classroom teachers and Media Specialist | 2a.3<br>Monitoring AR points earned and SSR books read; reading logs | 2a.3<br>Comparison of totals with last year's totals, reading logs |
| | | 2a.4<br>Student exposure to strategies designed to help the gifted and talented students | 2a.4<br>Continuous learning about the best practices for teaching gifted students. | 2a.4<br>Gifted endorsed classroom teachers. | 2a.4<br>Classroom observations; Tracking of assessment results and progress reports from their educational plan. | 2a.4<br>DRA, FCAT Explorer DISCOVERY EDUCATON, Lexia |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.** | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | | |
| Reading Goal #2b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 2b.2. | 2b2. | 2b.2. | 2b.2. | 2b.2. | |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|---|---|---|---|---|---|---|
| **3a. FCAT 2.0: Percentage of students making Learning Gains in reading.** | 3a.1. Identification of students who may not make gains | 3a.1. On-going progress monitoring | 3a.1. Classroom teacher and Instructional Coach | 3a.1. Track assessment results | 3a.1. DRA; DISCOVERY EDUCATON; Lexia | |
| Reading Goal #3a:  *Our goal is to increase the percentage of students making Learning Gains by 3%.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | *71% students made Learning Gains* | *To increase the performance of students making Learning Gains to 74%.* | | | | |
| | | 3a.2. Lack of familiarity with vocabulary of testing | 3a.2 Provide students with multiple opportunities to become familiar with testing vocabulary; Larry Bell activities | 3a.2. Classroom teacher | 3a.2. Track assessment results | 3a.2. DRA; DISCOVERY EDUCATON; Lexia | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 3a.3.<br>Need for additional instructional time | 3a.3.<br>Provide opportunities for in-school tutoring and afterschool tutoring | 3a.3.<br>Instructional Coach; Administration | 3a.3.<br>Track assessment results | 3a.3.<br>DRA; DISCOVERY EDUCATON; Lexia | |
| | | 3a.4.<br>Few opportunities for increased recreational reading | 3a.4.<br>Increase participation in AR and Sunshine State Readers | 3a.4.<br>Reading Leadership Team; Media Specialist; Classroom teacher | 3a.4.<br>AR points and number of SSR books read | 3a.4.<br>AR Points and Media center data | |
| | | 3a.5<br>Need for a variety of instructional strategies | 3a.5<br>Common Core Staff Development | 3a.5<br>Classroom teacher | 3a.5<br>Use of Discovery Education Probes | 3.a5<br>Discovery Education | |
| **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:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |

| | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. | |
| | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.** | 4a.1. Need to increase instructional time | 4a.1. Provide Extended school day opportunities and 20 week After School FCAT test prep sessions. | 4a.1. Title I and/or SES tutors | 4a.1. Progress monitoring | 4a.1. DRA; DISCOVERY EDUCATON; Lexia | | |
| Reading Goal #4a: *Our Goal is to improve the percentage of students in our lowest quartile making gains in reading by 3%.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *63% of students in Lowest 25% made learning gains in reading* | *66% of our lowest quartile will make reading gains.* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 4a.2. Early Identification of lowest quartile to provide targeted assistance | 4a.2. Provide additional reading support through the use of research based interventions | 4a.2. RtI team | 4a.2. Progress monitoring | 4a.2. DRA; DISCOVERY EDUCATON; Lexia | |
| | | 4a.3 Lack of engagement | 4a.3. Use of appropriate educational technology to increase student engagement (Education City/Discovery Education, I touch and CPS clickers | 4a.3. Classroom teachers | 4a.3. Progress monitoring; Classroom observations | 4a.3. DRA; DISCOVERY EDUCATON; Lexia | |
| | | 4a.4 Lack of familiarity with the vocabulary of testing | 4a.4 Provide students with multiple opportunities to become familiar with testing vocabulary and Larry Bell strategies | 4a.4 Classroom teachers | 4a.4 Progress monitoring; Classroom observations | 4a.4 DRA; DISCOVERY EDUCATON; Lexia | |
| | | 4a.5 Lack of language acquisition prior to school | 4a.5 Focus on developing language skills in primary and pre-K programs | 4a.5 PreK and primary teachers | 4a.5 Classroom observations | 4a.5 DISCOVERY EDUCATON | |
| | | 4a.6 Need for a variety of instructional strategies | 4a.6 Common Core Staff Development | 4a.6 Classroom teacher | 4a.6 Use of Discovery Education Probes | 4a.6 Discovery Education | |

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| 4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
|---|---|---|---|---|---|---|---|
| Reading Goal #4b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | |

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| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 Baseline 25% | | | | | | Goal 13% |
|---|---|---|---|---|---|---|---|
| Reading Goal #5A: *Enter narrative for the goal in this box.* | | | | | | | |
| 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 | | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. | 5B.1. Mobility rate of our students in this subgroup | 5B.1. Early identification and assessment of our students in this subgroup | 5B.1. Classroom teacher; Guidance Counselor, RtI team | 5B.1. Progress monitoring | 5B.1. DRA; DISCOVERY EDUCATON; Lexia | | |

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| Reading Goal #5B:<br>Our goal is to decrease the percentage of our Black students not reading at or above grade level by 3%. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | *Pending state provided data* | *Pending state provided data* | | | | |
| | | 5B.2.<br>Need to increase instructional time | 5B.2.<br>Provide opportunities for extended learning | 5B.2.<br>Title I and/or SES tutors and 20 week FCAT test prep after school sessions | 5B.2.<br>Progress monitoring | 5B.2.<br>DRA; DISCOVERY EDUCATON; Lexia | |
| | | 5B.3.<br>Lack of engagement | 5B.3.<br>Use of appropriate technology to increase student engagement | 5B.3.<br>Classroom teachers | 5B.3.<br>Progress monitoring; Classroom observations | 5B.3.<br>DRA; DISCOVERY EDUCATON; Lexia | |
| | | 5b.4<br>Need for a variety of instructional strategies | 5b.5<br>Common Core Staff Development | 5b.5<br>Classroom teacher | 5b.5<br>Use of Discovery Education Probes | 5b.5<br>Discovery Education | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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.<br><br>N/A | 5C.1. | 5C.1. | 5C.1. | 5C.1. | | |
| Reading Goal #5C:<br><br>*N/A* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | | | | | | | |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. | |
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. | |
| | | | | | | | |
| | | | | | | | |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| **5D. Students with Disabilities (SWD) not making satisfactory progress in reading.** | 5D.1. Students reading below grade level. | 5D.1. Hire intervention tutor to provide assistance | 5D.1. ESE teachers Administration | 5D.1. Progress monitoring | 5D.1. DRA; DISCOVERY EDUCATON; Lexia | | |
| Reading Goal #5D:<br><br>*Our goal is to decrease the percentage of our students with disabilities not reading at or above grade level by 3%.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Pending State provided data* | *Pending state provided data* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 5D.2. Students unfamiliar with the vocabulary of testing | 5D.2. Provide students with multiple opportunities to become familiar with testing vocabulary through Larry Bell strategies | 5D.2. Classroom teachers; ESE teachers; Intervention tutors | 5D.2. Progress monitoring; classroom observations | 5D.2. DRA; DISCOVERY EDUCATON; Lexia | |
| | | 5D.3. Need for additional instructional time | 5D.3. Provide opportunities for in-school tutoring and after-school tutoring | 5D.3. Title I; Instructional Coach; Administration | 5D.3. Progress monitoring | 5D.3. DRA; DISCOVERY EDUCATON; Lexia | |
| | | 5d.4 Need for a variety of instructional strategies | 5d.4 Common Core Staff Development | 5d.4 Classroom teacher | 5d.4 Use of Discovery Education Probes | 5d.4 Discovery Education | |
| 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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| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **5E. Economically Disadvantaged students not making satisfactory progress in reading.** | 5E.1. The high mobility rate of our students | 5E.1. Identify new students quickly and review FCAT data if in state or immediately assess those students from out of state | 5E.1. Classroom teacher; RtI team | 5E.1. Progress monitoring | 5E.1. DRA; DISCOVERY EDUCATON; Lexia | | |
| Reading Goal #5E:<br><br>*Our goal is to decrease the percentage of our Economically Disadvantaged students not reading at or above grade level by 3%.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 2012 Current Level of Performance:*<br><br>Pending state provided data | 2013 Expected Level of Performance:*<br><br>Pending state provided data | | | | | |
| | | 5E.2. Need for increased differentiation | 5E.2 In-school tutoring by college practicum students; intervention teachers | 5E.2. Instructional Coach; Classroom teachers Title I | 5E.2. Progress monitoring | 5E.2. DRA; DISCOVERY EDUCATON; Lexia | |

| | | 5E.3<br>Need for increased instructional time | 5E.3<br>Provide extended school day options through Title I and/or SES | 5E.3<br>SES coordinators; Title I | 5E.3<br>Progress monitoring | 5E.3<br>DRA; DISCOVERY EDUCATON; Lexia | |
|---|---|---|---|---|---|---|---|
| | | 5E.4<br>Lack of parental involvement | 5E.4<br>Provide increased opportunities to meet with parents at alternate times; provide parents with tips to help with academics | 5E.4<br>Title I; Classroom teachers | 5E.4<br>Sign in sheets for parental involvement activities | 5E.4<br>DRA; DISCOVERY EDUCATON; Lexia | |

## Reading Professional Development

| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity** <br>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 |
| Marzano's "Art and Science of Teaching" | All teachers | Instructional literacy coach and administration | All teachers | Monthly grade levels planning meetings | Classroom observation | Administration |
| Great Books | All grades, Reading | Gifted teacher | Gifted endorsed teachers | Monthly; after school meetings | In-service log | Administration |
| Educational Technology training | All grades; reading | Instructional coach; Title 1 teachers | Classroom teachers as appropriate | First semester as needed | In-service logs | Administration |

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

| Reading intervention trainings | All grades; reading | Instructional coach; Title 1 teachers | Classroom teachers in grades 3-5, ESE teachers, and Title 1 teachers | Prior to FTE count in October and February | Review | Administration |
|---|---|---|---|---|---|---|
| Data and Dialogue days | All grades; reading data | Grade chairs; instructional coach | Classroom teachers | Quarterly | In-service logs | Administration |
| FCAT data analysis | Grades 3-5 | Assistant principal | Classroom teachers in grades 3-5, ESE teachers, and Title 1 teachers | Prior to FTE count in October and February | Review | Administration |
| Summer reading program | All teachers | Assistant Principal | All teachers | Summer of pre-planning | Observations and book reviews | Administration |
| Lexia Training | K-5 | Administration and Instructional Literacy Coach | All teachers and staff | Initial training school-wide then training as needed within grade levels. | In-service logs and data | Administration |
| Common Core Standards Training | K-5 | Administration and Instructional Literacy Coach | All teachers and staff | Initial training school-wide then training as needed within grade levels. | Lesson Plans, iObservation | Administration |

## Reading Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Improve language skills of primary students | Rosetta Stone, Hear Builder, "Wh" Stories | Title I | $5,000.00 |
| Build foundational reading skills | Lexia | Title 1 | $7,000.00 |
| Use a variety of research based intervention programs to differentiate instruction | Earobics; Soar to Success; Phonics for Reading; | Title 1 | $3.000.00 |
| Subtotal:$15,000.00 | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Discovery Education - Reading | On-line reading assessment | District Provided | $0.00 |
| Discovery Education – United Streaming | Web based Activities | Title 1 | $1,570.00 |

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| | | | |
|---|---|---|---|
| **Subtotal: $1,570.00** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Increase teacher awareness of students strengths and weaknesses | Substitute teachers for Data and Dialog days | Title I and Title II | $6,000.00 |
| Increase use of technology | Smart Boards; Computer programs; iPad/iPods; clicker training | District provided | $0.00 |
| | | | |
| **Subtotal: $6,000.00** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| **Total: $22,570.00** | | | |

## Comprehensive English Language Learning Assessment (CELLA) Goals

| 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 | |

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

| 1. Students scoring proficient in Listening/ Speaking. | 1.1. Students come to us with limited English language skills. | 1.1. Rosetta Stone, read a-louds, shared book experience | 1.1.    ESOL teachers | 1.1.  Progress Monitoring | 1.1 Discovery Education, CELLA, DRA, Lexia | |
|---|---|---|---|---|---|---|
| CELLA Goal #1:<br><br>*To increase the percentage of students proficient in listening and speaking by 3%.* | 2012 Current Percent of Students Proficient in Listening/Speaking: | | | | | |
| | *50% (12) of our students scored proficient in listening and speaking.* | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Students read in English at grade level text in a manner similar to non-ELL students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **2. Students scoring proficient in Reading.** | 2.1. Students have limited ability to read common words aloud and understand reading passages. | 2.1. Rosetta Stone, read a-louds, shared book experience | 2.1.. ESOL teachers | 2.1. Progress Monitoring | 2.1. Discovery Education, CELLA, DRA, Lexia | |
| <u>CELLA Goal #2:</u><br><br>*To increase the percentage of students scoring proficient in reading by 3%.* | <u>2012 Current Percent of Students Proficient in Reading :</u> | | | | | |
| | *38% (9) of our 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 | |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **3. Students scoring proficient in Writing.** | 2.1. Students have limited ability to accurately write down words and write descriptive sentences. | 2.1. Rosetta Stone, process writing | 2.1. ESOL teachers | 2.1. Progress Monitoring | 2.1. Discovery Education, CELLA, DRA, Lexia | |
| CELLA Goal #3: *To increase the percentage of students scoring proficient in writing by 3%* | 2012 Current Percent of Students Proficient in Writing : | | | | | |
| | *29% (7) of our students scored proficient in writing.* | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

## CELLA Budget (Insert rows as needed)

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

| | | | |
|---|---|---|---|
| **Subtotal:** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| **Total:** | | | |

## 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 | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|---|---|
| **1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.** | 1a.1. The high mobility rate of our students | 1a.1. Identify new students and review FCAT data if in state or immediately assess those students from out of state | 1a.1. Classroom teacher; RtI team | 1a.1. Tracking of assessment results | 1a.1. Textbook assessments and Discovery Education | | |
| Mathematics Goal #1a: Our goal is to increase the percentage of students scoring a Level 3 by decreasing the percentages of students scoring at Levels 1 and 2. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *28% (89) of all students in grades achieved a Level 3.* | *31% of all students in grades 3-5 will achieve Level 3.* | | | | | |
| | | 1a.2. Lack of engagement | 1a.2. Use of appropriate educational technology such as Education City/Discovery Education/Clickers/ Smart Boards | 1a.2. Classroom teacher | 1a.2. Tracking of assessment results; Classroom observations | 1a.2. Textbook assessments and Discovery Education | |

| | | 1a.3. Proper identification of the lowest 25%. | 1a.3. Provide on-going interventions for these students | 1a.3. Classroom teacher | 1a.3. Tracking of assessment results | 1a.3. Textbook assessments and Discovery Education | |
|---|---|---|---|---|---|---|---|
| | | 1a.4. Lack of fluency in basic math facts | 1a.4. Utilize FASTT MATH to increase fluency, IXL | 1a.4. Classroom teachers | 1a.4. FASTT MATH data; tracking of assessment results | 1a.4. FASTT MATH scores; Discovery Education , IXL | |
| | | 1a.5 Need for additional instructional time | 1a.5 Provide opportunities for extended learning | 1a.5 Title 1 Extended Learning/ SES tutoring | 1a.5 Tracking of assessment results | 1a.5 FASTT MATH scores; Discovery Education | |
| | | 1a.6 Lack of Familiarity with the vocabulary of testing | 1a.6 Provide students with multiple opportunities to become familiar with testing vocabulary | 1a.6 Classroom teachers; Intervention teachers | 1a.6 Tracking of assessment results | 1a.6 FASTT MATH scores; Discovery Education | |
| **1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.** | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |
| Mathematics Goal #1b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

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

| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
|---|---|---|---|---|---|---|---|
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.** | 2a.1. Level 4 and Level 5 students who did not make math gains | 2a.1. On-going progress monitoring and classroom differentiation using common core standards. | 2a.1. Classroom teacher | 2a.1. Track assessment results | 2a.1. Fastt Math; Discovery Education; Textbook assessments | | |
| Mathematics Goal #2a: *Increase the percentage of students scoring above grade level by 3%.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

| | *27% of all students achieved a Level 4 or 5* | *30% of students will achieve a Level 4 or 5 or:* | | | | |
|---|---|---|---|---|---|---|
| | | 2a.2. Consistency in curriculum. | 2a.2. maintain fidelity to the grade level CIM focus calendars and district curriculum maps | 2a.2. Classroom teacher; administration | 2a.2. Track assessment results | 2a.2. Fastt Math; Discovery Education; Textbook assessments |
| | | 2a.3 Lack of familiarity with vocabulary of testing | 2a.3 Provide students with multiple opportunities to become familiar with vocabulary tested | 2a.3 Classroom teacher | 2a.3 Track assessment results | 2a.3 Fastt Math; Discovery Education; Textbook assessments |
| | | 2a.4 Knowledge of strategies to engage high level students | 2a.4 Increase number of teachers earning gifted endorsements | 2a.4 Classroom teachers | 2a.4 Track assessment results | 2a.4 Fastt Math; Discovery Education; Textbook assessments |
| **2b. Florida Alternate Assessment:** **Students scoring at or above Level 7 in mathematics.** | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | |
| Mathematics Goal #2b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |

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| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
|---|---|---|---|---|---|---|
| | | 2b.2. | 2b2. | 2b.2. | 2b.2. | 2b.2. |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| **3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.** | 3a.1. Those students who did not make any gains | 3a.1. On-going progress monitoring; use appropriate interventions using common core standards | 3a.1. Classroom teacher and instructional coach | 3a.1. Monitor ongoing assessments | 3a.1. Math series assessments; Fastt Math; Discovery Education | |

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

| Mathematics Goal #3a: *Our goal is to increase the percentage of students making Learning Gains by 3%* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | *71% students made Learning Gains* | *To increase the performance of students making Learning Gains to 74%.* | | | | |
| | | 3a.2. Lack of familiarity with the vocabulary of testing | 3a.2. Provide students with multiple opportunities to become familiar with testing vocabulary | 3a.2. Classroom teacher | 3a.2. Monitor ongoing assessments | 3a.2. Math series assessments; Fastt Math;  Discovery Education |
| | | 3a.3. Need for additional instructional time | 3a.3. Provide opportunities for in-school tutoring and afterschool tutoring | 3a.3. Instructional Coach, Title I and Administration | 3a.3. Monitor ongoing assessments | 3a.3. Math series assessments; Fastt Math;  Discovery Education |
| **3b. Florida Alternate Assessment:** **Percentage of students making Learning Gains in mathematics.** | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. | |

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| Mathematics Goal #3b:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | |
| | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. |
| | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| | | | | | | |
| **4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.** | 4a.1.<br>Lack of parental support | 4a.1.<br>Provide additional significant adult mentors/ tutors | 4a.1.<br>Guidance counselor | 4a.1.<br>Match lowest quartile students with appropriate mentors | 4a.1.<br>Discovery Education; Math text assignments | |

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| Mathematics Goal #4a: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| *Our goal is to increase by 3% the lowest 25% making learning gains.* | | | | | | |
| | *64% of all students in the lowest 25% made gains.* | *67% of all students will make learning gains.* | | | | |
| | | 4a.2. Lack of familiarity with vocabulary of testing | 4a.2. Provide students with multiple opportunities to become familiar with testing vocabulary | 4a.2. Classroom teacher | 4a.2. Monitor assessment results | 4a.2. Discovery Education; Math text assignments |
| | | 4a.3 Lack of basic fluency of math facts | 4a.3. Provide multiple opportunities for practice | 4a.3 Classroom teacher. | 4a.3. Monitor assessment results | 4a.3. Fastt Math |
| | | 4a.4 Need for a variety of instructional strategies | 4a.4 Common Core Staff Development | 4a.4 Classroom teacher | 4a.4 Use of Discovery Education Probes | 4a.4 Discovery Education |
| | | 4a.5 Need for additional instructional time | 4a.5 Provide opportunities for in school and after school tutoring | 4a.5 Title I; SES tutors | 4a.5 Monitor assessment results | 4a.5 Discovery Education; Math text assignments |
| | | 4a.6 Need for differentiated instruction | 4a.6 Use Guided math groups/ Intervention tutors | 4a.6 Classroom teachers/ Administration | 4a.6 Monitor assessment results | 4a.6 Discovery Education; Math text assignments |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **4b.** Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.** | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
| Mathematics Goal #4b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. | |
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | **2011-2012** | **2012-2013** | **2013-2014** | **2014-2015** | **2015-2016** | **2016-2017** | |

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

| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011<br><br>Baseline 27% | | | | | Goal 14% |
|---|---|---|---|---|---|---|
| Mathematics Goal #5A:<br><br>*Enter narrative for the goal in this box.* | | | | | | |
| 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 | |
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** | 5B.1.<br>Lack of parental support | 5B.1.<br>Provide additional significant adult mentors | 5B.1.<br>Guidance counselor | 5B.1.<br>Match minority students with appropriate mentors | 5B.1.<br>Discovery Education; Math text assessments | |

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

| Mathematics Goal #5B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|---|---|---|---|---|---|---|
| *Our goal is to increase the percentage of Black students by 3%.* | | | | | | |
| | Pending State provided data | Pending State provided data | | | | |
| | | 5B.2. Need for additional instructional time | 5B.2. Provide opportunities for in school and after school tutoring | 5B.2. Instructional coach; Title I | 5B.2. Monitor assessment results | 5B.2. Discovery Education; Math text assessments; Fastt Math |
| | | 5B.3. Lack of familiarity with vocabulary of testing | 5B.3. Provide students with multiple opportunities to become familiar with testing vocabulary | 5B.3. Classroom teacher | 5B.3. Monitor assessment results | 5B.3. Discovery Education; Math text assessments; Fastt Math |
| | | 5B.4. Lack of fluency in basic math facts | 5B.4. Utilize Fastt Math with fidelity | 5B.4. Classroom teacher; Intervention tutors | 5B.4. Monitor assessment results | 5B.4. Fastt Math results |
| | | 5B.5. Need for a variety of instructional strategies | 5B.5. Utilize materials from Marilyn Burns kits | 5B.5. Classroom teachers | 5B.5. Use of probes to assess achievements | 5B.5. Discovery Education |
| | | 5B.6. Fluency and speed of basic math facts | 5B.6. Timed fluency test that are grade level appropriate | 5B.6. Classroom teachers | 5B.6. Math fluency test weekly | 5B.6. Envision math test |
| 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 | |

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **5C. English Language Learners (ELL) not making satisfactory progress in mathematics.** | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. | | |
| Mathematics Goal #5C:<br><br>*Increasing the number of students with disabilities making a year's gain.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | Pending State provided data | Pending State provided data | | | | | |
| | | 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 | | |

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.** | 5D.1. Lack of automaticity with basic math facts | 5D.1. Use Fastt Math with fidelity | 5D.1. Classroom teachers | 5D.1. Weekly timed tests | 5D.1. Fastt Math | |
| Mathematics Goal #5D: _We will increase the number of SWD making a year's growth._ | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | Pending State provided data | Pending State provided data. | | | | |
| | | 5D.2. Need for more individualized instruction | 5D.2. Small group instruction with ESE and/or Title I intervention tutors | 5D.2. ESE teacher/Intervention tutors | 5D.2. Tracking of Assessment results | 5D.2. Discovery Education |
| | | 5D.3. Need for additional instructional time | 5D.3. Provide opportunities for after school instruction | 5D.3. Title I Extended Learning/ SES tutoring | 5D.3. Tracking of Assessment results | 5D.3. Discovery Education; Math series tests |
| | | 5D.4. Lack of familiarity with the vocabulary of testing | 5D.4. Provide students with multiple opportunities to become familiar with testing vocabulary | 5D.4. Classroom and ESE teachers | 5D.4. Tracking of Assessment results | 5D.4. Discovery Education; Math series tests |

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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. Lack of automaticity with basic math facts | 5E.1. Use Fastt Math with fidelity | 5E.1. Classroom teachers | 5E.1. Weekly timed tests | 5E.1. Fastt Math | | |
| Mathematics Goal #5E:<br><br>*Our goal is to increase the number of Economically Disadvantage students making a year's growth.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | Pending State provided data | Pending State provided data | | | | | |
| | | 5E.2. Need for more individualized instruction | 5E.2 Guided math groups in the classroom; Title I intervention tutors | 5E.2. Classroom teachers/ Intervention tutors | 5E.2. Tracking of Assessment results | 5E.2. Discovery Education | |

| | | 5E.3 Need for more additional instructional time | 5E.3 Provide opportunities for after school instruction | 5E.3 Title I Extended Learning/ SES tutoring | 5E.3 Tracking of Assessment results | 5E.3 Discovery Education | |
| | | 5E.4 Lack of familiarity with the vocabulary of testing | 5E.4 Provide students with multiple opportunities to become familiar with testing vocabulary | 5E.4 Classroom teachers | 5E.4 Tracking of Assessment results | 5E.4 Discovery Education | |

## Mathematics Professional Development

| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity** Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
|---|---|---|---|---|---|---|
| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Continued support for "Envision math series and Investigations" | K-5 | District Support/Team Leaders | School-wide | On-going; in the classroom | Survey of Staff | Administration |
| Smart Board staff development for "trouble shooting" | K-5 | District Support/Team Leaders | Open to school-wide | Technology tid-bits monthly | Survey tid-bits monthly | Administration |

| Guided math groups | K-5 | District Support/Team Leaders | School-wide | On-going | Lesson plans | Administration |
|---|---|---|---|---|---|---|
| Common core | K-5 | District Support/Team Leaders | School-wide | On-going | Survey of Staff; Lesson plans; iObservation data | Administration |
| | | | | | | |

## Mathematics Budget (Insert rows as needed)

| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
|---|---|---|---|
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Remediation instruction | IXL, Probes | Title 1 | $100.00 |
| | | | |
| Subtotal: $100.00 | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Increase student engagement | Education City web based activities | Title I | $120.00 |
| Differentiation of Instruction | Use of Discovery Education probes | District Provided | $0.00 |
| IXL | Web based activities | Title I | $3,700.00 |
| Fastt Math | Web based activities | District provided | $0.00 |
| Discovery Education  United Streaming | Web based activities | Title I | $1,570.00 |
| Subtotal:$5,390.00 | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Increase familiarity series | District approved math series/math curriculum coordinator | District Funded | $0.00 |
| PLC's on new intervention materials | | Title I | $0.00 |
| Increase knowledge of each students strengths and weaknesses in math | Data and Dialogue Days | Title II | $3,000.00 |

| | | | |
|---|---|---|---|
| Math Cadre | District Professional Development | District Funded | $0.00 |
| Common Core Standards | District and School based Professional Development | District Funded | $0.00 |
| | | | |
| **Subtotal:$3,000.00** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| No Data | No Data | No Data | $0.00 |
| **Subtotal:$0.00** | | | |
| **Total:$8,490.00** | | | |

## Elementary and Middle School Science Goals

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

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

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

| | | | | | | |
|---|---|---|---|---|---|---|
| **1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.** | 1a.1. Many students do not have necessary background knowledge of science to understand the 5th grade concepts being taught. | 1a.1. Increase student knowledge in science beginning in K and continuing until 5th grade | 1a.1. K-5 teachers | 1a.1. FCAT Testing | 1a.1. Discovery Education Science | |
| Science Goal #1a: *Our goal is to increase the percent of students scoring a Level 3 in Science by 3%.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | *46% (43) of students scored a Level 3.* | *49% of our 5th grade students will score a Level 3.* | | | | |
| | | 1a.2. Lack of opportunity for "hands on" activities | 1a.2. Utilize National Geographic Activities | 1a.2. Classroom teachers | 1a.2. Classroom observations; Evaluation instruments from Foss Kits | 1a.2. National Geographic Tests |
| | | 1a.3. Lack of familiarity with vocabulary of testing | 1a.3. Provide students with multiple opportunities to become familiar with testing vocabulary; | 1a.3. Classroom teachers | 1a.3. Classroom observations | 1a.3. Discovery Education Science |
| | | 1a4. Lack of familiarity with science testing | 1a4. Provide students with opportunities to become familiar with science vocabulary through FCAT Explorer in Science and CPALMS | 1a4. Classroom teachers | 1a4. Classroom observations; review of FCAT Explorer and CPALMS data | 1a4. Discovery Education Science |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 1a5.<br>Concepts that are not easily taught or understood | 1a5.<br>Students will create a container in which an egg will be places and dropped from 50 feet. This will represent the force of gravity and effects of it. | 1a5.<br>5th grade students and teachers | 1a5.<br>Egg intact or broken | 1a5.<br>Class discussion and collaboration on what were good packing techniques | |
| | | 1a6.<br>Time constraints within the school day | 1a6.<br>Use of science based leveled readers for LA, offer science based field trips, exposure to science questions on campus | 1a6<br>Classroom teachers, Volunteers, Administration | 1a6.<br>Classroom observations; types of field trips/ programs/notation of frequency and variety of science questions on campus | 1a6.<br>Discovery Education Science | |
| | | 1a7.<br>Science Textbooks are typically written above the grade level for which they are intended-this is the case with the current series. | 1a7.<br>Utilize Discovery Education Website | 1a7.<br>Classroom teachers | 1a7.<br>Class observations | 1a7.<br>Formative and summative assessments | |
| **1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.** | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |
| Science Goal #1b: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.** | 2a.1. Students do not having the reading ability to understand higher level science | 2a.1. Increase students reading abilities and exposure to higher level science materials. | 2a.1. Title 1, 5th grade teachers | 2a.1. Increase in students gains | 2a.1. FCAT Science and Discovery Education | | |
| Science Goal #2a:<br><br>*Our goal is to increase each above grade level proficiency by 3%.* | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |

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

| | *9% (8) of all students scored a Level 4/5.* | *Increase the percent of students scoring a Level 4 or Level 5 to 12%.* | | | | |
|---|---|---|---|---|---|---|
| | | 2a.2. Lack of familiarity with the vocabulary of testing | 2a.2. Provide students with multiple opportunities to become familiar with testing vocabulary | 2a.2. Classroom teachers | 2a.2. Classroom observations; Progress monitoring | 2a.2. FCAT Science; Discovery Education; FCAT Explorer | |
| | | 2a.3 Lack of opportunity for "hands on" activities | 2a.3 Provide space and time for regular science labs | 2a.3 Classroom teachers | 2a.3 Classroom observations; Completion of National Geographic activities | 2a.3 FCAT Science; Discovery Education; FCAT Explorer, National Geographic tests | |
| | | 2a.4. Lack of experiences with science topics | 2a.4. Weekly science labs with journaling and writing activities to build science knowledge | 2a.4. Classroom teachers and students | 2a.4. Increase in student knowledge and exposure | 2a.4. FCAT Science. FOSS student follow up activity and review | |
| | | 2a.5. Lack of understanding concepts and science based information | 2a.5. Science Expo Day where classes will create a science based experiment and "expo" it for the school to see | 2a.5. School wide- Teachers and students | 2a.5. Increase in hands on time and understanding of science knowledge | 2a.5. FCAT Science and Discovery Education | |
| | | 2a.6 Need for a variety of instructional strategies | 2a.6 Common Core Staff Development | 2a.6 Classroom teacher | 2a.6 Use of Discovery Education Probes | 2a.6 Discovery Education | |

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

| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science. | 2b.1. | 2b.1. | 2.1. | 2b.1. | 2b.1. | | |
|---|---|---|---|---|---|---|---|
| Science Goal #2b:<br><br>*Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. | |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 | |

## Science Professional Development

| Professional | | | | | | |
|---|---|---|---|---|---|---|

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

| Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity  Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
|---|---|---|---|---|---|---|
| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Project Based Learning | 4 and 5 | Science Cadre | 4th and 5th Grade Teachers | Quarterly | Continue using next year | Science Cadre |
| | | | | | | |
| | | | | | | |

## 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 |
| To continue to develop an understanding of matter and energy through hands on experiments | National Geographic | Title I | $0.00 |
| Create more familiarity with daily science topics | Weekly Reader Science Spin | 5th Grade Budget | $180.00 |
| Subtotal:$180.00 | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Students will become more familiar with all strands of science through an interactive web based site | Education City | Title I | $590.00 |

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

| | | | |
|---|---|---|---|
| Discovery Education United Streaming | Web based activities | Title I | $1,570.00 |
| **Subtotal:$2,160.00** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Increase knowledge of students' strengths and weaknesses in science | Discovery Education | District Provided | $0.00 |
| **Subtotal: $0.00** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| N/A | | | |
| **Subtotal:** | | | |
| **Total: $2,340.00** | | | |

## Writing Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (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 | |

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

| 1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. | 1a.1. Limited vocabulary | 1a.1. Writing fan of juicy words, Vocabulary Parade, WOW Bulletin Board of fabulous words | 1a.1. 4th Grade Teachers | 1a.1. Increased vocabulary in writing | 1a.1. District-wide quarterly prompts and FCAT Writes | |
|---|---|---|---|---|---|---|
| Writing Goal #1a: *Our goal is to increase the number of students achieving at least a 3.5 by 3%.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
| | *63% (80) students scored at or above a Level 3.0 in writing.* | *66% of all students will score at a Level 3.5 or higher in writing* | | | | |
| | | 1a.2. Limited exposure responding to nonfiction text | 1a.2. Writing through the social studies nonfiction text, project based activities | 1a.2. 4th grade teachers | 1a.2. Completed project | 1a.2. District-wide quarterly prompts and FCAT Writes |
| | | 1a.3. Need for a variety of instructional strategies | 1a3 Common Core Staff Development | 1a3 Classroom teacher | 1a3 Use of Discovery Education Probes | 1a3 Discovery Education |
| | | 1a.4. Limited exposure to higher level writing | 1a.4. Model and expose students to papers that would score a 5 or 6 on FCAT Writes | 1a.4. 3rd and 4th grade teachers | 1a.4. Increase in scores | 1a.4. District-wide quarterly prompts and FCAT Writes |
| | | 1a.5. Lack of parental involvement | 1a.5. Writing Journal; classroom projects | 1a.5. 2,3,4 grade teachers | 1a.5. # of parents attending/ participating | 1a.5. Sign in sheets; signed journals |

| | | 1a.6. Language level low | 1a.6. Use of Interventions such as Earobics, Language for Learning; Take home packets; Starfall | 1a.6. Classroom teachers; Intervention tutors; Title 1 Teachers | 1a.6. Success on programs listed; completion of assignments | 1a.6. District-wide quarterly prompts and FCAT Writes | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| **1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.** | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |
| Writing Goal #1b: *Enter narrative for the goal in this box.* | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | *Enter numerical data for current level of performance in this box.* | *Enter numerical data for expected level of performance in this box.* | | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |

## Writing Professional Development

| **Professional Development (PD) aligned with Strategies through Professional** | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| **Learning Community (PLC) or PD Activity** Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
|---|---|---|---|---|---|---|
| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Writing through project based learning using historical fiction | 4 | District/4th Grade | 4th Grade | Ongoing all year | Finished project. | Team Leader |
| | | | | | | |
| | | | | | | |

## Writing Budget (Insert rows as needed)

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

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

|  |  |  |  |
|---|---|---|---|
| **Subtotal:** |  |  |  |
| Other |  |  |  |
| Strategy | Description of Resources | Funding Source | Amount |
|  |  |  |  |
| **Subtotal:** |  |  |  |
| **Total:** |  |  |  |

## Attendance Goal(s)

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

| **Attendance Goal(s)** | **Problem-solving Process to Increase Attendance** |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |  |
| **1. Attendance** | 1.1. Parents who have transportation concerns. Also, parents not waking up in time to ensure their child does get on the bus. | 1.1. To communicate consistently and effectively with parents regarding the importance of regular attendance. Provide incentives for students with excellent attendance. | 1.1. Intervention Coordinator, Assistant Principal, District Intervention Counselor | 1.1. Review progress of school population and students identified as a concern. | 1.1. Weekly attendance and tardies report. |  |  |

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

| Attendance Goal #1:<br><br>We will be focusing on having students attend school on a regular basis.  With a concentrated effort we will decrease the number of students with excessive absences and tardies. | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | | |
|---|---|---|---|---|---|---|
| | *The daily average attendance of 95%* | *We expect to have a daily average attendance rate of 96%.* | | | | |
| | 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | |
| | *We had 230 students with 10 or more unexcused absences.* | *We expect to have less than 90 students with 10 or more unexcused absences.* | | | | |
| | 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | |
| | *We had 142 of our students with 10 or more tardies.* | *We expect to have less than 90 of our students with 10 or more tardies.* | | | | |
| | | 1.2.<br>Lack of accurate parent contact numbers | 1.2.<br>Phone calls on days of absences; Increase home visits | 1.2.<br>Intervention Coordinator, Computer Operator; receptionist; volunteer coordinator | 1.2.<br>Increased accuracy of contact information; number of contacts made daily | 1.2.<br>Decrease of faulty contact information; decrease in the number of families needing to be contacted |

| | | 1.3.<br>Parent recognition of the importance of being at school on time. | 1.3.<br>Outside electronic sign with clock | 1.3.<br>Maintenance coordinator; Intervention coordinator | 1.3.<br>Monitor number of tardies; parent survey | 1.3.<br>Increase student attendance; decrease in student tardies | |
|---|---|---|---|---|---|---|---|

| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**<br>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 |
| Positive Climate Committee | Grades K-5 | Intervention Coordinator | School-Wide | Monthly | Attendance Reports | Intervention Coordinator |
| Positive Behavior Committee | Grades K-5 | Intervention Coordinator | School-Wide | Start of year faculty meeting, monthly | Attendance Reports | Intervention Coordinator |
| | | | | | | |

## Attendance Budget (Insert rows as needed)

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

| | | | |
|---|---|---|---|
| | | | |
| | | | |
| **Subtotal:** | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| **Subtotal:** | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| **Subtotal:** | | | |
| **Total:** | | | |

## 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 | |

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

| 1. Suspension | 1.1.<br><br>Students not having enough role models to show the acceptable social skills. | 1.1.<br>To continue to stress the "Wildcat PAWS" and encourage the students to follow the principles of Respect, Responsibility, and Caring. Keystone Curriculum, continued mentorship program (BIG Brother/Sisters, St. Joseph Mentors) | 1.1.<br>Classroom Teachers, Intervention Coordinator, Guidance Counselor | 1.1.<br>Weekly review of behavior data at weekly RTI meetings. | 1.1.<br>ESchool Plus Data from Positive Behavior Support | | |
|---|---|---|---|---|---|---|---|
| Suspension Goal #1:<br><br>*To effectively promote a positive climate within the school to avoid having students have to have a consequence that results in suspensions. We will achieve this by having a common language for positive behavior support and the increased teaching of the Character Counts pillars.* | 2012 Total Number of In –School Suspensions | 2013 Expected Number of In- School Suspensions | | | | | |
| | *We had 6 total days of In-School Suspensions.* | *We expect to have less than 5 days of In-School Suspensions.* | | | | | |
| | 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In -School | | | | | |
| | *We had 5 of our students who had the consequence of In-School Suspension.* | *We expect to have less than 3 of our students have the consequence of an In-School Suspension.* | | | | | |

| | 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions | | | | |
|---|---|---|---|---|---|---|
| | *We had 94 total days of Out-of-School Suspensions.* | *We expect to have less than 55 days of Out-of-School Suspensions.* | | | | |
| | 2012 Total Number of Students Suspended Out- of- School | 2013 Expected Number of Students Suspended Out- of-School | | | | |
| | *We had 46 of our students who had the consequence of Out-of-School Suspension.* | *We expect to have less than 25 of our students have the consequence of an Out-of-School Suspension.* | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## Suspension Professional Development

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

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

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

## Parent Involvement Goal(s)

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

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

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

| Parent Involvement Goal(s) | Problem-solving Process to Parent Involvement | | | | | | |
|---|---|---|---|---|---|---|---|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| **1. Parent Involvement**<br><br>Parent Involvement Goal #1:<br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | 1.1.<br>Parents work during normal school operating hours | 1.1.<br>Offer activities/ conferences in the late afternoon/ early evening | 1.1.<br>Classroom teachers; Administration; PTO | 1.1.<br>Parents participating in activities document participation by surveys/ sign in sheets | 1.1.<br>Sign in sheets/ Surveys | | |
| Our goal is to increase the number of school-wide parent/family activities that our parents are involved in and to have every parent participate in at least one parent/teacher conference. | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | | |
| | *98 percent of parents participated in at least one type of school function during the last year ( parent conferences, family night, PTO)* | *All parents will participate in at least one parental involvement activity during the school year and every parent will participate in at least one parent/ teacher conference.* | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 1.2.<br>Parents do not have transportation to attend activities | 1.2.<br>Offer activities in different areas of our school zone, such as community centers. | 1.2.<br>Administration; PTO; RTI team | 1.2.<br>Parents participating in activities document participation by surveys/sign in sheets | 1.2.<br>Sign in sheets/Surveys | |
| | | 1.3.<br>Many students are tardy to school | 1.3.<br>Increase parental awareness about the importance of punctuality | 1.3.<br>Classroom teacher; Administration | 1.3.<br>Review and report on the number of students tardy to school compared to previous school year | 1.3.<br>Reduction of number of tardies based on info from parent sign in sheets | |
| | | 1.4.<br>Parents' previous experience with school. | 1.4.<br>Involve parents in engaging activities that include teachers and students | 1.4.<br>Classroom teacher; Administration; PTO | 1.4.<br>Design questions on mid-year and end of year parent surveys to gage satisfaction | 1.4.<br>Parent surveys; Increase number of parents participating in school activities | |
| | | 1.5.<br>Lack of parenting skills | 1.5.<br>Offer parenting courses (Redirecting Children's Behavior), Science Nights, Math Night, Title I Open House, Art Walk, Character Counts Spirit Nights, Family Nights, Read and Feed Nights | 1.5.<br>District personnel; Title I | 1.5.<br>Parents participating in these opportunities | 1.5.<br>End of program evaluations | |

## Parent Involvement Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
|---|---|---|---|---|---|---|
| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Redirecting Children's Behavior Workshop | Parents – ALL grade levels | District Behavior Specialist | Parents | Fall | Survey of Parents | Behavior Specialist |
| Motivational speakers for Parents | Parents- ALL grade levels | Administration | Parents | 2x year | Survey of Parents | Title I |
| | | | | | | |

## 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 |
| Read and Feed -Involve parents in reading with children | Reading together and child taking AR test(s). | Title I | $1,000.00 |
| Curriculum Night - Educating parents on their child's grade level curriculum | Teachers, school, classroom materials | Title I | $400.00 |
| Handbooks/Calendars | Parent handbook and school year calendar | Title I | $1,000.00 |
| Family Nights | Refreshments | Title I | $1,000.00 |
| Subtotal: $3,400.00 | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |

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

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

## 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 | |

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

| 1. All students will be familiar with the Character Counts! Pillars and will act in accordance Goal #1: | 1.1. Parents' lack of familiarity with the Character Counts program | 1.1. Increase awareness and provide information to parents regarding Character Counts. Character Kids; Student of the Week; Pawprints; CC parade | 1.1. Administration; Teachers; Guidance | 1.1. Surveys | 1.1. Parent awareness of CC Through surveys | | |
|---|---|---|---|---|---|---|---|
| Additional Goal #1: Increase both parental and student awareness of each Character Counts pillar and ways to show character | 2012 Current Level :* | 2013 Expected Level :* | | | | | |
| | *Increase parental awareness of the six pillars of Character Counts!* | *90% of Osceola parents will be able to identify at least 3 of the Character Counts pillars.* | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | | | | | | |

## Additional Goals Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |

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

| Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
|---|---|---|---|---|---|---|
| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Positive Climate Vertical Team | All Grades/ Subjects | Intervention Coordinator | Representatives from all grades/content areas | Early release-monthly | Documentation by minutes of meeting | Administration |
| | | | | | | |
| | | | | | | |

## 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 |
| Anti-Bullying Program | Parental workshops and guest speakers | EPIC Community | $0.00 |
| Awareness of Character Counts | Videos shown monthly on school television | | $0.00 |
| School-wide positive behavioral support | Signs, paper, store items (rewards), banners | Title I | $3,000.00 |
| Subtotal:$3,000.00 | | | |
| 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:** | | | |

## Final Budget (Insert rows as needed)

| Please provide the total budget from each section. |
|---|
| **Reading Budget** |
| Total: $22,570.00 |
| **Mathematics Budget** |
| Total: $8,490.00 |
| **Science Budget** |
| Total: $2,340.00 |
| **Writing Budget** |
| Total: $0.00 |
| **Attendance Budget** |
| Total: $0.00 |
| **Suspension Budget** |
| Total: $0.00 |
| **Dropout Prevention Budget** |
| Total: $0.00 |
| **Parent Involvement Budget** |
| Total: $3,400.00 |
| **Additional Goals** |
| Total: $3,000.00 |
| Grand Total: $39,800.00 |

**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 |

- *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.

X 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. |
| Review draft of SIP and provide input; Review and approve School Plan for distribution of School Recognition money;  Provide input and feedback on Title 1 parental involvement activities; Review and provide input on parent and staff surveys; Review and provide input on SAC budget; Meetings will provide information on school/district initiatives such as SES; Title I; RtI; PBS; Review district Code of Conduct and provide input. |

| Describe the projected use of SAC funds. | Amount |
|---|---|
| Will be decided upon as the need arises in the 2012-2013 SAC meetings. | |
| | |
| | |