FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Chiaramonte Elementary

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Chiaramonte Elementary	District Name: Hillsborough
Principal: Marie Valenti	Superintendent: Mary Ellen Elia
SAC Chair: Nancy Jane Mikowski	Date of School Board Approval:

Student Achievement Data:

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Very Proud *Principal*	Marie Valenti	B.S and Masters in Elementary Education And certified in administration and supervision	23	34	2010 Grade A and AYP Proficiency of 85 %. 71% meeting high standards in reading, 77 % in math, 54% in science, and 89% in writing. 63% making learning gains in reading, 70 % making learning gains in math. 57% of lowest quartile making learning gains in reading and 77% making learning gains in math 2011 Grade B and AYP proficiency of 90%. 76% meeting high standards in reading, 71 % in math, 68% in science, and 83% in writing. 68% making learning gains

					in reading, 52 % making learning gains in math. 73% of lowest quartile making learning gains in reading and 47% making learning gains in math 2012 Grade A; 58% meeting high standards in reading with the new cut scores, 55% in math, 55% in science, and 87% in writing.73% making learning gains in reading and 68% in math.82% of lowest quartile making learning gains in reading and 78% in math. Woohoo! This calls for a celebration.
Assistant Principal	Sherry Cornett	B.A. in Elementary Education with a Masters in Educational Leadership and a Doctorate in Jurisprudence.	19	15	Same as above

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Rose Robbins	Masters in Educational Leadership and certified in k-3	1st	7	She was on maternity leave at Westchase Elementary. (Refer to Westchase SIP for information)

Math	Danielle Manship	B.A. and Masters in Elem.Ed. Educational leadership certification	9	3	Same as principal and AP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Two teachers transferred from other Hillsborough County Schools and three were hired permanently after working at Chiaramonte in temporary positions. 1second grade teacher was hired in October after gaining a unit.	Principal	September 2012	
2. District Mentor Program	District Mentors	Ongoing	
3. District Peer Program	District Peers	Ongoing	
4. Meeting in their professional learning communities on a regular basis gives them a sense of belonging.	PLC Facilitators	Ongoing	
5. Teachers are given leadership opportunities when appropriate	Administration	Ongoing	
6. Monthly Faculty Meetings & Specified Groups e.g. Literacy Leadership, PSLT, and Vertical PLCs	Principal	Ongoing	
7. Six themed faculty meetings where grade levels take turns providing refreshments for our meetings. They are enjoyed by all. Ice cream socials are provided by our social committee, and the coveted lion award is given to a faculty or staff member from another member for a reason of their choosing. This occurs at the end of every faculty meeting.	Various grade levels	Ongoing	
8. Faculty and staff who tutored our children after school are treated to "happy hour" at a nearby restaurant for a job well done after work hours.	Principal	May/June	
9. During Teacher Appreciation Week, the principal treats all employees to a special meal after school hours at a local restaurant.	Principal	May	
10. The principal firmly believes in "feeding the teachers so they don't eat the children". We have a welcome back breakfast and two luncheons prior to the children returning, and during the	Principal	August - June	

Christmas season she serves her homemade chocolates everyday for two weeks.		

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Donna D'Angelo Highly qualified to teach K-6 but does not have ESOL endorsement	She began taking classes last year and will continue this year.
Teresa Danak Russell Highly qualified to teach K-6 but does not have gifted or ESOL endorsement.	She has signed an agreement to earn and will begin taking classes soon.
Sandy Kirkner Highly qualified to teach K-6 and has reading endorsement, but does not have certification in the library sciences	She has begun taking classes and will have completed her six hour requirement by January 10. 2012.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
37	8% (3)	11% (4)	35% (13)	46% (17)	14% (5)	100% (37)	75% (27)	8% (3)	90 % (33)

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
Heather Robinson	Donna D'Angelo	Second year teacher	Mentor will meet with the teacher every two weeks and will observe, coach, share ideas, and meet with principal to see if she has any areas of concerns that need to be addressed.
	Alaina Carfora	Second year teacher	
	Courtney Gossen	First year teacher	Same as above.
	Teresa Russell	First year teacher	Same as above
	Gina Richards	First year teacher	Same as above.

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
We are using Title I Funds to enhance instruction in the area of math by hiring a math resource teacher who will model for teachers, co-teach when appropriate and work with children in small groups as needed. She will also train the faculty in the use of the components in our math series and the core curriculum standards. A technology resource teacher has set up a computer lab for students to work on FASTT Math and other researched based enrichment/remedial tech programs. Our third through fifth graders are becoming more proficient in using the computers and fifth graders can now put together a power point in their project presentations. She is a wonderful asset to our school serving as troubleshooter for computer malfunctions as well. A media aide has been hired part-time to assist the children in checking out and returning library books and assists the media specialist so she is able to have instructional time with students while keeping the media center open. We also hired back a day of physical education where the teacher

will work with K students and tutor at risk students throughout the week in grades 3-5. This teacher has the qualifications to teach Elementary Ed. in K-5 along with physical education.

Title I, Part C- Migrant
N/A

Title I, Part D
N/A

Title II
N/A

Title III
N/A

Title X- Homeless
N/A

Supplemental Academic Instruction (SAI)
We have our afterschool tutoring two days a week for one hour each day. The children have been recommended by their teachers based on assessment data and /or performance in the areas of reading and math. SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs
We have an anti-bullying program in place, which includes an anger management group run by the guidance counselor. We focus on being a buddy, not a bully. We have a mentor club led by our guidance counselor, where all third, fourth and fifth grade students participate. All students have special mentor shirts that they wear on the Friday that their grade level participates. (It's on a rotating basis.) The Navy Unit from MacDill AFB and professionals from the community participate every Friday and come out in force to join us. If a student hasn't earned the reward of being in mentor club the week his class is participating, he/she will go to discipline club instead. We have six TERRIFIC kid assemblies per year that focus on children being Thoughtful, Enthusiastic about learning, Respectful, Responsible, Influential in setting a good example, Friendly, Independent worker and Considerate. We also have Character Star Traits embedded in our daily morning shows

Nutrition Programs
Over 76% of our families are currently on free or reduced lunch. All students receive a free breakfast daily. The families on reduced status also are entitled to a free lunch. The Chefs from Tampa Bay come In March wearing their big white hats and serve our children breakfast, to reinforce the importance of eating breakfast every morning

Housing Programs
N/A

Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. • Principal • Assistant Principal • School Psychologist • Guidance Counselor • School Social Worker • ESE Contact • ESE Teachers • Reading Coach • Resource Teachers • Media Specialist • One General Education Teacher and others are invited as needed
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI leadership team utilizes a problem solving model and all decisions are based on student data to determine what interventions will be most appropriate for the students. Our goal is to provide high quality instruction, research based intervention strategies, and enrichment to match the needs of all students. The RtI team strives to address the progress of all students and to assist students to remain in the general education setting while improving their academic/behavioral performance. The team will meet a minimum of once a month to determine any changes needed in delivery of service, scheduling, curriculum and intervention resources utilizing the three tier model. **Using the Tier 1 model to:** • Strengthen our instruction through weekly grade level PLC team collaboration meetings. • Monthly subject-specific PLCs will ensure the best practices for all academic areas. • School wide behavior and character education is implemented to ensure classroom management needed for high quality instruction to occur.

Using the Tier 2 and 3 model to:
- Plan, implement, and oversee supplemental and intensive interventions for student progression.
- Monitor interventions and data assessment.
- Develop further interventions based on the analysis of previously implemented action plans.
- PSLT team will provide immediate support for teachers to implement interventions. One member is assigned to a grade level for suggestions, support, and documentation.
- Providing ESE and/or tutorial services utilizing the support facilitation model in several grade levels.

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?
- All of our RtI team were present during our pre-planning data analysis and SIP development.
- The Problem Solving Leadership Team chairperson will monitor the effectiveness of the strategies as detailed in the SIP.

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.
Core Curriculum:
- State Level/ District Level
  - FCAT Practice Tests in Math and Science
  - District Assessment Calendar for Baseline and Mid-year Data
  - District generated assessments
  - Subject-specific assessment generated by the district supervisors
  - FAIR
  - DRA
  - FAA (ESE)
- **Common Assessments**
  - A common assessment can be:
    - Teacher made
    - Chapter Test
    - Strand Test
    - District Test
    - A PLC developed test using Scantron Banked questions
    - Performance assessments
  - In the area of Writing, monthly prompts will be given in grades 2-5.
  - In the area of Math, pretests, subtopic and topic tests will be administered to drive instruction.
  - In the area of Reading, CIM common assessments will be administered to monitor effective instruction as determined by the weekly PLC team.
  - In the area of Science, CIM common mini-assessments will be given in grade 5 based on the progression through the science calendar.

Data from common assessments will be analyzed within PLC teams and shared with the Problem-Solving Team.

Describe the plan to train staff on MTSS.
A representative from the area 1 office met with each grade level and administrative team in September 2012 to explain the updated RtI process and paperwork involved. She clarified some misconceptions they may have had. This person offered to come to their PLC meetings to help sort through the data if needed. The RtI Team will attend grade level PLC meetings as needed and serve as consultants. The school RtI team will continue to attend district trainings and conduct development sessions during faculty meetings when needed.
Describe plan to support MTSS.
The PSLT will meet on a monthly basis, and more frequently if needed, to ensure that the children that have been identified as being at risk our being served on the appropriate tier levels.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal Assistant Principal Media specialist Reading Coach One ESE Teacher One rep from each of the grade levels
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   This team is an extension of the PSLT. They provide leadership for the implementation of the reading strategies that were developed for our School Improvement Plan. Our reading coach provides expertise in data analysis and reading interventions. The team will meet on a monthly basis to analyze the data and ensure that the implementation of the reading strategies on the SIP are effective.
What will be the major initiatives of the LLT this year?   Motivate students to read for enjoyment. Professional development Ongoing data collection and analysis. Implementation and evaluation of the SIP reading strategies. Ensure that the common core standards are being implemented in grades K and one.

NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

Elementary Title I Schools Only: Pre-School Transition

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

In Hillsborough County Schools, all kindergarten children are assessed for Kindergarten Readiness using FLKRS. This state–selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading. Also, children entering Kindergarten have an opportunity to attend Hillsborough County's Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school. Data from the FAIR will assist teachers to group students for small group reading instruction.

   Our school hosts a Kindergarten Round-Up which provides opportunity for parents to see the school, meet teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure during this time.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). <u>Reading Goal #1:</u> In grades 3-5, the percentage of students scoring a level three or higher on the 2013 FCAT 2.0 reading will increase from 58% to 63%.	1.1. Time for teams to meet in PLC's How to analyze data effectively.	1.1. <u>Strategy</u> Teachers will implement the Plan-Do-Check-Act model with the core curriculum and provide differentiated instruction for targeted students. <u>Action Steps</u> Teachers will outline action steps for this strategy within their PLC action plan.	1.1. <u>Who</u> Administrators Reading Coach, PLC facilitator. <u>How</u> PLC logs for unit of instruction. Classroom walk-throughs. Administration will use the HCPS informal observation pop–in form. Evidence of strategies in teachers' lesson plans. Monitoring data will be reviewed every nine weeks.	1.1. Teachers in their bi-monthly PLC's will review common assessments and chart the progress of students. They analyze the data and record it on data walls. The PLC facilitator will share data with the PSLT/Reading Leadership team. The teams will review assessment data for trends at a minimum of once per nine weeks to determine enrichment and remediation to guide instruction.	1.1. <u>2-3x Per Year</u> FAIR KRT <u>During Nine Weeks</u> Unit assessments CIM mini-assessments Running Records Literacy notebook written responses Close Reading for K & 1 Independent reading conferences Easy CBM
	1.2. Training teachers for the common core standards is needed to develop a knowledge base for this strategy.	1.2 <u>Strategy</u> Common core reading strategies will be implemented across all content areas. Teachers will select complex text to share with all students and children are required to support their answers by evidence in the text. Increase the amount of higher –order text dependent questions. <u>Action Steps</u> Teachers will outline action steps for this strategy within their	1.2. <u>Who</u> Reading Leadership Team. <u>How</u> Reading coach observations and walk throughs. Administrative walk throughs. PLC's are monitored and discussed throughout the year.	1.2. Teachers reflect on lesson outcomes and use data to plan for future instruction. The PLC facilitator will share data with the PSLT/Reading Leadership team.	1.2. <u>2-3x Per Year</u> FAIR DRA Formative Tests <u>During Nine Weeks</u> Unit assessments CIM mini-assessments Running Records Literacy notebook written responses Close Reading for K & 1 Independent reading conferences Easy CBM FCAT Practice Tests

**Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012**

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continue Book Talk in Comprehension Connections	K-5	Media Specialist, who was formerly our reading coach	K-5 Teachers	20 minutes during monthly faculty meetings	Teachers will implement strategies gleaned from the trainings. This will be evidenced by informal walkthroughs and formal observations.	Principal and A.P.
ELA Common Core SS in content area	K-5	Two teachers who were trained	K-5 Teachers	During Pre-planning in August	Informal pop-ins and observations	Administration
Text Dependent Questions for Reading and Writing	K-5	Reading Coach & two teachers who were trained	K-5 Teachers	In February and March (Three sessions)	Teachers will implement strategies gleaned from the trainings. This will be evidenced by informal walkthroughs and formal observations.	Administrators

End of Reading Goals

<u>Elementary or Middle School Mathematics Goals</u>

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: **Students scoring proficient in mathematics (Level 3-5).**			1.1. Time for weekly planning with teams.	1.1. Strategy: Student achievement improves through teacher collaboration with academic coach in math. Teachers will submit their schedules to the math resource teacher, so that she can plan, model lessons, and co-teach with math teachers on a daily basis for teachers in grades K-5. Math rersource teacher will facilitate the math PLC vertical group to share the newest math topics. Action Steps Teachers will outline action steps for this strategy within their PLC action plan.	1.1. Who Administration Math Resource How -Walk Throughs - Team meetings -PLC logs EET formal observations	1.1. Teachers will follow the instruction calendar and text utilizing the required and suggested tests. Teachers will meet within their PLC's to analyze, record data on data walls, and discuss students strengths and weaknesses. Teachers will meet with the math resource to determine areas of weakness,/strengths from the data and make a plan to provide remediation/ enrichment and if necessary, bring up the concern during our weekly Friday Focus meeting.	1.1. 2x Per Year District Baseline and Mid-year tests During Nine Weeks -Chapter tests - Benchmark tests - Big Idea Test - Mid Chapter checkpoints
Mathematics Goal #1: In grades 3-5, the percentage of students scoring a Level 3 or higher on the 2013 FCAT 2.0 Math will increase from 55% to 60%	2012 Current Level of Performance:* **55%**	2013 Expected Level of Performance:* **60%**					
Hillsborough 2012 Rule 6A-1.099811 Revised July, 2012			1.2. Lack of working technology. Scheduling technology lab classes.	1.2. Strategy: Students math achievement improves through the use of technology and hands-on activities to implement the CCSS. Student practice taking on-line assessments to prepare for on-line state testing. Teacher training in the areas of technology and CCSS. 17 Work with math resource teacher to plan lessons that incorporate	1.2. Who Administration Tech Resource Math Coach How Walk-throughs Team meetings PLC logs	1.2. Same as strategy 1.1	1.2. 2-3x Per Year Same as strategy 1.1 During Nine Weeks Same as strategy 1.1

End of Elementary or Middle School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Deepening understanding of CCSSM K-1	K-1	Math Resource Teacher	Grade level math teachers	Weekly PLC	Administrators/math coach will conduct targeted classroom walk-throughs to monitor CCSSM implementation	Administration Math Resource Teacher
Variety of math content training related to NGSSS	2-5	Math Resource Teacher	Grade level math teachers	Weekly PLC	Administrators/math coach will conduct targeted classroom walk-throughs to monitor the rigor of NGSSS implementation	Administration Math Resource Teacher
Technology resources for NGSSS/CCSSM (think central, FASTT math, First in math)	1-5	Math & Tech Resource Teachers	Grade level math teachers	Initial training 9/25/12 Follow-up trainings in Monthly vertical Math PLC	Administrators conduct walk throughs. Math coach/tech resource monitor data to verify usage.	Administration Math & Tech Resource Teachers

End of Mathematics Goals

Elementary and Middle School Science Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. Science Goal #1: The percentage of students scoring a level 3 or higher on the 2013 FCAT Science will increase from 55% to 60%	2012 Current Level of Performance:* **55%**	2013 Expected Level of Performance:* **60%**	1.1. Varying levels of teacher knowledge of the inquiry model of instruction in science. Not all teachers of science are able to attend district science trainings.	1.1. Students science skills will increase through the participation in regular inquiry based instruction such as student engagement, explore time, accountable talk, and high order thinking and questioning. Action steps Teachers who attend district trainings will share information within their grade level PLC's and vertical PLC's Teachers of science at grades K-3 will plan together to maximize instruction.	1.1. Who Adminstration Science Contact How Monitored Classroom walkthroughs using the science walkthrough form	1.1. Teachers will review assessment data with their PLC's to develop new lessons to drive instruction.	1.1. 2x per year District-level baseline and mid-year tests During the 9 weeks Mini Assessments Unit Assessments Inquiry notebooks
			1.2. Teachers are at varying skills levels of long-term investigations	1.2. Students skills in science will improve through increased participation in long-term investigations. Action Steps Teachers will plan with grade level PLC's and verticial PLC's to identify grade level and concept specific long term investigations to be used within their classrooms.	1.1. Who Adminstration Science Contact How Monitored Classroom walkthroughs using the science walkthrough form	1.1. Teachers evaluate students work during science investigations using a rubric.	1.1. 2x per year District-level baseline and mid-year tests During the 9 weeks Mini Assessments Unit Assessments Science rubrics
			1.3.	1.3.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science. Science Goal #2: The percentage of students	2012 Current Level of Performance:*	2013Expected Level of Performance:*	2.1. Not all teachers understand the connection between Science content standards and the new	2.1. Teachers will engage students in high interest high complexitiy level text that is beyond their grade level text book	1.1. Who Adminstration Science Contact How Monitored	1.1. Teachers will review assessment data with their PLC's to develop new lessons to drive instruction.	1.1. 2x per year District-level baseline and mid-year tests During the 9 weeks

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science related activities, strategies and curriculum updates.	K-5	We have a science contact person who attends the district PLC meetings and reports back to her monthly vertical PLC group on the last Tuesday of the month.	Grade level reps who serve on the science vertical PLC	The last Tuesday of every month.	Vertical PLC log	Administrators

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 87% to 90%	2012 Current Level of Performance:* **87%**	2013 Expected Level of Performance:* **90%**	1.1. All writing teachers will need training to score student writing during the 2012-2013 school year. Time for incorporating student conferencing regularly during the Writer's workshop.	1.1. Teachers will incorporate all aspects of Writer's workshop in grades K-5; proper grammar, punctuation, elaboration, writer's crafts and conferencing with students. Teachers will share data from their monthly demand writes within their Writing PLC to analyze trends across the school and to help drive further instruction. Action Steps Teachers will outline action steps for this strategy within their PLC action plan.	1.1. Who Administration Writing Contact Writing PLC How Classroom Walkthroughs PLC logs Conference logs	1.1. Teachers will share data from their monthly demand writes within their Writing PLC to analyze trends across the school and to help drive further instruction.	1.1. Monthly demand writes Students daily writing samples Hillsborough Writes FCAT Writes
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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
Writing related activities, strategies and curriculum updates.	K-5	We have a writing contact person who attends the district PLC meetings and reports back to her monthly vertical PLC group on the last Tuesday of the month.	Grade level reps who serve on the writing vertical PLC	The last Tuesday of every month.	Vertical PLC log	Administrators

End of Writing Goals

Attendance Goal(s)

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Attendance Attendance Goal #1: The attendance rate will increase from 95.07% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more absences throughout the school will decrease by 10%. The number of students who have 10 or more tardies to school throughout the year will decrease by 50%.	2012 Current Attendance Rate:* **95.07%** 2012 Current Number of Students with Excessive Absences (10 or more) **39** 2012 Current Number of Students with Excessive Tardies (10 or more) **127**	2013 Expected Attendance Rate:* **96.00%** 2013 Expected Number of Students with Excessive Absences (10 or more) **35** 2013 Expected Number of Students with Excessive Tardies (10 or more) **64**	1.1. Time for the attendance committee to meet on a regular basis	1.1. During the first nine week report card review, any child with five or more absences/tardiness will be given a letter of notification to the parents that their child's attendance will be monitored throughout the year. The guidance counselor will be informed when a student has 5 unexcused absences and will begin an attendance contract with them. Possible interventions will be discussed for students during the attendance committee meetings. .	1.1. The D.P. clerk will notify the principal when any student has 5 or more absences during a nine weeks period. Guidance Counselor Administration Social worker Attendance committee	1.1 If there is no improvement, we may have to get the social worker involved. Attendance for these children will be reviewed via sagebrush by school attendance committee, which will meet on a semester basis.	1.1. Monthly district attendance summary from reports on demand sent to principal via district and onsite attendance from Sagebrush pulled by SSW quarterly.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		

End of Attendance Goals

<u>Suspension Goal(s)</u>

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

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Suspension Suspension Goal #1: The Total number of In-school suspensions will remain 0. The total number of students receiving In-School suspension throughout the school year will remain 0. The total number of Out-of-School suspensions will decrease from 1 to 0. The total number of students receiving Out-of-School suspensions throughout the school year will decrease from 1 to 0.	2012 Total Number of In –School Suspensions **0** 2012 Total Number of Students Suspended In-School **0** 2012 Number of Out-of-School Suspensions **1** 2012 Total Number of Students Suspended Out- of- School **1**	2013 Expected Number of In- School Suspensions **0** 2013 Expected Number of Students Suspended In -School **0** 2013 Expected Number of Out-of-School Suspensions **0** 2013 Expected Number of Students Suspended Out- of-School **0**	1.1.New children coming to our school who aren't familiar with our positive climate of caring and respecting each other.	1.1.Continue to promote a no tolerance for bullying and being disrespectful to one another. Indoctrinate the new students about our incentives and consequences. We will continue with our mentor clubs, Character Education, and Skill Streaming for positive behaviors, and TERRIFIC Kid Assemblies.	1.1 Tier 1 -Positive Behavior Support will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs and the data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats.	1.1 Who -PSLT Behavior Committee -Leadership Team -Administration	1.1 - PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions,.
		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

End of Suspension Goals

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

Parent Involvement Goal(s)

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

Health and Fitness Goal(s)

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

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

<table>
<tr>
<th colspan="3">Additional Goal(s)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Fidelity Check
Who and how will the fidelity be monitored?</th>
<th>Strategy Data Check
How will the evaluation tool data be used to determine the effectiveness of strategy?</th>
<th>Student Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1. Health and Fitness Goal</td>
<td>1.1.

Children not getting enough cardio-vascular exercise outside of school, and teachers finding the time to ensure the children are getting 30 minutes of physical fitness on the days they don't have scheduled PE.</td>
<td>1.1.
Elementary students will engage in 150 minutes of physical education per week in grades Kindergarten through 5th</td>
<td>1.1.
Principal</td>
<td>1.1.
Class walk-throughs
Class schedules</td>
<td>1.1.
Classroom teachers document in their lesson plans the 90 minutes of "Teacher Directed" PE that students have per week. This is also reflected in the master schedule. PE teachers' schedules reflect the remaining 60 minutes of the mandated 150 minutes of Elementary PE.</td>
</tr>
<tr>
<td rowspan="3">Health and Fitness Goal #1:

During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 58 % on the Pretest to 63 % on the Posttest.</td>
<td>2012 Current Level :*

58% (35)</td>
<td>2013 Expected Level :*

63% (38)</td>
</tr>
<tr>
<td rowspan="2"></td>
<td></td>
<td>1.2.</td>
<td>1.2.
Health and physical activity initiatives developed and implemented by the Principal's designee</td>
<td>1.2.
Principal's designee</td>
<td>1.2.
Data on the number of students scoring in the Healthy Fitness Zone</td>
<td>1.2.
PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health</td>
</tr>
<tr>
<td>1.3.</td>
<td>1.3.
Use of playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities provided in the 150 minutes of Elem. PE folder on IDEAS.</td>
<td>1.3.
PE teacher</td>
<td>1.3.
Lesson plans of the PE teacher</td>
<td>1.3.
PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health</td>
</tr>
</table>

1
Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fitness Strate Activities	K-5	Mary Etherton	PE teachers attend PLC meetings	2X per month	Monthly Running Club Totals PACER data in May	PE instructor, Mary Etherton

Continuous Improvement Goal(s)

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. Continuous Improvement Goal Continuous Improvement Goal #1: On the School Climate and Perception Survey administered in the spring of 2012, 89.7 % of our teachers agreed that "processes are in place for differentiating instruction at this school" under Commitment to Continuous Improvement. In 2013, this perception will improve to 94%.	2012 Current Level :* **89.7%**	2013 Expected Level :* **94%**	1.1. Teachers aren't totally aware of who is differentiating instruction.	1.1 Professional Books related to differentiating instruction were shared during faculty meeting and they were placed in the media center for teachers to check out. Teachers will share during PLC what are some ways that instruction and homework can be differentiated for some children.	1.1. During informal walkthroughs and formal observations by administrators.	1.1. Administrators should see children benefitting from the work that has been simplified for them in order to increase their level of mastery.	1.1. Mini- assessments Chapter tests
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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
Comprehension Connection Book Talk	K-5	Media Specialist who was our reading coach	All teachers of grades K-5	Monthly during faculty meetings	During informal walkthroughs and formal observatioms	Administrators and reading coach

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment:** Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We had less than 10 students in this category.							
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. **Florida Alternate Assessment:** **Percentage of students making Learning Gains in reading.**			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We had less than 10 students in this category.							
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 67% to 70%	2012 Current Percent of Students Proficient in Listening/Speaking: **67%**	1.1.	1.1. See reading goals and strategies l-5	1.1.	1.1.	1.1.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading. CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 17% to 22%.	2012 Current Percent of Students Proficient in Reading : **17%**	2.1.	2.1. See reading goals and strategies 1-3	2.1.	2.1.	2.1.
		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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing. CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 17% to 22%.	2012 Current Percent of Students Proficient in Writing : **17%**	2.1.	2.1. See writing goal and strategies #1	2.1.	2.1.	2.1.

NEW Math Florida Alternate Assessment Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: We had less than 10 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal G: We had less than 10 students in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: We had less than 10 students in this category.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: We had less than 10 students in this category. / 2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
	M.2.	M.2.	M.2.	M.2.	M.2.
	M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Implement/expand integrative approaches to the common core state standards.	1.1. Common planning time for teachers of math and science.	1.1. Departmentalization of math and science in grades k-3 which allows the teacher to plan integrative units that combine both math and science concepts. **Action Steps** Teachers will outline action steps for this strategy within their PLC action plan.	1.1. Administration PLC faciliators	1.1. Administrative walkthroughs PLC logs	1.1. Students use of mathematics/science concepts to complete long term investigations.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from October in 2011-2012 to May in 2012-2013	1.1. Availability of speakers	1.1. Implement special speakers to visit and share with student about CTE careers throughout the year and during the Great American Teach In.	1.1. Administration	1.1. Listen to written or verbal comments children make after hearing a presentation to determine if an impact is being made.	1.1. Log of CTE special speakers
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

<u>Differentiated Accountability</u>

Chiaramonte is a reward school . We went from a B to an A…Woohoo!

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 use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Math 1.3	The children will be asked to solve a math problem of the week and the winners per grade level will be given a special incentive pencil.	$140.00	140.00
	Additional math manipulatives as requested by math resource teacher so teachers will have their own set and not have to share.	$450	450
Science	Graduated cylinders and other non-expendable science supplies	$450	450
Final Amount Spent			$1040