

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Garner Elementary	District Name: Polk
Principal: Thaddeus L. Davis	Superintendent: Dr. Sherri Nickell
SAC Chair: Candice Cross	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	Thaddeus L. Davis	<p>Master of Science-Ed. Leadership</p> <p>Bachelor of Arts-Elementary Education</p>	0	15	<p>Principal of Garner Elementary</p> <p>Principal of Lewis Anna Woodbury Elementary</p> <p>2011-2012:</p> <p>2010-2011: Grade: C-Reading 55% of students reading at or above grade level; 54% of students making a year’s worth of progress in reading; 55% of struggling students making a year’s worth of progress in reading. Math-60% of students at or above grade level; 51% of students making a year’s worth of progress in math; 58% of struggling students making a year’s worth of progress in math. Writing: 94% of students are meeting state standards in writing. Science: 41% of students at or above grade level in Science. AYP: 69% of criteria satisfied. White, Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP in Reading or Math.</p> <p>2009-2010: Grade: B-Reading-65%-students reading at or above grade level, 56% of students making a year’s worth of progress in reading; 52% of struggling students making a year’s worth of progress in reading. Math -73% of students at or above grade level in math; 63% of students making a year’s worth of progress in math, 56% of struggling students making a year’s worth of progress in math. Writing -90% of students are meeting state standards in writing. Science-40% of students at or above grade level in Science. AYP: 77% of criteria satisfied. Hispanic, Economically Disadvantaged and English Language Learners (ELL) did not make AYP in Math. Only Whites made AYP in Math. White, Hispanic, Economically Disadvantaged, English Language Learners (ELL) did not make AYP in Reading.</p> <p>2008-2009:</p>
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				<p>Grade: A-Reading-70%-students reading at or above grade level, 62% of students making a year’s worth of progress in reading; 63% of struggling students making a year’s worth of progress in reading. Math -76% of students at or above grade level in math; 62% of students making a year’s worth of progress in math, 77% of struggling students making a year’s worth of progress in math. Writing -91% of students are meeting state standards in writing. Science-46% of students at or above grade level in Science. AYP: 90% of criteria satisfied. Hispanic, Economically Disadvantaged and English Language Learners (ELL) did not make AYP in Math. Only Whites made AYP in Math. English Language Learners (ELL) did not make AYP in Reading. Whites, Hispanic, and Economic Disadvantaged made AYP in Reading.</p> <p>2007-2008:</p> <p>Grade: C</p> <p>69% of students reading at or above grade level, 52% of students making a year’s worth of progress in reading, 46% of struggling students making a year’s worth of progress in reading. Math-75% of students at or above grade level, 52% of students making a year’s worth of progress in math, 44% of struggling students making a year’s worth of progress in math. Writing-81% of students are meeting state standards in writing. Science-38% of students at or above grade level in Science. AYP: 95% of criteria satisfied. Hispanic, English Language Learners (ELL) did not make AYP in Reading. All subgroups met AYP in math.</p> <p>2006-2007</p> <p>AP at Lawton Chiles Middle Academy: Grade: A. Reading-85% of students reading at or above grade level, 67% of students making a year’s worth of progress in reading; 67% of struggling students making a year’s worth of progress in reading. Math-84% of students at or above grade level in math, 79% of students making a year’s worth of progress in math, 72% of struggling students making a year’s worth of progress in math. Writing-99% of students met stated standards in writing. Science-75% of students at or above grade level in Science. AYP: 100% of criteria satisfied.</p>
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Assistant Principal	Sheryl Gentry	Master of Science-Ed. Leadership Bachelor of	0	8	<p>Assistant Principal of Bartow Middle School</p> <p>2010-2011:</p> <p>Grade: C-Reading 57% of students reading at or above grade level; 55% of students making a year’s worth of progress in reading; 62% of struggling students making a year’s worth of progress in reading. Math-51% of students at or above grade level; 60% of students making a year’s worth of progress in math; 69% of struggling students making a year’s worth of progress in math. Writing: 72% of students are meeting state standards in writing. Science: 26% of students at or above grade level in Science. AYP: 69% of criteria satisfied. White, Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP in Reading or Math.</p> <p>2009-2010</p> <p>Grade: C-Reading 58% of students reading at or above grade level; 63% of students making a year’s worth of progress in reading; 70% of struggling students making a year’s worth of progress in reading. Math-53% of students at or above grade level; 68% of students making a year’s worth of progress in math; 67% of struggling students making a year’s worth of progress in math. Writing: 79% of students are meeting state standards in writing. Science: 34% of students at or above grade level in Science. AYP: 74% of criteria satisfied. White, Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP in Reading or Math.</p> <p>2008-2009</p> <p>Grade: C-Reading 61% of students reading at or above grade level; 59% of students making a year’s worth of progress in reading; 62% of struggling students making a year’s worth of progress in reading. Math-49% of students at or above grade level; 58% of students making a year’s worth of progress in math; 54% of struggling students making a year’s worth of progress in math. Writing: 99% of students are meeting state standards in writing. Science: 39% of students at or above grade level in Science. AYP: 72% of criteria satisfied. White, Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP in Reading or Math.</p>
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					<p>2007-2008</p> <p>Grade: C-Reading 55% of students reading at or above grade level; 57% of students making a year's worth of progress in reading; 61% of struggling students making a year's worth of progress in reading. Math-48% of students at or above grade level; 57% of students making a year's worth of progress in math; 63% of struggling students making a year's worth of progress in math. Writing: 94% of students are meeting state standards in writing. Science: 25% of students at or above grade level in Science. AYP: 72% of criteria satisfied. White, Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP in Reading or Math.</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Math	Keli Edwards	<p>Degrees: B.S. Middle Childhood Education concentration in Middle School Math and Science; M.Ed. Curriculum and Instruction concentration in Secondary Education Math</p> <p>Certifications: Elementary Education K-6; General Science 5-9; Mathematics 5-9</p>	3	3	<p>2012- School Grade-D;</p> <table border="1" data-bbox="1352 185 2032 406"> <tr> <td>Reading 35%</td> <td>Math 40%</td> <td>Writing 68%</td> <td>Science 36%</td> </tr> <tr> <td>Reading LG: 62%</td> <td>Math LG 53%</td> <td></td> <td></td> </tr> <tr> <td>Lowest 25% reading gains: 64%</td> <td>Lowest 25% math gains: 58%</td> <td></td> <td></td> </tr> </table> <p>2011- School Grade- C</p> <table border="1" data-bbox="1352 474 2032 695"> <tr> <td>Reading 50%</td> <td>Math 63%</td> <td>Writing 71%</td> <td>Science 34%</td> </tr> <tr> <td>Reading LG: 58%</td> <td>Math LG 53 %</td> <td></td> <td></td> </tr> <tr> <td>Lowest 25% reading gains: 63%</td> <td>Lowest 25% math gains: 63%</td> <td></td> <td></td> </tr> </table> <p>AYP- NO 79% Reading: Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP. White and Hispanic made Safe Harbor. Math: Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP. White and Hispanic made Safe Harbor.</p> <p>2010- School Grade-C</p> <table border="1" data-bbox="1352 964 2032 1185"> <tr> <td>Reading 57%</td> <td>Math 66%</td> <td>Writing 67%</td> <td>Science 26%</td> </tr> <tr> <td>Reading LG: 56%</td> <td>Math LG 58%</td> <td></td> <td></td> </tr> <tr> <td>Lowest 25% reading gains: 52%</td> <td>Lowest 25% math gains: 65%</td> <td></td> <td></td> </tr> </table> <p>AYP- NO Reading: Total, White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not make AYP. English Language Learns made Safe Harbor. Math: Total, Black, and Students with Disabilities did not make AYP. White, Hispanic, Economically Disadvantages, and English Language Learns made Safe Harbor.</p>	Reading 35%	Math 40%	Writing 68%	Science 36%	Reading LG: 62%	Math LG 53%			Lowest 25% reading gains: 64%	Lowest 25% math gains: 58%			Reading 50%	Math 63%	Writing 71%	Science 34%	Reading LG: 58%	Math LG 53 %			Lowest 25% reading gains: 63%	Lowest 25% math gains: 63%			Reading 57%	Math 66%	Writing 67%	Science 26%	Reading LG: 56%	Math LG 58%			Lowest 25% reading gains: 52%	Lowest 25% math gains: 65%		
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Reading	Mary Grace Merritt	<p>Degrees: B.S. Elementary Education</p> <p>Certifications: Elementary K-6; ESOL Endorsement; National Board Certification- Early Childhood Education</p>	32	17 non-consecutive years	<p>2012- School Grade-D;</p> <table border="1" data-bbox="1352 217 2032 435"> <tr> <td>Reading 35%</td> <td>Math 40%</td> <td>Writing 68%</td> <td>Science 36%</td> </tr> <tr> <td>Reading LG: 62%</td> <td>Math LG 53%</td> <td></td> <td></td> </tr> <tr> <td>Lowest 25% reading gains: 64%</td> <td>Lowest 25% math gains: 58%</td> <td></td> <td></td> </tr> </table> <p>2011- School Grade- C</p> <table border="1" data-bbox="1352 505 2032 722"> <tr> <td>Reading 50%</td> <td>Math 63%</td> <td>Writing 71%</td> <td>Science 34%</td> </tr> <tr> <td>Reading LG: 58%</td> <td>Math LG 53 %</td> <td></td> <td></td> </tr> <tr> <td>Lowest 25% reading gains: 63%</td> <td>Lowest 25% math gains: 63%</td> <td></td> <td></td> </tr> </table> <p>AYP- NO 79% Reading: Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP. White and Hispanic made Safe Harbor. Math: Total, Black, Economically Disadvantaged, and English Language Learners did not make AYP. White and Hispanic made Safe Harbor.</p>	Reading 35%	Math 40%	Writing 68%	Science 36%	Reading LG: 62%	Math LG 53%			Lowest 25% reading gains: 64%	Lowest 25% math gains: 58%			Reading 50%	Math 63%	Writing 71%	Science 34%	Reading LG: 58%	Math LG 53 %			Lowest 25% reading gains: 63%	Lowest 25% math gains: 63%		
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Reading	Kara Holt	<p>Degrees: B.S. Elementary Education;; M.A. Educational Leadership</p> <p>Certifications: Elementary Education K-6; Specific Learning Disabilities K-12; Varying Exceptionalities K-12; Reading K-12; ESOL Endorsement</p>	0	0	<p>2012- School Grade-D;</p> <table border="1" data-bbox="1352 1019 2032 1154"> <tr> <td>Reading</td> <td>Math</td> <td>Writing</td> <td>Science</td> </tr> <tr> <td>Reading LG:</td> <td>Math LG</td> <td></td> <td></td> </tr> <tr> <td>Lowest reading gains:</td> <td>Lowest math gains:</td> <td></td> <td></td> </tr> </table> <p>2011- School Grade- C</p> <table border="1" data-bbox="1352 1252 2032 1312"> <tr> <td>Reading 50%</td> <td>Math 63%</td> <td>Writing 71%</td> <td>Science 34C</td> </tr> </table>	Reading	Math	Writing	Science	Reading LG:	Math LG			Lowest reading gains:	Lowest math gains:			Reading 50%	Math 63%	Writing 71%	Science 34C								
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Math	Diane Murphy	Degrees: B.S. Elementary Education; Middle Grades English 5-9; ESOL; Reading Endorsement	0	1	2012- School Grade-C;			
					Reading	Math	Writing	Science
					Reading LG:	Math LG		
Lowest reading gains:	Lowest math gains:							

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
1. Professional Development	Administration and Instructional Coaches	June 2013
2. Teacher recognition and incentives	Administration	June 2013
3. Pairing new teachers with veteran staff members	Administration	Ongoing
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

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
None out of field.	

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	10% (5)	29 % (15)	37% (19)	27% (14)	(27%) 14	100%	3% (2)	6% (3)	73% (38)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Instructional Coaches and other Leadership Team Members	Teachers new to Garner Elementary	To help new teachers learn the many initiatives that we have at Garner and to get them up to speed with the rest of the staff. Instructional coaches will also provide support throughout the school year.	Mentor and mentee will meet the first two months of school weekly and then every other week through December. At these meetings, important instructional practices any other important school practices will be taught, modeled, and discussed. Mentees will also be able to address any questions or concerns they have.

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.

<p>Title I, Part A Title I, Part A, funds school-wide services Garner Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.</p>
<p>Title I, Part C- Migrant Migrant students enrolled in Garner Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.</p>
<p>Title I, Part D Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.</p>
<p>Title II Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Garner Elementary are used to purchase technology.</p>
<p>Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.</p>
<p>Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.</p>
<p>Supplemental Academic Instruction (SAI) Garner does not have any SAI units.</p>
<p>Violence Prevention Programs Garner Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.</p>
<p>Nutrition Programs Garner Elementary is a location for the summer feeding program for the community.</p>

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Housing Programs Students with housing needs are referred to the Homeless Student Advocate.
Head Start Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-K to kindergarten. Head Start teachers may participate in profession learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with Kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.
Adult Education Not applicable
Career and Technical Education Not applicable
Job Training Not applicable
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 and AP: 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.

The Principal provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of RtI; 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 and participates in adequate professional learning to support RtI implementation; develops a culture of expectation with the school staff for the implementation of RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based RtI plans and activities.

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 evaluation; assists in facilitation data-based decision making activities.

PS/RtI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

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

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students’ academic, emotional, behavioral, and social success.

Network Manager: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Teachers- We have one Math Academic Intervention Facilitator, one Math Resource Teacher, one Writing Resource Teacher, one Reading Academic Intervention Facilitator, one Title One Facilitator, one LEA – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per quarter (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem-solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help referring teachers in the design of feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for the school, teacher, student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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

The MTSS Leadership Team/ School Improvement Team work collaboratively with the principal to help develop the SIP. The School Advisory Council (SAC) gives their input to the development of the School Improvement Plan. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures. Once the plan is finalized, it is shared with the SAC and the MTSS team.

MTSS Implementation

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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.		
Tier 1	Discovery, FCAT, SAT/10, attendance suspensions, office discipline referrals, writing rubrics	IDEAS, Discovery, GENESIS, STAR & AR
Tier 2	Extended reading passages, sight word inventories, oral reading fluency, math fluency probes, Wiley and progress monitoring specific to various curriculums.	IDEAS (special reports on discipline) Moodle, and school designed systems.
Tier 3	Individual progress monitoring which is specific to the student and the problem.	Diagnostic assessment data (ERDA, Fox in a Box, & DAR Ongoing progress monitoring (DE), SBAR and Discovery Probes for Language Arts & Math.
Describe the plan to train staff on MTSS.		
<p>Professional learning opportunities will be provided during the teachers’ grade level PLC’s held bi-monthly, and updated sessions will occur throughout the year. The MTSS Overview will be provided in October 2012. The MTSS Leadership Team will evaluate additional staff Professional Learning needs during the quarterly MTSS Leadership Team meetings. Continuous coaching, guided practice, and feedback will be needed for optimum success.</p>		
Describe the plan to support MTSS.		
<p>The Guidance Counselor and Administration will provide additional training during on-going grade level PLC’s which are held twice a month. The administration will be responsible for providing a variety of supports to classroom teachers including: materials, modeling, coaching, and on-going professional development on an as needed basis.</p>		

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Garner Elementary Literacy Leadership Team consists of the Principal, Assistant Principal, Title I Facilitator, Reading Academic Intervention Facilitator, Media Specialist, and two teachers from each grade level K-5.</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The Literacy Team meets 3 times a year. The Media Specialist is the coordinator and facilitator of the meetings. The main function is to ensure that our school implements a 120 minute reading block and follows the district guidelines for the K-12 Reading Plan.</p>
<p>What will be the major initiatives of the LLT this year?</p> <p>The major initiatives for the 2012-13 school year are:</p> <ul style="list-style-type: none">○ Create a school –wide reading initiative○ Train teachers how to use the Literacy Block using the team approach○ Provide and plan for cross- curriculum Reading Literacy including technology

Public School Choice

- **Supplemental Educational Services (SES) Notification**
Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.

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

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

Garner Elementary has a 5 year old PreK program. PreK CDATs are included in all professional development and training offered by the school. Local PreK programs are invited to observe classrooms and come for orientation walk-throughs with their students each spring. Our Pre-K teacher coordinates with our kindergarten teachers to facilitate a smooth transition from Pre-K to Kindergarten. In Pre-K, students are taught appropriate academics in the area of Language arts and math. Pre-K students are also taught school-wide procedures for managing student behavior. This combination of academic and school-wide procedures prepares our students for a smooth transition to Kindergarten. School Readiness students are assessed by the teacher with an Ages and Stages instrument that coincides with their chronological age as well as the Child Observation Record form. The curriculum used is based on High Scope, Beyond Centers and Circle Time; both of which are age appropriate to our students. The funding is received through District School Readiness, Operational Budget and Federal Funds through District Child Find.

Pre-School parents have the opportunity to attend all school-wide functions. Daily communication is conducted between teacher and parent through a daily letter home. Monthly newsletters are sent to parents reviewing the past month's activities and informing parents of the upcoming month.

New Kindergarten students can enroll all summer long and the school secretary sets up several night enrollment dates to accommodate working parents. Kindergarten students are assessed at the beginning of each school year using the FLKRS assessment tool. The disaggregated data from the FLKRS assessment helps the kindergarten teachers determine students' acquisition of specific skills and knowledge. The quality and effectiveness of the programs are evaluated as data from the FLKRS becomes available.

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1.</p> <ul style="list-style-type: none"> Limited integration of technology to enhance content delivery and limited amount of laptops available for student use. 	<p>1A.1.</p> <ul style="list-style-type: none"> Tech coach lead PLCs focusing on the utilization of the SMART Not ebook Software and SMART Response System Technology and resources are 	<p>1A.1.</p> <ul style="list-style-type: none"> Network Manager Tech Coaches Administration 	<p>1A.1.</p> <ul style="list-style-type: none"> Walk Throughs Teacher and Student use of technology as part of lesson with connection to the real world. 	<p>1A.1.</p> <ul style="list-style-type: none"> Walk Throughs Lesson Plans Professional Development Follow Up Activities 		
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		<p>used consistently as part of the instructional process.</p> <ul style="list-style-type: none"> • Use technology and resources to help students become more productive • Provide more laptop for student use. • Easy Tech Soft 					
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		ware					
<u>Reading Goal #1A:</u> <i>In grades 3-5, 42% of Total students will score a 3 on the 2013 FCAT Reading Assessment.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	22% (63) students scored an AL of 3 in Reading	42% (84) will be at Achievement level 3					

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		<p>1A.2.</p> <ul style="list-style-type: none"> Teachers selectively use the curriculum maps / pacing guides provided by the district which ensure all tested standards are taught prior to FCA T 	<p>1A.2.</p> <ul style="list-style-type: none"> Teachers will consistently follow the curriculum maps/ pacing guides provided by the district. Grade level PLC's will create a calendar to ensure curriculum maps are followed. 	<p>1A.2.</p> <ul style="list-style-type: none"> Administration 	<p>1A.2.</p> <ul style="list-style-type: none"> STAR Reports AR Points (with an 85% achievement rate on AR tests). Increase in Gain Scores 	<p>1A.2.</p> <ul style="list-style-type: none"> Discovery Education Testing 	
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		<p>1A.3.</p> <ul style="list-style-type: none"> • Students have limited academic vocabulary. • Students are not reading and engaging with long, complex texts across the content areas and writing about what 	<p>1A.3.</p> <ul style="list-style-type: none"> • Both horizontal teaming across the grade levels well as vertical teaming from grade to grade is held on a regular basis to evaluate the rigor and expectations of student writing. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences – CCSS (Common Core State Standards) • Review 2012 Anchor Sets, Rubric, Calibration Guide, and FL Writes Q & A released by FL DOE 	<p>1A.3.</p> <ul style="list-style-type: none"> • Administration 	<p>1A.3.</p> <ul style="list-style-type: none"> • Meetings with vertical teams to review and discuss data trends. • PLC’s on writings schedules and expectations. • Rubric development for writing in the content area. 	<p>1A.3.</p> <ul style="list-style-type: none"> • Walk Throughs • Lesson Plans • Rubrics that are developed and used 	
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		<p>t they 're read ing.</p> <ul style="list-style-type: none"> • Som e stud ents may <p>expe rien ce diffi cult y in thin king</p> <p>criti call y whil e read ing, writi ng and /or und ersta ndin g cont ent area</p> <p>curri culu m.</p>					
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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1B.1.</p> <ul style="list-style-type: none"> Students are unfamiliar with the format of the Florida Alternate Assessment 	<p>1B.1.</p> <ul style="list-style-type: none"> Create classroom assessments that mirror the format of the Florida Alternate Assessment 	<p>1B.1.</p> <ul style="list-style-type: none"> Administration 	<p>1B.1.</p> <ul style="list-style-type: none"> AR Points (with an 85% achievement rate on AR tests). Increase in Gain Scores 	<p>1B.1.</p> <ul style="list-style-type: none"> Discovery Education Testing 		
<p>Reading Goal #1B: <i>In grades 3-5, 33% of Students with Disabilities that take the Florida Alternate Assessment will score a 4, 5, or 6 in reading.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>22% (2) SWD's taking FAA scored a 4, 5, or 6 in reading.</p>	<p>33% (3) SWD's taking FAA will score a 4, 5, or 6.</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1.</p> <ul style="list-style-type: none"> • Students are not challenged beyond the basic reading level of learning 	<p>2A.1.</p> <ul style="list-style-type: none"> • Teachers will incorporate higher order thinking/extended thinking activities into lessons and use extended thinking lessons for designated LEQ's on the curriculum map. 	<p>2A.1.</p> <ul style="list-style-type: none"> • Administration 	<p>2A.1.</p> <ul style="list-style-type: none"> • STAR Reports • AR Points (with an 85% achievement rate on AR tests). • Increase in Gain Scores 	<p>2A.1.</p> <ul style="list-style-type: none"> • Discovery Education Testing 		
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Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5, 35% of Total students will score a 4 or above on the 2013 FCAT Reading Assessment.	13% (36) scored a 4 or above on 2011 FCAT Reading	35% (113) will be at Achievement Level 4 or above	<p>2A.2.</p> <ul style="list-style-type: none"> Assessments given in reading do not align to the complexity of FCAT 2.0 or Common Core Standards (K-1) 	<p>2A.2.</p> <ul style="list-style-type: none"> Teachers will ensure that assessments given in reading align with the specifications and complexity for FCAT 2.0 or the Common Core Standards. 	<p>2A.2.</p> <ul style="list-style-type: none"> Administration 	<p>2A.2.</p> <ul style="list-style-type: none"> Walk Throughs Students' Assessments Results Increase in Gain Scores 	<p>2A.2.</p> <ul style="list-style-type: none"> Walk Throughs Lesson Plans Discovery Education Testing

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		<p>2A.3.</p> <ul style="list-style-type: none"> • Students have limited academic vocabulary. • Students are not reading and engaging with long, complex texts across the content areas and writing about what 	<p>2A.3.</p> <ul style="list-style-type: none"> • Both horizontal teaming across the grade levels well as vertical teaming from grade to grade is held on a regular basis to evaluate the rigor and expectations of student writing. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences – CCSS (Common Core State Standards) • Review 2012 Anchor Sets, Rubric, Calibration Guide, and FL Writes Q & A released by FL DOE • SSSYR Books and Activities 	<p>2A.</p> <ul style="list-style-type: none"> • Administration 	<p>2A.3</p> <ul style="list-style-type: none"> • Meetings with vertical teams to review and discuss data trends. • PLC’s on writings schedules and expectations. • Rubric development for writing in the content area. • Teachers and Media Specialist 	<p>2A.3.</p> <ul style="list-style-type: none"> • Walk Throughs • Lesson Plans • Rubrics that are developed and used 	
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		<p>t they 're read ing.</p> <ul style="list-style-type: none"> • Som e stud ents may <p>expe rien ce diffi cult y in thin king</p> <p>criti call y whil e read ing, writi ng and /or und ersta ndin g cont ent area</p> <p>curri culu m.</p>					
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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2B.1.</p> <ul style="list-style-type: none"> All teachers are not implementing the curriculum provided by the district to use with students on Alternate Assessment 	<p>2B.1.</p> <ul style="list-style-type: none"> Teachers will implement all appropriate district provided curriculum materials 	<p>2B.1.</p> <ul style="list-style-type: none"> Administration 	<p>2B.1.</p> <ul style="list-style-type: none"> Walk Throughs Students' Assessments Results Increase in Gain Scores 	<p>2B.1.</p> <ul style="list-style-type: none"> Walk Throughs Lesson Plans Discovery Education Testing 		
<p><u>Reading Goal #2B:</u> <i>In grades 3-5, 67% of Students with Disabilities that take the Florida Alternate Assessment will score a 7 or above in Reading.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>62% (5) SWD's scored a 7 or above on FAA.</p>	<p>67% (7) SWD's will score a 7 or above on FAA.</p>					

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		<p>2B.2.</p> <ul style="list-style-type: none"> • Lessons in the classroom are not keeping pace with the increased complexity of the assessment 	<p>2B.2.</p> <ul style="list-style-type: none"> • Teachers will ensure classroom lessons and assignments mirror the increased complexity of the Florida alternate assessment 	<p>2B.2.</p> <ul style="list-style-type: none"> • Administration 	<p>2B.2.</p> <ul style="list-style-type: none"> • Walk Throughs • Students' Assessments Results • Increase in Gain Scores 	<p>2B.2.</p> <ul style="list-style-type: none"> • Walk Throughs • Lesson Plans • Discovery Education Testing 	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1.</p> <ul style="list-style-type: none"> • Students are unable to summarize learned information independently, which is the key to comprehension 	<p>3A.1.</p> <ul style="list-style-type: none"> • Strategies for students to develop connections to the text before, during, and after reading are consistently incorporated in lesson design and delivery to facilitate student comprehension. 	<p>3A.1.</p> <ul style="list-style-type: none"> • Administration 	<p>3A.1.</p> <ul style="list-style-type: none"> • PLC's on developing connections to text. • Walk Throughs • Increase in Gain Scores • Student Samples 	<p>3A.1.</p> <ul style="list-style-type: none"> • Discovery Education Results • Student Samples 		
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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>In grades 3-5, 100% of students who have a matched FCAT score will make a learning gain on the 2013 administration of FCAT Reading.</i>							
	62% (109) made a learning gain in Reading	100% (198) will make a learning gain in Reading					
		3A.2. <ul style="list-style-type: none"> • Students not provided with tasks that require them to develop connections to the text as they read. 	3A.2. <ul style="list-style-type: none"> • Students write to respond to new learning in an authentic manner before, during, and after reading text. 	3A.2. <ul style="list-style-type: none"> • Administration 	3A.2. <ul style="list-style-type: none"> • PLC's on developing connections to text. • Walk Throughs • Student samples 	3A.2. <ul style="list-style-type: none"> • Discovery Education • Student Samples 	

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		<p>3A.3.</p> <ul style="list-style-type: none"> • Lack of or ineffective vocabulary instruction in content area classes. 	<p>3A.3.</p> <ul style="list-style-type: none"> • Use of Marzano's 6 Step Process for Teaching 	<p>3A.3.</p> <ul style="list-style-type: none"> • Administration 	<p>3A.3.</p> <ul style="list-style-type: none"> • PLC's on Marzano's 6 Steps • Walk Throughs • Student Samples 	<p>3A.3.</p> <ul style="list-style-type: none"> • Discovery Education Results • Student Samples 	
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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	<p>3B.1.</p> <ul style="list-style-type: none"> Teachers do not utilize the pacing guide provided by the district ensuring all essential content is taught prior to the assessment period 	<p>3B.1.</p> <ul style="list-style-type: none"> Teachers will follow the pacing guide provided by the district 	<p>3B.1.</p> <ul style="list-style-type: none"> Administration 	<p>3B.1.</p> <ul style="list-style-type: none"> PLC's on developing connections to text. Walk Throughs Increase in Gain Scores Student Samples 	<p>3B.1.</p> <ul style="list-style-type: none"> Discovery Education Results 		
<p>Reading Goal #3B: <i>In grades 3-5, 100% of students with disabilities with a matched FAA score will make a learning gain on 2013 administration of FAA Reading.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>100%(4) of students with disabilities taking FAA made a learning gain.</i>	<i>100% (4) will make a learning gain.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1.</p> <ul style="list-style-type: none"> • Limited integration of technology to enhance content delivery and limited amount of laptops for student use. 	<p>4A.1.</p> <ul style="list-style-type: none"> • Tech coach lead PLCs focusing on the utilization of the SMART Not ebook Software and SMART Response System • Technology and resources are used 	<p>4A.1.</p> <ul style="list-style-type: none"> • Network Manager • Tech Coaches • Administration 	<p>4A.1.</p> <ul style="list-style-type: none"> • Walk Throughs • Teacher and Student use of technology as part of lesson with connection to the real world. 	<p>4A.1.</p> <ul style="list-style-type: none"> • Walk Throughs • Lesson Plans • Professional Development Follow Up Activities 		
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		<p>consistently as part of the instructional process.</p> <ul style="list-style-type: none"> • Use technology and resources to help students become more productive • Tutor students before and after school; Saturday camp. • Purchase 					
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		<p>laptops for student use.</p> <ul style="list-style-type: none"> • Easy Tech Software 					
<p>Reading Goal #4A:</p> <p><i>In grades 3-5, 100% of students in the lowest 25% will make a learning gain on the 2013 administration of the FCAT Reading Assessment.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>64% (29) made a learning gain</p>	<p>100% (50) will make a learning gain</p>					

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		<p>4A.2.</p> <ul style="list-style-type: none"> • Majority of instructional time is spent on whole group instruction just 'covering' the content and minimal time spent with small group instruction to resp 	<p>4A.2.</p> <ul style="list-style-type: none"> • Students will receive assistance from ESE, ESOL, and Special Area Teachers 3 times a week. • Identify different ways to group students (interest, readiness, learning styles) • Be familiar with allowable, appropriate accommodations on students' IEP and 504 plans - document implementation 	<p>4A.2.</p> <ul style="list-style-type: none"> • MTSS Leadership Team • Administration • Reading AIF 	<p>4A.2.</p> <ul style="list-style-type: none"> • Special Area Teachers will keep an attendance and skills check list. • STAR results 	<p>4A.2.</p> <ul style="list-style-type: none"> • Discovery Education 	
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		<p>ond to stud ent lear ning</p> <p>need s.</p> <ul style="list-style-type: none"> • Lac k of diffe renti ated task s in sm all gro up inst ruct ion, liter acy cen ters, and inde pen dent assi gnm ents 					
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4B.1.</p> <ul style="list-style-type: none"> Students are unfamiliar with the test format of the Florida Alternate Assessment 	<p>4B.1.</p> <ul style="list-style-type: none"> Teachers will mirror the format of the Florida Alternate Assessment in classroom assessments 	<p>4B.1.</p> <ul style="list-style-type: none"> MTSS Leadership Team Administration 	<p>4B.1.</p> <ul style="list-style-type: none"> Special Area Teachers will keep an attendance and skills check list. STAR results 	<p>4B.1.</p> <ul style="list-style-type: none"> Discovery Education 		
<p>Reading Goal #4B: <i>In grades 3-5, 100% of students with disabilities taking Florida Alternate Assessment in the lowest 25 percent will make a learning gain on the 2013 administration of Florida Alternate Assessment Reading..</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% (1) made a learning gain</p>	<p>100% (1) will make a learning gain.</p>					

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		<p>4B.2.</p> <ul style="list-style-type: none"> Teachers do not have high expectations of students with disabilities on alternate assessment. 	<p>4B.2.</p> <ul style="list-style-type: none"> Teachers will ensure students have appropriate accommodations and modifications in order to achieve at their highest potential level regardless of disability 	<p>4B.2.</p> <ul style="list-style-type: none"> MTSS Leadership Team Administration 	<p>4B.2.</p> <ul style="list-style-type: none"> Special Area Teachers will keep an attendance and skills check list. STAR results 	<p>4B.2.</p> <ul style="list-style-type: none"> Discovery Education 	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. <ul style="list-style-type: none"> Teachers lack in depth knowledge of the state standards and their language and how they are assessed on state exams (FCAT) 	5B.1. <ul style="list-style-type: none"> Both horizontal teaming across the grade levels well as vertical teaming from grade to grade is held on a regular basis to evaluate the rigor and expectations of student writing. Review 2012 Anchor Sets, Rubric, Calibration Guide, and FL Writes Q & A released by FL DOE 	5B.1. <ul style="list-style-type: none"> MTSS Leadership Team Administration Reading AIF 	5B.1. <ul style="list-style-type: none"> PLC’s on developing connections to text. Walk Throughs Increase in Gain Scores Student Samples 	5B.1. <ul style="list-style-type: none"> Discovery Education 		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>In grades 3-5, students in the subgroups of white, black, and Hispanic will make a 20% increase in the number of students proficient from the 2012 FCAT to 2013 FCAT reading assessment.</i></p>							
	<p><i>Enter numerical data for current level of performance in this box.</i> White:45% (34) Black:27% (34) Hispanic:39% (26) Asian: NA American Indian: NA</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: 65% (49) Black: 47% (60) Hispanic: 59% (40) Asian: , NA American Indian: NA</p>					
		<p>5B.2.</p> <ul style="list-style-type: none"> White, Black, and Hispanic students lack adequate time with 'eyes on text' during the school day at their instructional and independent level. 	<p>5B.2.</p> <ul style="list-style-type: none"> Students will spend at least 60 minutes a day with 'eyes on text' part of it instructional, and the other at the independent level which will be tracked through Accelerated Reader (AR) 	<p>5B.2.</p> <ul style="list-style-type: none"> MTSS Leadership Team Administration 	<p>5B.2.</p> <ul style="list-style-type: none"> PLC's on developing connections to text. Walk Throughs Increase in Gain Scores Student Samples PLC's on developing connections to text. Walk Throughs Increase in Gain Scores Student Samples 	<p>5B.2.</p> <ul style="list-style-type: none"> Discovery Education 	

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		<p>5B.3.</p> <ul style="list-style-type: none"> • Quality teacher feedback to students is lacking. • Scheduling the tutoring sessions with support teachers 	<p>5B.3.</p> <ul style="list-style-type: none"> • Data chats with students • Students use scoring rubrics to rate the quality of their own work. • Tutoring from Garner's support teachers, Title I and ESOL staff. 	<p>5B.3.</p> <ul style="list-style-type: none"> • Administration • Leadership Team • Reading AIF 	<p>5B.3.</p> <ul style="list-style-type: none"> • Rubric development • Student work 	<p>5B.3.</p> <ul style="list-style-type: none"> • LFS PD on acquisition lessons, extending thinking lessons, planning units • Teacher and student conversations/conferences
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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		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1.</p> <ul style="list-style-type: none"> English Language Learners lack a venue to practice and master English as a second language in the typical classroom. Lack of differentiated tasks in small group instruction, literacy cen 	<p>5C.1.</p> <ul style="list-style-type: none"> Teachers will incorporate collaborative pairs and structures into lessons. Identify different ways to group students (interest, reading, learning styles) Be familiar with allowable, appropriate 	<p>5C.1.</p> <ul style="list-style-type: none"> Administration Network Manager 	<p>5C.1.</p> <ul style="list-style-type: none"> Walk Throughs Increase in Gain Scores Student Samples Special Area Teachers will keep an attendance and skills check list. STAR results 	<p>5C.1.</p> <ul style="list-style-type: none"> Discovery Education 		
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	<ul style="list-style-type: none"> ters, and independent assignments 	<p>accommodations on students', IEP and 504 plans - document implementation</p>					
<p><u>Reading Goal #5C:</u> <i>In grades 3-5, 55% of English Language Learners will score a 3 or above on the 2013 administration of the FCAT Reading Assessment or a 4 or above on the Florida Alternate Assessment.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>31% (20) of ELL's scored a 3 or above FCAT/ 4 or above FAA</p>	<p>55% (35) of ELL's will score a 3 or above FCAT/ 4 or above FAA.</p>					

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		<p>5C.2.</p> <ul style="list-style-type: none"> English Language Learners need to receive explicit instruction of key vocabulary words in order to develop their academic language. 	<p>5C.2.</p> <ul style="list-style-type: none"> Marzano's 6 step vocabulary process Tutor students before and after school; Saturday camp. 	<p>5C.2.</p> <ul style="list-style-type: none"> Administration Reading AIF 	<p>5C.2.</p> <ul style="list-style-type: none"> PLC's on developing connections to text. Walk Throughs Increase in Gain Scores Student Samples 	<p>5C.2.</p> <ul style="list-style-type: none"> Discovery Education 	
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		<p>5C.3.</p> <ul style="list-style-type: none"> English Language Learners need to receive new content in multiple ways in order to master it Limited integration of technology to enhance content delivery. 	<p>5C.3.</p> <ul style="list-style-type: none"> Tech coach lead PLCs focusing on the utilization of the SMART Notebook Software and SMART Response System Technology and resources are used consistently as part of the instructional process. Use technology and resources to help students be more productive-Easy Tech. 	<p>5C.3.</p> <ul style="list-style-type: none"> Administration Tech Coaches Network Manager Reading AIF 	<p>5C.3.</p> <ul style="list-style-type: none"> PLC's on developing connections to text. Walk Throughs Increase in Gain Scores Teacher and Student use of technology as part of lesson with connection to the real world. 	<p>5C.3.</p> <ul style="list-style-type: none"> Discovery Education Walk Throughs Lesson Plans Professional Development Follow Up Activities 	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1.</p> <ul style="list-style-type: none"> • Students with disabilities who are on regular assessment must have access to the general education curriculum in the general education classroom with appropriate accommodations. 	<p>5D.1.</p> <ul style="list-style-type: none"> • Inclusion of students with disabilities who are on regular assessment. 	<p>5D.1.</p> <ul style="list-style-type: none"> • Administration • Reading AIF 	<p>5D.1.</p> <ul style="list-style-type: none"> • Walk Throughs • Increase in Gain Scores • Student Samples 	<p>5D.1.</p> <ul style="list-style-type: none"> • Discovery Education 		
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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>In grades 3-5, 45% of Students with Disabilities will score a 3 or above on the 2013 administration of the FCAT Reading Assessment or a 4 or above on the Florida Alternate Assessment.</i></p>							
	<p><i>20% (8) of SWD's scored a 3 or above FCAT/4 or above FAA</i></p>	<p><i>45% (16) of SWD's will score a 3 or above FCAT/4 or above FAA</i></p>					

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		<p>5D.2.</p> <ul style="list-style-type: none"> • Students with disabilities with a deficit in reading need extra practice/ a double dose of reading skills in order to close the gap between regular education peers 	<p>5D.2.</p> <ul style="list-style-type: none"> • Students with disabilities will work on the Fast ForWord program at their instructional level 	<p>5D.2.</p> <ul style="list-style-type: none"> • Administration • Reading AIF 	<p>5D.2.</p> <ul style="list-style-type: none"> • Walk Throughs • Increase in Gain Scores • Student Samples 	<p>5D.2.</p> <ul style="list-style-type: none"> • Discovery Education 	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1.</p> <ul style="list-style-type: none"> • Limited integration of technology to enhance content delivery 	<p>5E.1.</p> <ul style="list-style-type: none"> • Tech coach lead PLCs focusing on the utilization of the SMART Not ebook Software and SMART Response System • Technology and resources are used con 	<p>5E.1.</p> <ul style="list-style-type: none"> • Network Manager • Tech Coaches • Administration 	<p>5E.1.</p> <ul style="list-style-type: none"> • Walk Throughs • Teacher and Student use of technology as part of lesson with connection to the real world. 	<p>5E.1.</p> <ul style="list-style-type: none"> • Walk Throughs • Lesson Plans • Professional Development Follow Up Activities 		
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		<p>sistently as part of the instructional process.</p> <ul style="list-style-type: none"> • Use technology and resources to help students become more productive 					
<p><u>Reading Goal #5E:</u> <i>In grades 3-5, 53% of Economically Disadvantaged students will score a 3 or above on the 2013 administration of the FCAT Reading Assessment or a 4 or above on the Florida Alternate Assessment.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					

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	<i>33% (88/268) of ED students scored a 3 or above FCAT/ 4 or above FAA</i>	<i>53% (142) of ED student will score a 3 or above FCAT/ 4 or above FAA</i>					
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		<p>5E.2.</p> <ul style="list-style-type: none"> • Majority of instructional time is spent on whole group instruction just 'covering' the content and minimal time spent with small group instruction to respond 	<p>5E.2.</p> <ul style="list-style-type: none"> • Students will receive assistance from ESE, ESOL, and Special Area Teachers 3 times a week. • Identify different ways to group students (interest, readiness, learning styles) • Be familiar with allowable, appropriate accommodations on students' IEP and 504 plans - document implementation 	<p>5E.2.</p> <ul style="list-style-type: none"> • MTSS Leadership Team • Administration • Reading AIF 	<p>5E.2.</p> <ul style="list-style-type: none"> • Special Area Teachers will keep an attendance and skills check list. • STAR results 	<p>5E.2.</p> <ul style="list-style-type: none"> • Discovery Education 	
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		<p>to student learning needs.</p> <ul style="list-style-type: none"> • Lack of differentiated tasks in small group instruction, literacy centers, and independent assignments 					
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with						
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Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Small Group Instruction	K-5	Administration or designee	Grade Level PLC's	One grade level planning during the 1 st 9 weeks of the 2012-2013 school year	Small group plans	Reading Instructional Coach
Teaching to the rigor of the standards	K-5	Administration or designee	Grade Level PLC's	One grade level planning during the 1 st 9 weeks of the 2012-2013 school year with follow up throughout	Lesson plans showing activities written to the rigor of the standards including appropriate text complexity.	Administration
Summarization/ authentic writing	K-5	Administration or designee	Grade Level PLC's	One grade level planning during the 1 st 9 weeks of the 2012-2013 school year.	Student samples of summarization/ authentic writing	Administration
CISM	4 th & 5 th	TBA	4 th & 5 th	TBA during the '12-'13 school year.	TBA by the PLC Facilitator	Administration

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Reading Budget (Insert rows as needed)

Include only school 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
Acquisition Lessons; All reading strategies	LFS Coach/Title I Facilitator	Title I	\$57,258.00
Acquisition Lessons; All reading strategies	Reading Academic Intervention Facilitator	Title I	\$53,040.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Common planning time for lesson planning based on state standards	Funds to compensate teachers for working beyond their contract time or for substitute teachers during the school day	Title I	\$3,000.00
Before and After School Tutoring	Funds to compensate teachers and para- educators for tutoring students beyond their contract time.	ELP	\$4,000.00
Language Activities Support for ESOL	ESOL Para-educators	ESOL	
Language Activities Support	Media Para-educator	Title I	\$24,766.00

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			\$142,064.00 Subtotal:
\$142,064.00 Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. <ul style="list-style-type: none"> Teachers are unsure of ELL strategies to use in the classroom. 	1.1. <ul style="list-style-type: none"> Training for teachers in ELL strategies 	1.1. <ul style="list-style-type: none"> Administration Reading AIF 	1.1. <ul style="list-style-type: none"> Classroom Walkthroughs lesson plans 	1.1. <ul style="list-style-type: none"> Discovery Education Testing Classroom assessments 	
CELLA Goal #1: <i>In grades K-5, 75% of English Language Learners will score at the Proficient level on the listening/speaking section of the 2013 CELLA assessment.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>48% (60) of students in K-5 were proficient on 2012 CELLA. 27% (34) were high intermediate; 18% (23) were low intermediate; 7% (96) were beginning</i>					

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		1.2. <ul style="list-style-type: none"> Developing a workable schedule to meet with students as well as the use of researched base practices to be aware of student language level to excel ELL learning. 	1.2. <ul style="list-style-type: none"> The Classroom Teacher, and ELL staff will be targeting students with approved accommodations when participating in daily classroom instruction, district and statewide assessments 	1.2. <ul style="list-style-type: none"> Administration 	1.2. <ul style="list-style-type: none"> Attendance sheets Classroom assessments to target skills needed by ELL students 	1.2. <ul style="list-style-type: none"> Discovery Education Classroom assessments
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. <ul style="list-style-type: none"> Lack of accommodations 	2.1. <ul style="list-style-type: none"> Students will spend at least 60 non-consecutive minutes a day with their eyes on multiple texts in the classroom. 	2.1. <ul style="list-style-type: none"> Administration MTSS Leadership Team 	2.1. <ul style="list-style-type: none"> Classroom Walkthroughs lesson plans 	2.1. <ul style="list-style-type: none"> Discovery Education Classroom assessments 	
CELLA Goal #2: <i>In grades K-5, 54% of English Language Learners will score at the Proficient Level on the reading section of the 2013 CELLA assessment.</i>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	25% (31) of students in K-5 were proficient on 2012 CELLA. 29% (35) were high intermediate; 21% (26) were low intermediate; 25% (30) were beginning.					

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		2.2. <ul style="list-style-type: none"> • Language acquisition of parents 	2.2. <ul style="list-style-type: none"> • Parent workshops in heritage language • ESOL backpacks will be given in the beginning, intermediate, proficient ranges 	2.2. <ul style="list-style-type: none"> • Administration 	2.2. <ul style="list-style-type: none"> • Backpack pre and post tests • Classroom Walkthroughs to ensure the needs of the ESOL student are being met 	2.2. <ul style="list-style-type: none"> • Backpack pre and post tests
		2.3. <ul style="list-style-type: none"> • Lack of background knowledge and vocabulary. 	2.3. <ul style="list-style-type: none"> • Vocabulary: Marzano's 6-Step Process, Academic vocabulary notebooks, and SMART Notebook word activities 	2.3. <ul style="list-style-type: none"> • Administration • Reading AIF 	2.3. <ul style="list-style-type: none"> • Lesson plans • Walk-throughs 	2.3. <ul style="list-style-type: none"> • Discovery Education • Classroom assessments

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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	
3. Students scoring proficient in writing.	2.1. <ul style="list-style-type: none"> Students are not given opportunities to write in an authentic manner in the classroom to develop writing skills. 	2.1. <ul style="list-style-type: none"> Vocabulary: Marzano's 6-Step Process Academic Vocabulary notebooks.- SMART Notebook word activities. 	2.1. <ul style="list-style-type: none"> Administration Writing Resource 	2.1. <ul style="list-style-type: none"> Lesson Plans Walk-Throughs 	2.1. <ul style="list-style-type: none"> Classroom Assessments Discovery Education Test Results 	
CELLA Goal #3: <i>In grades K-5, 52% of English Language Learners will score at the Proficient Level on the writing section of the 2013 CELLA assessment.</i>	2012 Current Percent of Students Proficient in Writing :					
	<i>19% (23) of students in K-5 were proficient on 2012 CELLA. 33% (39) were high intermediate; 26% (31) were low intermediate; 23% (27) were beginning</i>					
		2.2. <ul style="list-style-type: none"> Language acquisition of parents 	2.2. <ul style="list-style-type: none"> Parent Workshops in heritage language ESOL Backpacks will be given in the beginning, intermediate, and proficient ranges. 	2.2. <ul style="list-style-type: none"> Administration 	2.2. <ul style="list-style-type: none"> Backpack pre and post tests Classroom Walk-Throughs 	2.2. <ul style="list-style-type: none"> Backpack pre and post test results
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
'eyes on text'	Classroom library books/ media center books	Title I	
Language Activities Support for ESOL	ESOL Para-educators	ESOL	\$57,716.00
\$57,716.00 Subtotal:			
\$57,716.00 Total:			

End of CELLA Goals

Elementary School Mathematics Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1.</p> <ul style="list-style-type: none"> Teacher needs to develop instructional plans that reflect extensive knowledge of mathematics standards, content, the structure of the discipline and instructional 	<p>1A.1.</p> <ul style="list-style-type: none"> Provide content specific professional development for teachers. Build knowledge of CCS S for Mathematics and the Standards for Mathematical Practices. 	<p>1A.1.</p> <ul style="list-style-type: none"> Administration Math AIF 	<p>1A.1.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans 	<p>1A.1.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wyilies 		
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	<p>practices</p> <ul style="list-style-type: none"> Teacher <p>needs to be aware of research areas, new methods, and consistently incorporate them into math instructional plans and practices.</p>						
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<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>In grades 3-5, 40% of total students will score a 3 on the 2013 FCAT Mathematics test.</i>							
	24% (67) students scored a level 3	40% (112) will score a level 3					

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		<p>1A.2.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both application and integration of math 	<p>1A.2.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working . Provide curriculum resources and professional development for teachers to promote rigor. Use diagnostic or formative assessments to identify what students already know before the start of instruction. 	<p>1A.2.</p> <ul style="list-style-type: none"> Administration Math AIF 	<p>1A.2.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans 	<p>1A.2.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wylios 	
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		learn ing into acco unt the need s of all stud ents.					
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		<p>1A.3.</p> <ul style="list-style-type: none"> Teacher needs to seek out innovative ways to integrate technology in the classroom. Teachers may not have appropriate technology or the ability to use the technology in their class 	<p>1A.3.</p> <ul style="list-style-type: none"> Provide Professional Development regarding the implementation of technology such as SMART boards, document cameras, and student response systems. Tech coach lead PLCs focusing on the utilization of the SMART Notebook Software and SMART Response System 	<p>1A.3.</p> <ul style="list-style-type: none"> Network Manager Tech Coaches Administration 	<p>1A.3.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Lesson Plans Teacher and Student use of technology as part of lesson with connection to the real world. 	<p>1A.3.</p> <ul style="list-style-type: none"> Walkthrough Results Wylies Results Common Assessments Results Professional Development Follow Up Activities 	
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		<p>sroom.</p> <ul style="list-style-type: none"> Teacher needs to use technology and resources to enhance teacher knowledge as part of the instructional process, as well as for student productivity. 					
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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1B.1.</p> <ul style="list-style-type: none"> Lack of differentiated tasks in small group instruction, literacy centers, and independent assignments 	<p>1B.1.</p> <ul style="list-style-type: none"> Students will receive assistance from ESE, ESO, L, and Special Area Teachers 3 times a week. Identify different ways to group students (interest, readiness, learning styles) Be familiar with allowable, 	<p>1B.1.</p> <ul style="list-style-type: none"> MTSS Leadership Team Administration Math AIF 	<p>1B.1.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Lesson Plans Teacher and Student use of technology as part of lesson with connection to the real world. 	<p>1B.1.</p> <ul style="list-style-type: none"> Walkthrough Results Wylies Results Common Assessments Results Professional Development Follow Up Activities 		
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		appropriate accommodations on students' IEP and 504 plans - document implementation					
Mathematics Goal #1B: <i>In grades 3-5, 22% of Students with Disabilities that take the Florida Alternate Assessment will score a 4,5, or 6 in Mathematics.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	22% (2) scored a 4, 5, or 6 in Mathematics	22% (2) will score a 4, 5, or 6 in Mathematics					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1.</p> <ul style="list-style-type: none"> • Students fail to recognize the relevance of math to their daily lives leading to disengagement. • Teacher needs to make intellectual student engagement in math pervasive. • Teac 	<p>2A.1.</p> <ul style="list-style-type: none"> • Utilize current math events to engage students in discourse relating curriculum to real world issues through the use of articles or other media types. • Student disc 	<p>2A.1.</p> <ul style="list-style-type: none"> • Administration • MTSS Leadership 	<p>2A.1.</p> <ul style="list-style-type: none"> • Walk Throughs • Student Learning Gains 	<p>2A.1.</p> <ul style="list-style-type: none"> • Discovery Education Results • Wylies Results • Common Assessments Results 		
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	<p>her needs to consistently deliver math lessons that include collaborative structures, distributive practice, and distributive summarizing.</p> <ul style="list-style-type: none"> Teacher needs to provide a seamlessly paced 	<p>course is facilitated through collaborative structures embedded in lessons. Increase the use of projects with in the curriculum and de-emphasize lecture.</p>				
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	d mat h less on to pro mot e opti mal stud ent lear ning .						
<u>Mathematics Goal #2A:</u> <i>In grades 3-5, 40% of Total students will score a 4 or higher on the 2013 administration of the FCAT Mathematics test.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	16% (45) scored a 4 or above on FCAT Math	40% (112) will score a 4 or above					

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		<p>2A.2.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both application and inte 	<p>2A.2.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working . Provide curriculum resources and professional development for teachers to promote rigor for all students. <p>Use diagnostic or formative assessments to identify what students</p> <ul style="list-style-type: none"> already know before the start of instruction. 	<p>2A.2.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>2A.2.</p> <ul style="list-style-type: none"> Walk Throughs Student Learning Gains 	<p>2A.2.</p> <ul style="list-style-type: none"> Discovery Education Results Wylies Results Common Assessments Results 	
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		grati on of mat h lear ning and take into acco unt the need s of near ly all stud ents.					
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		<p>2A.3.</p> <ul style="list-style-type: none"> • Teachers need to use technology and resources to enhance teacher knowledge as part of the instructional process, as well as for student productivity. 	<p>2A.3.</p> <ul style="list-style-type: none"> • Provide Professional Development regarding the implementation of technology such as SMART boards, document cameras, and student response systems. 	<p>2A.3.</p> <ul style="list-style-type: none"> • Network Manager • Administration • Math AIF 	<p>2A.3.</p> <ul style="list-style-type: none"> • Walk Throughs • Student Learning Gains 	<p>2A.3.</p> <ul style="list-style-type: none"> • Discovery Education Results • Wylies Results • Common Assessments Results 	
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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both application and 	<p>2B.1.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working. Provide curriculum resources and professional 	<p>2B.1.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>2B.1.</p> <ul style="list-style-type: none"> Walk Throughs Student Learning Gains 	<p>2B.1.</p> <ul style="list-style-type: none"> Discovery Education Results Wylies Results Common Assessments Results 		
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	integration of math learning and take into account the needs of nearly all students.	development for teachers to promote rigor for all students					
Mathematics Goal #2B: <i>In grades 3-5, 78% of Students with Disabilities that take the Florida Alternate Assessment will score a 7 or above in Mathematics.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	56% (5) scored a 7 or above on FAA	78% will score a 7 or above on FAA					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1.</p> <ul style="list-style-type: none"> Teacher needs to provide extensive reading, writing, and scaffolding strategies across content areas (including math) for students to develop connections to the text 	<p>3A.1.</p> <ul style="list-style-type: none"> Vocabulary taught in context along with the use of interactive word walls. Comprehensive Instructional Sequence Module (CISM) Professional Development. Tu 	<p>3A.1.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Reading/Math AIF 	<p>3A.1.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans 	<p>3A.1.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wylios 		
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	<p>before, during, and after reading to enhance student comprehension.</p> <ul style="list-style-type: none"> Teacher needs to provide explicit and pervasive math vocabulary instruction. Teacher utilizes frequent 	<p>for students before and after school; Saturday camp.</p>				
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	writing in an authentic manner to respond to new learning						
Mathematics Goal #3A: <i>In grades 3-5, 100% of students, who have a matched FCAT score, will make a learning gain on the 2013 administration of the FCAT Mathematics assessment.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	53% (90) made a learning gain in math	100% (174) will make a learning gain in math					

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		<p>3A.2.</p> <ul style="list-style-type: none"> Teacher needs instructional practices in math to reflect extensive development of students' understanding of each lesson by seamlessly communicating what 	<p>3A.2.</p> <ul style="list-style-type: none"> Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments (assessment prompts, distributed summarization) to provide a focus to the lesson. 	<p>3A.2.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>3A.2.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans 	<p>3A.2.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wyilies 	
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		<p>students will know or be able to do.</p> <ul style="list-style-type: none"> • Teacher needs to connect each math lesson essential question to prior knowledge and convey the relevance. • Teacher needs to refer to 					
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		the mat h less on esse ntial ques tion to chec k for stud ent unde rstan ding at key poin ts thro ugh out each less on.					
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		<p>3A.3.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both application and 	<p>3A.3.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working Provide curriculum resources and professional development for teachers to promote rigor for all students Use diagnostic or formative assessments to identify what students already know before the start of instruction 	<p>3A.3.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>3A.3.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans 	<p>3A.3.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wyilies 	
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		inte grati on of mat h lear ning and take into acco unt the need s of near ly all stud ents.					
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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both application 	<p>3B.1.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working Provide curriculum resources and professional 	<p>3B.1.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>3B.1.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans 	<p>3B.1.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments 		
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	and integration of math learning and take into account the needs of nearly all students.	development for teachers to promote rigor for all students. Use diagnostic or formative assessments to identify what students already know before the start of instruction.					
Mathematics Goal #3B: <i>In grades 3-5, 100% of students with disabilities taking the Florida Alternate Assessment will make a learning gain in mathematics.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50% (2) made a learning gain in math	100% (4) will make a learning gain.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1.</p> <ul style="list-style-type: none"> Teacher needs instructional practices in math to reflect extensive development of students' understanding of each lesson by seamlessly communicating what 	<p>4A.1.</p> <ul style="list-style-type: none"> Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments (assessments) 	<p>4A.1.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>4A.1.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans Increased learning gains. 	<p>4A.1.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wyilies 		
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	<p>students will know or be able to do.</p> <ul style="list-style-type: none"> Teacher needs to connect each math lesson essential question to prior knowledge and convey the relevance. 	<p>mpts, distributed summary(n) to provide a focus to the lesson.</p> <ul style="list-style-type: none"> Teacher needs to refer to the math lesson essential question to check for student understanding 					
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		at key points throughout each lesson.					
<u>Mathematics Goal #4A:</u> <i>In grades 3-5, 100% of students in the lowest 25% will make a learning gain on the 2013 administration of the FCAT Mathematics assessment.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	58% (23) made a learning gain	100% (46) will make a learning gain					

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		<p>4A.2.</p> <ul style="list-style-type: none"> Teacher needs to provide extensive reading, writing, and scaffolding strategies across content areas (including math) for students to develop connections to the text 	<p>4A.2.</p> <ul style="list-style-type: none"> Vocabulary taught in context along with the use of interactive word walls. Comprehensive Instructional Sequence Module (CISM) Professional Development. Students will receive assistance from ESE and ESOL teachers and special area teachers three times a week 	<p>4A.2.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math/Reading AIF 	<p>4A.2.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans Increased learning gains. 	<p>4A.2.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wylios 	
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		<p>before, during, and after</p> <p>reading to enhance student comprehension.</p> <ul style="list-style-type: none"> • Teacher needs to provide explicit and pervasive math vocabulary instruction. • Teacher utilizes frequent 					
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		uent w ritin g in an auth entic m ann er to res pon d to new lear ning					
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		<p>4A.3.</p> <ul style="list-style-type: none"> Teacher needs to provide extensive opportunities for both application and integration of math learning and take into account the needs of nearly all students 	<p>4A.3.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working Provide curriculum resources and professional development for teachers to promote rigor for all students Use diagnostic or formative assessments to identify what students already know before the start of instruction 	<p>4A.3.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>4A.3.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans Increased learning gains. 	<p>4A.3.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wylios 	
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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4B.1.</p> <ul style="list-style-type: none"> Teacher needs to provide extensive reading, writing, and scaffolding strategies across content areas (including math) for students to develop connections to the 	<p>4B.1.</p> <ul style="list-style-type: none"> Vocabulary taught in context along with the use of interactive word walls. Comprehensive Instructional Sequence Module (CISM) Professional Development. 	<p>4B.1.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math/Reading AIF 	<p>4B.1.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans Increased learning gains. 	<p>4B.1.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments 		
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	<p>text before, during, and after reading to enhance student comprehension.</p> <ul style="list-style-type: none"> • Teacher needs to provide explicit and pervasive math vocabulary instruction. • Teacher utilizes 	<ul style="list-style-type: none"> • Students will receive assistance from ESE and ESOL teachers and special area teachers three times a week 					
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	freq uent w ritin g in an auth entic m ann er to res pon d to new lear ning						
<u>Mathematics Goal</u> <u>#4B:</u> <i>In grades 3-5, 100% of students with disabilities taking Florida Alternate Assessment in the lowest 25% will make a learning gain on the mathematics assessment.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>0% (1) made a math learning gain</i>	<i>100% (1) will make a learning gain</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>58% proficient</u>	Goal: 61% at 3 or above 40% were at 3 and above in math	Goal: 65% will be at 3 or above	Goal: 68% at 3 or above	Goal: 71% will be at 3 or above	Goal: 76% will be at 3 or above	Goal: 79% at 3 or above
<u>Mathematics Goal #5A:</u> By the 2016-2017 school year, Garner will have 79% of 3 rd -5 th graders scoring a 3 or above on FCAT or other state Mathematics assessment.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both application and integration of math learning and take into account the needs of nearly all students 	<p>5B.1.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working Provide curriculum resources and professional development for teachers to promote rigor for all students . Use diagnostic or formative assessments to identify what students already know before the start of instruction 	<p>5B.1.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>5B.1.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans Increased learning gains. 	<p>5B.1.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wyilies 		
<p><u>Mathematics Goal #5B:</u> <i>In grades 3-5, students in the subgroups of white , black, and Hispanic will make a 20% increase in the number of students proficient from the 2012 FCAT to 2013 FCAT mathematics assessment.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p><i>Enter numerical data for current level of performance in this box.</i> White:63% (47) Black: 31% (40) Hispanic: 36% (24) Asian: NA American Indian: NA</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: 83% (62) Black: 51% (65) Hispanic:56% (38) Asian:NA American Indian: NA</p>					
		<p>5B.2.</p> <ul style="list-style-type: none"> Teacher needs instructional practices in math to reflect extensive development of students' understanding of each lesson by seamlessly communicating what students will know or be able to do. Teacher needs to connect each math lesson essential question to prior knowledge and convey the relevance 	<p>5B.2.</p> <ul style="list-style-type: none"> Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments (assessment prompts, distributed summarization) to provide a focus to the lesson. Tutor students before and after school; Saturday camp. 	<p>5B.2.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>5B.2.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans Increased learning gains. 	<p>5B.2.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wyliers 	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both application and 	<p>5C.1.</p> <ul style="list-style-type: none"> Utilize strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments (assessment) 	<p>5C.1.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>5C.1.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans Increased learning gains. 	<p>5C.1.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wyilies 		
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	<p>integration of math learning and take into account the needs of nearly all students</p>	<p>mpts, distributed summaries) to provide a focus to the lesson.</p> <ul style="list-style-type: none"> • Tutor students before and after school; Saturday camp. 					
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<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>In grades 3-5, 61% of English Language Learners will score a 3 or above on the 2013 administration of the FCAT Mathematics assessment or a 4 or above on the Florida Alternate Assessment.</i></p>							
	<p><i>41% (26) scored a 3 or above</i></p>	<p><i>61% (39) will be proficient</i></p>					

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		<p>5C.2.</p> <ul style="list-style-type: none"> Teacher needs instructional practices in math to reflect extensive development of students' understanding of each lesson by seamlessly communicating what 	<p>5C.2.</p> <ul style="list-style-type: none"> Vocabulary taught in context along with the use of interactive word walls. 	<p>5C.2.</p> <ul style="list-style-type: none"> Administration MTSS Leadership Math AIF 	<p>5C.2.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans Increased learning gains. 	<p>5C.2.</p> <ul style="list-style-type: none"> Discovery Test Results Classroom Assessments-Wylios 	
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		<p>students will know or be able to do.</p> <ul style="list-style-type: none"> • Teacher needs to connect each math lesson essential question to prior knowledge and convey the relevance 					
		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		
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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both application 	<p>5D.1.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working Provide curriculum resources and professional 	<p>5D.1.</p> <ul style="list-style-type: none"> Administration Math AIF 	<p>5D.1.</p> <ul style="list-style-type: none"> IEP goals being met Discovery Education Test Results Lesson Plans Learning gains 	<p>5D.1.</p> <ul style="list-style-type: none"> Discovery Education Results 		
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	<p>and integration of math learning and take into account the needs of nearly all students</p>	<p>development for teachers to promote rigor for all students.</p> <ul style="list-style-type: none"> • Use diagnostic or formative assessments to identify what students already know before the start of 					
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		instr ucti on					
<u>Mathematics Goal</u> <u>#5D:</u> <i>In grades 3-5, 46% of Students with Disabilities will score a 3 or above on the 2013 administration of the FCAT Mathematics assessment or a 4 or above on the Florida Alternate Assessment.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>26% (11) were proficient</i>	<i>46% (19) will be proficient</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both 	<p>5E.1.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working Provide curriculum resources and professional development 	<p>5E.1.</p> <ul style="list-style-type: none"> Administration Math AIF 	<p>5E.1.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Mad Minute Math Drills Lesson Plans Increased learning gains. 	<p>5E.1.</p> <ul style="list-style-type: none"> Discovery Education Results 		
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	<p>application and integration of math learning and take into account the needs of nearly all students</p>	<p>ment for teachers to promote rigor for all students.</p> <ul style="list-style-type: none"> • Use diagnostic or formative assessments to identify what students already know before the start of instruction 				
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		<ul style="list-style-type: none"> Tutor students before and after school; Saturday camp. 					
<p><u>Mathematics Goal #5E:</u></p> <p><i>In grades 3-5, 60% of Economically Disadvantaged students will score a 3 or above on the 2013 administration of the FCAT Mathematics assessment or a 4 or above on the Florida Alternate Assessment.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>39% (105) were proficient</p>	<p>60% (161) were proficient.</p>					

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		<p>5E.2.</p> <ul style="list-style-type: none"> • Student discourse relating curriculum to real world issues through the use of articles or other media types. Student discourse is facilitated through collaborative structures embedded in lessons. • Increase the use of projects within the curriculum and de-emphasize lecture. • to their daily lives leading to disengagement. • Teacher needs to make intellectual student engagement in math pervasive. • Teacher 	<p>5E.2.</p> <p>Utilize current math events to engage students in discourse relating curriculum to real world issues through the use of articles or other media types. Student discourse is facilitated through collaborative structures embedded in lessons.</p> <p>Increase the use of projects within the curriculum and de-emphasize lecture.</p>	<p>5E.2.</p> <ul style="list-style-type: none"> • Administration • Math AIF 	<p>5E.2.</p> <ul style="list-style-type: none"> • Classroom Walk-throughs • Mad Minute Math Drills • Lesson Plans • Increased learning gains. 	<p>5E.2.</p> <ul style="list-style-type: none"> • Discovery Education Results 	
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		<p>need s to cons isten tly deliv er math</p> <p>lesso ns that inclu de colla bora tive struc tures</p> <p>, distr ibuti ve pract ice, and distr ibuti ve sum mari zing.</p> <ul style="list-style-type: none"> • Tea cher need s to prov ide a sea mle ssly pa ced math 					
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		lesso n to pro mote opti mal stud ent learn ing.					
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-5	Administration	All K-5 teachers, ESE teachers, ESOL teacher,	Twice a month	Classroom walkthroughs, Vertical team meetings	Administration

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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
Saturday Math Camp (Six weeks before FCAT)	Target Specific areas for reinforcement	Title I/ ELP	\$5,000.00
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
All math strategies	Math Resource Teacher	Title I	\$52,503.00
Math Strategies	Math AIF	Title I (District)	\$55,529.00
\$113,032.00 Subtotal:			
\$113,032.00 Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	IA.1. <ul style="list-style-type: none"> Students experiencing difficulty in grasping Scientific Thinking Process skills. 	IA.1. <ul style="list-style-type: none"> School to implement school wide science fair from K-5. Hands-on lab reports and Journals 	IA.1. <ul style="list-style-type: none"> Science Resource Teacher 	IA.1. <ul style="list-style-type: none"> Lesson plan meetings and collaborated planning. 	IA.1. <ul style="list-style-type: none"> Lesson plan evaluations Cumulative project Student work samples 		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>In grade 5, 51% of students will score a level 3 on the 2013 administration of FCAT Science.</i></p>							
	<p>31% (24) of students scored a level 3 in science</p>	<p>51% (39) of students will score a 3 in science</p>					
		<p>1A.2.</p> <ul style="list-style-type: none"> • Students are not receiving integrated science curriculum through reading in order to gain science background knowledge 	<p>1A.2.</p> <ul style="list-style-type: none"> • Professional learning communities will meet with administration team for science integration strategies in reading. 	<p>1A.2.</p> <ul style="list-style-type: none"> • Administration 	<p>1A.2.</p> <ul style="list-style-type: none"> • Walk Throughs • Increased learning gains 	<p>1A.2.</p> <ul style="list-style-type: none"> • Lesson plan evaluations • Cumulative project • Student work samples 	

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		<p>1A.3.</p> <ul style="list-style-type: none"> • Student's lack of science vocabulary skills 	<p>1A.3.</p> <ul style="list-style-type: none"> • Implement Marzano's six steps of vocabulary strategies • Science tutoring for low performing students two days a week. 	<p>1A.3.</p> <ul style="list-style-type: none"> • Administration 	<ul style="list-style-type: none"> • 1A.3. Walk Throughs • Increased learning gains 	<p>1A.3.</p> <ul style="list-style-type: none"> • Lesson plan evaluations • Cumulative project • Student work samples 	
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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>	<p>1B.1.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both 	<p>1B.1.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working Provide curriculum resources and professional 	<p>1B.1.</p> <ul style="list-style-type: none"> Administration Reading/Math AIF 	<p>1B.1.</p> <ul style="list-style-type: none"> IEP goals being met Discovery Education Test Results Lesson Plans Learning gains 	<p>1B.1.</p> <ul style="list-style-type: none"> Discovery Education Results 		
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	<p>application and integration of science learning and take into account the needs of nearly all students</p>	<p>onal development for teachers to promote rigorous for all students.</p> <ul style="list-style-type: none"> • Use diagnostic or formative assessments to identify what students already know before 				
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		re the start of instr ucti on					
Science Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>In grade 5, 50% of students will score a level 4, 5, or 6 on the 2013 administration of the Florida Alternate Assessment in Science.</i>							
	50% (1) scored a 4, 5, or 6	50% (1) will score a 4, 5, or 6					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1.</p> <ul style="list-style-type: none"> Students difficulty in grasping Scientific Thinking Process skills 	<p>2A.1.</p> <ul style="list-style-type: none"> School to implement sch ool wide science fair from K-5. Hands-on lab reports and Journals- Robotic Kits- STE M 	<p>2A.1.</p> <ul style="list-style-type: none"> Science Resource Teacher 	<p>2A.1.</p> <ul style="list-style-type: none"> Lesson plan meetings and collaborated planning. 	<p>2A.1.</p> <ul style="list-style-type: none"> Lesson plan evaluations Cumulative project Student work samples 		
<p>Science Goal #2A: <i>In grade 5, 15% of student will score a level 4 or 5 on the 2013 administration of the FCAT Science Assessment</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	5% (4) scored a 4 or above	15% (12) will score a 4 or above					
		2A.2. <ul style="list-style-type: none"> • Students are not engaged in inquiry level activities that integrate science curriculum through reading in order to gain science background knowledge 	2A.2. <ul style="list-style-type: none"> • Professional learning communities will meet with administration team for science integration strategies in reading. 	2A.2. <ul style="list-style-type: none"> • Administration 	2A.2. <ul style="list-style-type: none"> • Walk Throughs • Increased learning gains 	2A.2. <ul style="list-style-type: none"> • Lesson plan evaluations • Cumulative project • Student work samples 	

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		<p>2A.3.</p> <ul style="list-style-type: none"> • Student's lack of science vocabulary skills 	<p>2A.3.</p> <ul style="list-style-type: none"> • Implement Marzano's six steps of vocabulary strategies • Science tutoring for low performing students two days a week. 	<p>2A.3.</p> <ul style="list-style-type: none"> • Administration 	<p>2A.3.</p> <ul style="list-style-type: none"> • Walk Throughs • Increased learning gains 	<p>2A.3.</p> <ul style="list-style-type: none"> • Lesson plan evaluations • Cumulative project • Student work samples 	
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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2B.1.</p> <ul style="list-style-type: none"> Teacher needs to build connections between math curriculum and students to daily life. Teacher needs to provide extensive opportunities for both 	<p>2B.1.</p> <ul style="list-style-type: none"> Use progress monitoring tools to identify students who need additional support and determine if interventions are working Provide curriculum resources and professional 	<p>2B.1.</p> <ul style="list-style-type: none"> Administration Reading/Math AIF 	<p>2B.1.</p> <ul style="list-style-type: none"> IEP goals being met Discovery Education Test Results Lesson Plans Learning gains 	<p>2B.1.</p> <ul style="list-style-type: none"> Discovery Education Results 		
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	<p>application and integration of science learning and take into account the needs of nearly all students</p>	<p>onal development for teachers to promote rigorous for all students. Use diagnostic or formative assessments to identify what students already know before the start of instruction</p>					
<p>Science Goal #2B: <i>Int grade 5, 50% of students with disabilities will score a level 7 or above on the 2013 administration of the Florida Alternate Assessment in Science.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	50% (1) scored a 7 or above	50% (1) will score a 7 or above					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Benchmarks Big Ideas and Common Core Standards	K-5	Principal Assistant Principal Science Resource	School-wide	Meet with grade levels on a weekly basis	Use grade level meetings to coordinate teaching strategies that align with benchmarks and curriculum maps	Principal, assistant principal and Science Resource

Science Budget (Insert rows as needed)

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

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Robotic Kits (STEM)		Title I	\$700.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
\$700.00 Subtotal:			
\$700.00 Total:			

End of Science Goals

Writing Goals

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

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

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1.</p> <ul style="list-style-type: none"> Lack of explicit writing instruction that is grade level appropriate: prewriting, plan, draft, revise, edit, publish K-5. 	<p>1A.1.</p> <ul style="list-style-type: none"> Continue to facilitate structured writing block/ Writer's Workshop which includes: brief skill mini-lesson, time for independent writing, Teacher circulates and provides feedback to students, 	<p>1A.1.</p> <ul style="list-style-type: none"> Principal, AP, Title 1 Facilitator, Mentoring Teacher, and Teachers 	<p>1A.1.</p> <ul style="list-style-type: none"> Ongoing results of the writing process. Teachers will continue to submit samples to the Principal to determine student process 	<p>1A.1.</p> <ul style="list-style-type: none"> Writing Rubric; Progress between Beginning of year to Mid-year to the End of the year writing prompts 		
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		<p>students share their written ideas with the class, and Graphic Organizers.</p>					
<p>Writing Goal #1A: <i>In grade 4, 88% of students will score a 3 or above on the 2013 administration of the FCAT Writing assessment.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>68%(56) of students scored a 3 and above in writing</p>	<p>88% (73)of students will be at 3 or above in writing</p>					
		<p>1A.2.</p> <ul style="list-style-type: none"> Students lack skills to write across curriculum 	<p>1A.2.</p> <ul style="list-style-type: none"> Students in grades K-5 will continue to write to a school-wide prompt once a month using the writing process related to content. 	<p>1A.2.</p> <ul style="list-style-type: none"> Principal, AP, Title 1 Facilitator, Mentoring Teacher, and Teachers 	<p>1A.2.</p> <ul style="list-style-type: none"> Teachers will continue to submit an excel spread sheet to the principal each month with each student's grade and class average. 	<p>1A.2.</p> <ul style="list-style-type: none"> Scores from each writing prompt will continue to be compared over time using writing rubric to determine progress. 	

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		<p>1A.3.</p> <ul style="list-style-type: none"> Lack of students receiving continuous support and feedback monitoring throughout all phases of the writing process. 	<p>1A.3.</p> <ul style="list-style-type: none"> The revision and editing process will continue to be taught explicitly and seen in student writing prompts 	<p>1A.3.</p> <ul style="list-style-type: none"> Principal, AP, Title 1 Facilitator, Mentoring Teacher, and Teachers 	<p>1A.3.</p> <ul style="list-style-type: none"> Administration will continue to monitor revisions and editing process by reviewing randomly selected writing samples of students from each teacher. 	<p>1A.3.</p> <ul style="list-style-type: none"> Progress between Beginning of year to Mid-year to the End of the year writing prompts. 	
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<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1.</p> <ul style="list-style-type: none"> Students lack exposure to explicit instruction of the Polk Writes program 	<p>1B.1.</p> <ul style="list-style-type: none"> Teachers in grade 4 will be trained in the writing process using Polk Writes to facilitate implementation of the program in the classroom with students. 	<p>1B.1.</p> <p>Principal, AP,</p> <ul style="list-style-type: none"> Title 1 Facilitator, Mentoring Teacher 	<p>1B.1.</p> <ul style="list-style-type: none"> Students' work samples will be displayed around the classrooms for administration team to monitor during walk-through. Administration will monitor revisions, the editing process, and writing progress via Write Score formative assessments and data analysis monthly. 	<p>1B.1.</p> <ul style="list-style-type: none"> Scores from each writing prompt will be compared over time using a rubric to determine progress. 		
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<p>Writing Goal #1B: <i>In grade 4, 100% of students with disabilities will score a 4 or above on the 2013 administration of the Florida Alternate Assessment in Writing</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% (1) scored a 4 or above</p>	<p>100% (5) will score a 4 or above</p>					
		<p>IB.2.</p> <ul style="list-style-type: none"> A barrier to writing proficiency is the lack of skill with respect to writing mechanics, syntax, and semantics 	<p>IB.2</p> <ul style="list-style-type: none"> Polk Writes conventions lessons. 	<p>IB.2.</p> <ul style="list-style-type: none"> Principal, AP, Title 1 Facilitator, Mentoring Teacher , and Teachers 	<p>IB.2.</p> <ul style="list-style-type: none"> Teachers will continue to submit student samples of each phase of the six step vocabulary model based on pre-established benchmarks and timelines 	<p>IB.2.</p> <ul style="list-style-type: none"> Student samples from each phase of the six step vocabulary model will continue to be assessed in order to ascertain student comprehension and practical application. 	

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		<p>IB.3.</p> <ul style="list-style-type: none"> • Student ability to create a written summary of content area focus is a point of weakness. 	<p>IB.3.</p> <ul style="list-style-type: none"> • Students in K-5 will continue to construct daily journal entries as a means of summarization and informal assessment of student comprehension of content materials. 	<p>IB.3.</p> <ul style="list-style-type: none"> • Principal, AP, Title 1 Facilitator, Mentoring Teacher, and Teachers 	<p>IB.3.</p> <ul style="list-style-type: none"> • Teachers will continue to submit student samples of each of journal writing and summarization process based on pre-established benchmarks and timelines. 	<p>IB.3.</p> <ul style="list-style-type: none"> • Student samples of journal writing and summarization will continue to be assessed in order to ascertain student comprehension and practical application. • Scores from each writing prompt and journal entries will continue to be compared over time using writing rubric to determine progress. 	
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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching the use of revision and editing strategies.	4th grade/ Writing	Polk Writes	Teachers in grade 4 will be trained using a program called Polk Writes.	August 2012 – January 2013	Monitor student writing samples and teacher’s excel sheet. Monitor the editing process during classroom walk-through.	Principal , AP, Title 1 Facilitator, Mentoring Teacher

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
Easy Tech	Typing/Integrated Software	Title I	\$5,595.00

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
All strategies	Reading/Writing Resource Teacher	Title I	\$72,452.00
\$78,047.00 Subtotal:			
\$78,047.00 Total:			

Attendance Goal(s)

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

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

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<p>1. Attendance</p>	<p>1.1.</p> <ul style="list-style-type: none"> New students and parents to Garner are unaware of the attendance and tardy policies at Garner and need to understand exactly what the student is missing when tardy or absent. 	<p>1.1.</p> <ul style="list-style-type: none"> New student orientation Parent Education Telephone hold message communicating our goals, expectations, and services provided for student success. 	<p>1.1.</p> <ul style="list-style-type: none"> Administration, guidance counselor, MTSS leadership team 	<p>1.1.</p> <ul style="list-style-type: none"> Genesis attendance report to monitor increase in daily attendance over the 2012-2013 school year 	<p>1.1.</p> <ul style="list-style-type: none"> Genesis report 		
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<p>Attendance Goal #1:</p> <p><i>Our goal is to improve the overall attendance rate by increasing it by 1%.</i></p> <p><i>Decrease the overall excessive absence rate by 1%.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>93.1% (580)</p>	<p>94% (705)</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>297 (44%)</p>	<p>43% (323)</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>126 (18.5%)</p>	<p>16.5% (120)</p>					

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		<p>1.2.</p> <ul style="list-style-type: none"> • Students who are struggling academically or behaviorally in the classroom avoid coming to school 	<p>1.2.</p> <ul style="list-style-type: none"> • Multi-Tiered Support System- RtI/PBS • Administration will meet with individual students to problem solve ways to increase their attendance. • A reward program will be in place to reward classes that have perfect attendance and no tardies for the day. • 	<p>1.2.</p> <ul style="list-style-type: none"> • Administration, guidance counselor, MTSS leadership team 	<p>1.2.</p> <ul style="list-style-type: none"> • Genesis attendance report to monitor increase in daily attendance over the 2012-2013 school year 	<p>1.2.</p> <ul style="list-style-type: none"> • Genesis report 	
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		<p>1.3.</p> <ul style="list-style-type: none"> Parents/guardians who are not actively involved do not see the importance of having students come to school every day. 	<p>1.3.</p> <ul style="list-style-type: none"> Family Involvement Activities as outlined in Garner's family involvement plan Telephone hold message communicating our goals, expectations, and services provided for student success. After 10 tardies, contact the school social worker to contact the parent 	<p>1.3.</p> <ul style="list-style-type: none"> Administration, guidance counselor, MTSS leadership team 	<p>1.3.</p> <ul style="list-style-type: none"> Genesis attendance report to monitor increase in daily attendance over the 2012-2013 school year 	<p>1.3.</p> <ul style="list-style-type: none"> Genesis report 	
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Attendance Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a</p>							
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professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSSS	K-5	Administration	School-wide	Early Release/PLCs	Genesis Report/Interpret Data	Guidance/Leadership Team

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
Daily Attendance Call Out to Parents	Phone Notification ConnectEd	District	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Total:			
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End of Attendance Goals

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		
<p>1. Suspension</p>	<p>1.1. Continue to determine the issue that keeps students from behaving appropriately which could be school climate, family issues, academic issues, peer issues</p>	<p>1.1.</p> <ul style="list-style-type: none"> • Meet with individual students who are repeat offenders by guidance or administration • Conduct PBS training with students and staff and meet with individual students • Implement PBS school-wide strategies. 	<p>1.1.</p> <ul style="list-style-type: none"> • Administration • Guidance • Counselor • School Psychologist 	<p>1.1.</p> <ul style="list-style-type: none"> • Genesis reports to monitor number of suspensions 	<p>1.1.</p> <ul style="list-style-type: none"> • Number of suspensions compared to last year's number as reported on Genesis Discipline report 		

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<p>Suspension Goal #1: By the end of the 2012-2013 school year, Garner will decrease the number of Out of School suspensions by 33%.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>14 (2%)</p>	<p>12 (1%)</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p>12 (2%)</p>	<p>12 (1%)</p>					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	<p>535 (86%)</p>	<p>400 (53%)</p>					
	<p><u>2012 Total Number of Students Suspended Out-of-School</u></p>	<p><u>2013 Expected Number of Students Suspended Out-of-School</u></p>					
	<p>104 (17%)</p>	<p>50 (6%)</p>					
		<p>1.2.</p> <ul style="list-style-type: none"> • School bus misbehavior due to neighborhood issues that carry over to the bus stop/ride 	<p>1.2.</p> <ul style="list-style-type: none"> • Repeat offenders will attend “Bus Safety School” with guidance counselor or administration with a follow up of reflection and plan of action. • Administration contacts parents immediately for any office/bus referral. 	<p>1.2.</p> <ul style="list-style-type: none"> • Administration • Guidance Counselor • School Psychologist 	<p>1.2.</p> <ul style="list-style-type: none"> • Decrease in bus referral especially by repeat offenders 	<p>1.2.</p> <ul style="list-style-type: none"> • Genesis Discipline Report 	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSSS	K-5	Administration	School-wide	Early Release/PLCs	Genesis Report	Guidance

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:			

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

End of Suspension Goals

Parent Involvement Goal(s)

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

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

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

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

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<p>1. Parent Involvement</p>	<p>1.1.</p> <ul style="list-style-type: none"> • Parents/guardians who are not actively involved do not see the importance of having students come to school every day. 	<p>1.1.</p> <ul style="list-style-type: none"> • Notification of meetings sent electronically i.e. phone, e-mail, • News letter 	<p>1.1.</p> <p>Administration/AIFs/Title I Facilitator</p>	<p>1.1.</p> <ul style="list-style-type: none"> • Conference Logs • Parent Workshop logs 	<p>1.1</p> <ul style="list-style-type: none"> • Conference Logs • Parent Workshop logs 		
<p><u>Parent Involvement Goal #1:</u> 231 (36%) of Garner's parents participated in parent activities in year 2010-11. Our goal is to increase parent participation by 4%.</p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	<p>231 (36%)</p>	<p>300 (40%)</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent-Teacher Conf	all	PI Facilitator	Instructional Staff	9/27/2012	Participation in Conf. Evaluation	Leadership Team
Parent Friendly Ofc.	all	PI Facilitator	Office staff	9/12/2012	Observation/Comment cards completed by parents	Administration

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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
Effective Parent/Teacher Conference	Eff. P-T Conferencing	Free Online Resources PIRC/FLDOE	\$0
Conferencing Brochures	Steps in conducting an effective conference	Free Online Resources PIRC/FLDOE	\$0
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
Message On Hold	Parents and callers receive information about services offered	Title I	\$719.00
\$719.00 Subtotal:			
\$719.00 Total:			

End of Parent Involvement Goal(s)

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p><i>100 percent of our Gifted students will participate in STEM activities through the Gifted Program offered at our site.</i></p>	<p>1.1.</p> <ul style="list-style-type: none"> Teacher needs to build connections to integrate science, technology, engineering, and math in the class to provide extensive opportunities for application. 	<p>1.1.</p> <ul style="list-style-type: none"> Provide curriculum resources and utilize LFS strategies such as connecting to prior knowledge, and embedded assessments (assessment prompts, distributed summarization) to provide a focus to the lesson. 	<p>1.1.</p> <ul style="list-style-type: none"> Administration 	<p>1.1.</p> <ul style="list-style-type: none"> Classroom Walk-throughs Student projects Lesson Plans 	<p>1.1.</p> <ul style="list-style-type: none"> Student Projects
	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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ITTS & learning.com. By Spring 2013, 100 % of total teachers will receive Level 1 & Level 2.	K-5	Net. Mgr.	Teacher s (K-5)	Spring 2013	Verbal & Email	Net. Mgr.
Technology available @ Garner Elementary unique to each classroom and items available for checkout from the Media Center/ Network Manager. By Spring 2013, increase all teachers Use of Technology	All Staff	Net. Mgr., Tech Coaches, Media Specialist, Lab Managers, Other Teachers Specialties.	All Staff	OnGoing 2012-2013	Verbal, classroom walkthroughs, equipment use through Follett and Outlook equipment calendars	Net. Mgr.

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NET-S. Software, hardware and Digital Devices. By Spring 2013, increase by one level for all grade levels students TIM in 20% of the learning environments.	All students	All Stakeholders	All students	OnGoing 2012-2013	Verbal, observations classrooms, labs, media center, outdoor classrooms	Net. Mgr.
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Robotic Software/Kit	Robotic Software/Kit	Title I	719.00
\$719.00 Subtotal:			
\$719.00 Total:			

End of STEM Goal(s)

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.		
Reading Budget		
	\$142,064.00	Total:
CELLA Budget		
	\$57,716.00	Total:
Mathematics Budget		
	\$113,032.00	Total:
Science Budget		
		Total:
Writing Budget		
	\$78,047.00	Total:
Civics Budget		
		Total:
U.S. History Budget		
		Total:
Attendance Budget		
		Total:
Suspension Budget		
		Total:
Dropout Prevention Budget		
		Total:
Parent Involvement Budget		
	\$719.00	Total:
STEM Budget		
	\$700.00	Total:
CTE Budget		
		Total:
Additional Goals		
		Total:
	392,278.00	Grand Total:

June 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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	<input type="checkbox"/> 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.

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.

Describe the projected use of SAC funds.	Amount

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