

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: 6261 Cypress Woods Elementary School

Principal: Lisa Freeman

SAC Chair: Janie Baker

District Name: Pinellas County Schools

Superintendent: John A. Stewart, Ed.D.

Date of School Board Approval: Pending: October 19, 2012

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)
Principal	LISA FREEMAN	Masters in Educational Leadership	3	7	Ms. Freeman has maintained an "A" at Cypress Woods every year she has been an administrator at the school. Percentage of students making annual learning gains in Reading increased from 74% to 76% in Reading and 59% to 76% in Math from 2011-2012.

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Assistant Principal	QUINN WILLIAMS	Masters in Educational Leadership	7	7
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Assistant Principal of Cypress Woods Elementary 2006-2012. Mrs. Williams has maintained the grade of an "A" at Cypress Woods every year she has been an administrator at the school.

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tiffany Madison	B.A. Elementary Education, M.A. Literacy/ Curriculum	1	2	This is Ms. Madison's second year as Reading Coach.

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. Regular meetings with administration	Lisa Freeman and Quinn Williams	6/5/2013
2. Participation in Edge	Lisa Freeman and Quinn Williams	6/5/2013
3. Part time coaches	Lisa Freeman and Quinn Williams	6/5/2013
4. Participation in district wide training	Lisa Freeman and Quinn Williams	6/5/2013

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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
1	Success Plan entails strategies for the teacher’s success for 12-13 school year.

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	% 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
Number of Instructional Staff									
48	2.08%	18.75%	29.17%	50%	33%	97.9%	2.08%	2.08%	25%

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
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Linda Gildemeister

Anastasia Kontodiakos

Experience

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

Linda Gildemeister

Tracy Greenlees

Experience and IEP knowledge

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Title I, Part C- Migrant

NA in Pinellas

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

Title X- Homeless

The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Violence Prevention Programs

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

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Housing Programs

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

Adult Education

Career and Technical Education

Job Training

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Jean Stock, Guidance Counselor, Facilitator

Quinn Williams, Data Manager/Data coach

Kristi Cole, Social Worker, Technology specialist

Cindy Feder, School Psychologist, Recorder/Note Taker

Lisa Freeman, Principal, Time Keeper

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?

-Facilitator – generates agenda and leads team discussions

-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data

-Technology Specialist – brokers technology necessary to manage and display data

-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

Meeting time: 9:00

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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 SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The team will use baseline data and progress monitoring from the Educational Data System (EDS), the Florida Assessment for Instruction in Reading (FAIR), Pinellas Common Assessments, and FCAT. In addition, data may be collected through classroom observation, attendance and disciplinary data, report cards, behavior logs and student work samples.

Describe the plan to train staff on MTSS.

PLCs will be utilized by the SBLT/RTI team to collaborate with teachers on how to align RTI implementation with FAIR and common assessment data. Professional development will be provided to teachers on various Wednesdays during the school year on how to use the Reading AIMS web probes. A schedule will be set up for administering those probes to Tier 2 and 3 students.

Describe the plan to support MTSS.

Grade levels will be required to collect and monitor baseline data for behavior in their Green RTI folders. The folders will be collected multiple times throughout the year to help guide the MTSS leadership team in making critical decisions on behavioral supports that are implemented in the classroom and Tier progression.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Lisa Freeman, Principal

Quinn Williams, Assistant Principal

Reading SIT team: Linda Gildemeister, Carol Williamson, Amy Ubben, Lyndsey Crandall, Rena Boucher, Debra Freeman, Jaclyn Reyes, Lori Walker, Jennifer Massini, Pamela Pawelczyk, Dawn Stirn, Georgianne Mustra, Tina Koufogazos, Tammy Scala, Deanna Tsetsekas, Jean Stock, Heidi Lau

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

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension

Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons

Providing scaffolding that does not preempt or replace text reading by students

Developing and asking text dependent questions from a range of question types

Emphasizing students supporting their answers based upon evidence from the text

Providing extensive research and writing opportunities (claims and evidence)

- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

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

Support for text complexity

Support for instructional skills to improve reading comprehension

Support for implementation of Common Core State Standards for Literacy in Social Studies, Science

Participate in the selection and purchase of class sets of leveled books.

Provide input for focus skills to PTA for intermediate and primary parent reading nights.

Develop strategies to work with high achieving students, and differentiated instruction through conferring.

Public School Choice

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

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

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

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

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Prob lem- Solv ing Proc ess to Incr ease Stu dent Achiev ement
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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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**1a.FCAT
2.0: Students
scoring at
Achievement
Level 3 in
reading.**

1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	AP who evaluates teacher	Determine Lesson:	Walkthrough & Lesson Plans
Core reading instruction does not consistently provide enough opportunities for students to apply reading strategies.	Teachers will provide explicit instruction on identified benchmarks (FCIM) during reading workshop, while conferring, and during small group instruction.	Classroom Teacher Administration	<p>*Is aligned with a course standard or benchmark and to the district/school pacing guide</p> <p>*Begins with a discussion of desired outcomes and learning goals</p> <p>*Includes a learning goal/essential question</p> <p>*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question</p> <p>*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question</p> <p>*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it</p> <p>*Teacher reference to the scale or rubric throughout the lesson</p>	<p>Assessment Data (e.g., FCAT, FAIR, Glencoe OEG,</p> <p>FCIM Activities, •District</p> <p>Common Assessments, EOCs, other classroom assessments)</p>

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Grade-level teams and/or PLCs gather and review student data, engage in databased discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.

<u>Reading Goal #1a:</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance*</u>
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	26%	Decrease level 1&2 from
	(104)	21%
		To
		11%

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1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
Insufficient standard based instruction	Implement High Yield Instructional Strategies	AP who evaluates teacher	Determine:	Walkthrough
Students are not independently reading in "just right" books for a sustained amount of time.	Teachers will use conferring notebooks, goal setting, reading logs, book chats, and monthly evening book clubs to improve reading stamina.	Classroom Teacher	<p>*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes</p> <p>*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.</p> <p>*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur</p> <p>•Analysis of reading logs and conferring notes, disaggregation of available student data to determine increase in student achievement.</p>	<p>Ongoing progress monitoring data, FAIR, Running Records, FCAT data.</p>

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1a.3.

1a.3.

1a.3.

1a.3.

1a.3.

Insufficient
standard based
instruction

Increase
instructional rigor

AP who evaluates
teacher

Evidence of:

Teachers provide
instruction which
is aligned with the
cognitive complexity
levels of standards and
benchmarks

The cognitive complexity
of models, examples,
questions, tasks,
and assessments are
appropriate given the
cognitive complexity
level of grade-
level standards and
benchmarks

Students are provided
with appropriate
scaffolding and supports
to access higher order
questions and tasks

Walkthrough

Teacher Appraisal Results

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1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.

1b.1. Insufficient standard based instruction

1b.1. Implement High Yield Instructional Strategies

1b.1. AP who evaluates teacher

1b.1. Determine:
 *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate
 *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.
 *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur
 Ongoing review of reading
 journals, use of journal entries

1b.1. Walkthrough
 Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)

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to plan and enhance
instruction.

Reading Goal
#1b:

2012
Current
Level of
Performan
ce:*

2013 Expected
Level of
Performance:*

Improve
current level of
performance

50%

Decrease level
1,2,3
1b.2.

1b.2.

1b.2.

1b.2.

1b.2.

Students with
high fluency
scores
sometimes lack
the
comprehension
skills needed
to read complex
texts.

Teachers will
provide
explicit
comprehension
instruction in small
groups
and during
individual
conferences.

Classroom Teacher

1b.3.

Analysis of reading logs
and
conferring notes,
disaggregation of
available
student data to determine
increase in student
achievement.

Assessment Data (e.g.,
FCAT, FAIR, Glencoe OEG,
FCIM Activities, •District
Common Assessments,
EOCs, other classroom
assessments)
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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**2a.FCAT
2.0: Students
scoring at
or above
Achievement
Levels 4 and 5
in reading.**

2a.1.	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Insufficient standard based instruction needed.	Implement High Yield Instructional Strategies	AP who evaluates teacher	Classroom Teacher	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)
Appropriate level of cognitive/text complexity	Increase opportunities for students to read and grapple with complex text.			Ongoing review of reading journals, use of journal entries	

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to plan and enhance instruction.

Reading Goal #2a:

2012 Current Level of Performance:

2013 Expected Level of Performance:*

—
—

Increase number of level 4, 5 and 6 students

52% (209)

Increase level 4 and 5 by 5%
2a.2.

2a.2.

2a.2.

2a.2.

2a.2.

Students with high fluency

Teachers will provide

Classroom Teacher

Analysis of reading logs and

Assessment Data (e.g., FCAT, FAIR, Glencoe OEG,

scores sometimes lack the

explicit comprehension

conferring notes,

FCIM Activities, •District

comprehension skills needed

instruction in small groups

disaggregation of available

Common Assessments,

to read complex texts.

and during individual

student data to determine

EOCs, other classroom

conferences.

increase in student

assessments)

achievement.

2a.3

2a.3

2a.3

2a.3

2a.3

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<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2b.1. Lack of differentiation of instruction</p>	<p>2b.1. Provide formative assessments to inform differentiation in instruction</p>	<p>2b.1. AP who evaluates teacher</p>	<p>2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points</p>	<p>2b1. Walkthrough</p>
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<u>Reading Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#2b:</u>	<u>Current</u>	<u>Level of</u>
	<u>Level of</u>	<u>Performance:*</u>
	<u>Performan</u>	
	<u>ce:*</u>	

—
 Improve
 current level of
 performance

25%	Increase level 7 by 5%				
	2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
	2b.3	2b.3	2b.3	2b.3	2b.3

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

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3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
	Lack of student engagement	Differentiate Instruction	AP who evaluates teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	School Summary of observation section of teacher appraisal results
	Closing the gap in achievement for students who are a year or more behind in reading achievement takes time.	Every student will receive an additional 30 minutes of differentiated reading instruction at least 4 days a week outside the 90 minute Reading Block.	Classroom Teacher	*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	IPI data when available State instructional walkthrough when applicable Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)

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•Grade-level teams and/or

PLCs gather and review

student data, engage in databased

discussions (e.g.,

Quality Quest protocol,

Looking at Student Work

protocol), and make

recommendations for changes,

when applicable.

Reading Goal
#3a:

2012
Current
Level of
Performan
ce:*

2013Expected
Level of
Performance:*

—

Increase the number of students

making learning gains in reading

73%(183) 100%

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3a.2.

3a.2.

3a.2.

3a.2.

3a.2.

3a.3.

3a.3.

3a.3.

3a.3.

3a.3.

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>3b.1. Lack of student engagement</p>	<p>3b.1. Differentiate Instruction</p>	<p>3b.1. AP who evaluates teacher</p>	<p>3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3b.1. School Summary of observation section of teacher appraisal results</p> <p>IPI data when available</p> <p>State instructional walkthrough when applicable</p>
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<u>Reading Goal</u> <u>#3b:</u>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performan</u> <u>ce:*</u>	<u>2013Expected</u> <u>Level of</u> <u>Performance:*</u>
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—
Improve
current level of
performance

3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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

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<p>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1. Lack of differentiation of instruction</p>	<p>4a.1. Differentiate Instruction Teachers will provide</p>	<p>4a.1. AP who evaluates teacher Classroom Teacher</p>	<p>4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p>	<p>4a.1. Lesson Plans & Walkthrough Assessment Data (e.g.,</p>
	<p>Time constraints limit</p>	<p>explicit instruction aligned to</p>		<p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p>	<p>FCAT, FAIR, Glencoe OEG,</p>
	<p>teacher's ability to meet the</p>	<p>FCAT 2.0 demands during</p>		<p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p>	<p>FCIM Activities, •District Common Assessments,</p>
	<p>needs of individual students.</p>	<p>reading workshop, while conferring, and during small</p>		<p>*These small groups are flexible and change with the content, project and assessments</p>	<p>EOCs, other classroom assessments)</p>
		<p>group instruction.</p>		<p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	

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•Grade-level teams and/or

PLCs gather and review

student data, engage in databased

discussions (e.g.,

Quality Quest protocol,

Looking at Student Work

protocol), and make

recommendations for changes,

when applicable.

<u>Reading Goal #4a:</u>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *
—		

Increase the number of the lowest 25 students making learning gains in reading

62%(31) 100%

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4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	Create intervention that support core instructional goals and objectives •Teachers will provide students will ample opportunities to choose books to read that are related to their interest. Schools will review all resources (individual classroom and media centers) to determine availability of high interest, multi-level texts and create a data base of resources. Funds (e.g., SIP, referendum, Title I) will be used to	SBLT Classroom Teacher	*SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs •Student surveys and student feedback
•Finding appropriate materials (interest, readability, etc.) are difficult.				
			Grade-level teams and/or PLCs gather and review student data, engage in databased	

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fill in the

gaps.

discussions (e.g.,

Quality Quest protocol,

Looking at Student Work

protocol), and make

recommendations for
changes,

when applicable.

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. Lack of differentiation of instruction</p>	<p>4b.1. Differentiate Instruction</p>	<p>4b.1. AP who evaluates teacher</p>	<p>4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4b.1. Lesson Plans & Walkthrough</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#4b:</u>	<u>Current</u>	<u>Level of</u>
<u>—</u>	<u>Level of</u>	<u>Performance:*</u>
	<u>Performan</u>	
	<u>ce:*</u>	

Improve
current level of
performance

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4b.2.	4b.2.	4ab.2.	4b.2.	4b.2.
Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	Create intervention that support core instructional goals and objectives	SBLT	<p>*SBLT utilizes data to plan for a sufficient number and variety of intervention courses</p> <p>*Intervention and core teachers communicate and plan together regularly</p> <p>*Intervention curriculum is aligned with core instructional goals/ objectives</p> <p>*Core content materials and subject matter are integrated within intervention courses</p> <p>*Intervention strategies are reinforced in core classes</p> <p>*Interventions are integrated and aligned across all providers</p> <p>*Effectiveness of intervention courses are evaluated by reviewing student success in core courses</p>	<p>Evidence of core teachers and intervention teachers communicating and planning;</p> <p>Lesson Plans & Walkthroughs</p>
4b.3	4b.3.	4b.3.	4b.3.	4b.3.

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5A:	Baseline data 2010-2011	88	90	93	95	98
	85					

Enter narrative for the goal in this box.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
				Strategy	

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5b.1.	5b.1.	5b.1.	5b.1.	5b.1.
	Lack of differentiation of instruction	Differentiate Instruction	AP who evaluates teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	Lesson Plans & Walkthrough
	Teachers limited use and understanding of Tier 2 Vocabulary.	Utilize assessment data to organize groups for differentiation and/or provide targeted interventions.	Classroom Teacher	*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)	Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District
				*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	Common Assessments, EOCs, other classroom assessments)
				*These small groups are flexible and change with the content, project and assessments	
				*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	

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Grade-level teams
and/or

PLCs gather and
review

student data, engage
in databased

discussions (e.g.,

Quality Quest
protocol,

Looking at Student
Work

protocol), and make

recommendations for
changes,

when applicable.

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

<u>Reading Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#5B:</u>	<u>Current</u>	<u>Level of</u>
	<u>Level of</u>	<u>Performance:*</u>
	<u>Performan</u>	
	<u>ce:*</u>	

White: Improve
the reading

performance of
students in the

white subgroup

Black: Improve
the reading

performance of
students in the

black subgroup

Hispanic:
Improve the
reading

performance of
students in the

Hispanic
subgroup

Asian: Improve
the reading

performance of
students in the

Asian subgroup

American
Indian: Improve
the

reading
performance of

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students in

the American Indian subgroup

White:248 100% of all subgroups to make a learning gain
79%

Black:

Hispanic: Increase proficiency of all subgroups by 10%
38

12%

Asian:

American Indian:

	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5c.1. Lack of differentiation of instruction</p>	<p>5c.1. Differentiate Instruction</p>	<p>5c.1. AP who evaluates teacher</p>	<p>5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5c.1. Lesson Plans & Walkthrough</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#5C:</u>	<u>Current</u>	<u>Level of</u>
	<u>Level of</u>	<u>Performance:*</u>
	<u>Performan</u>	
	<u>ce:*</u>	

Improve
the reading
performance

of students in the
ELL subgroup

5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the
analysis of student
achievement data,
and reference
to “Guiding
Questions”,
identify and define
areas in need of
improvement for
the following
subgroup:

Anticipate
d Barrier

Strategy

Person or Position
Responsible for
Monitoring

Process Used to
Determine Effectiveness
of

Evaluation Tool

Strategy

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5d.1. Lack of differentiation of instruction</p>	<p>5d.1. Differentiate Instruction</p>	<p>5d.1. AP who evaluates teacher</p>	<p>5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.</p> <p>*These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>5d.1. Lesson Plans & Walkthrough</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal</u>	<u>2012</u>	<u>2013 Expected</u>
<u>#SD:</u>	<u>Current</u>	<u>Level of</u>
	<u>Level of</u>	<u>Performance:*</u>
	<u>Performan</u>	
	<u>ce:*</u>	

Improve
the reading
performance

of students in the
SWD subgroup

59%

(26)

100% of all
SWD students
to make a
learning gain

An increase in
proficiency by
10%

5D.2.

5D.2.

5D.2.

5D.2.

5D.2.

5D.3.

5D.3.

5D.3.

5D.3.

5D.3.

Based on the
analysis of student
achievement data,
and reference
to “Guiding
Questions”,
identify and define
areas in need of
improvement for
the following
subgroup:

Anticipate
d Barrier

Strategy

Person or Position
Responsible for
Monitoring

Process Used to
Determine Effectiveness
of

Evaluation Tool

Strategy

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

5E.	5e.1.	5e.1.	5e.1.	5e.1.	5e.1.
Economically Disadvantaged students not making satisfactory progress in reading.	Lack of differentiation of instruction	Differentiate Instruction	AP who evaluates teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	Lesson Plans & Walkthrough
	Instruction does not provide students with sufficient opportunities to read and think through complex text.	Model practical ways of thinking through complex reading processes (e.g., previewing text, using fix up strategies, evaluating validity and reliability, considering viewpoints, drawing conclusions, making claims, justifying reasoning based on evidence from text).	Classroom Teacher	*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	Formative Assessments (FAIR, weekly assessments, Common •Assessments, K/1 Running Records)

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

•Analysis of reading logs and conferring notes, disaggregation of available student data to determine increase in student achievement.

<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *
—		

Improve the reading performance

of students in the SWD subgroup

65%(68)	100% of economically disadvantaged students will increase in proficiency by 10%	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

5E.3

5E.3

5E.3

5E.3

5E.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or	PD Participants (e.g., PLC, subject, grade level, or school-wide) Grade Levels	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 State Standards in relation to	K,1,2	PLC Leader Administration		District Wide Training and PLCs	PLC discussions	Administration
Reading Physical Design and Classroom Environment	K-5	Administration	K-5 Teachers	Daily Walkthroughs	Walkthrough feedback	Administration
Utilizing Data to Drive Instruction	K-5	Team Leaders	K-5 Teachers	Twice Monthly	Analysis of data each testing cycle and SBLT	Administration and SBLT

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

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
Extended Learning Program	Services provided to Tier 2 third grade students	Extended Learning Funds	\$880.00

Subtotal: \$880

Technology Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of Reading Goals

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

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

Evaluation Tool

Strategy

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

1. Students scoring proficient in Listening/Speaking.

1.1.

Lack of differentiation of instruction

1.1.

Provide formative assessments to inform differentiation in instruction

1.1.

AP who evaluates teacher

1.1.

Determine:

*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction

*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning

*Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle

*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students

1.1.

Walkthrough

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

CELLA Goal #1:

2012 Current Percent of Students
Proficient in Listening/Speaking:

—

Improve current level of
performance

Number CELLA tested:

19

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

		2.1.	2.1.	2.1.	2.1.	2.1.
		Lack of differentiation of instruction	Differentiate Instruction	AP who evaluates teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	Lesson Plans & Walkthrough
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	1.3.	1.3.	1.3.	1.3.	1.3.
		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

2. Students scoring proficient in Reading.

2.2.

Insufficient standard based instruction

2.2.

Implement High Yield Instructional Strategies

2.2.

AP who evaluates teacher

2.2.

Determine:

*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes

*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.

*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur

2.2.

Walkthrough

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

CELLA Goal #2:

2012 Current Percent of Students
Proficient in Reading :

—

Improve current level of performance

		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

3. Students scoring proficient in Writing.

3.1.	3.1.	3.1.	3.1.	3.1.	3.1.
Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	AP who evaluates teacher	Determine Lesson:	Walkthrough & Lesson Plans	
			<ul style="list-style-type: none"> *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson 		

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

CELLA Goal #3:

2012 Current Percent of Students
Proficient in Writing :

—

Improve current level of
performance

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

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

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
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Subtotal:

Technology Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Professional Development Strategy	Description of Resources	Funding Source	Amount
--------------------------------------	--------------------------	----------------	--------

Subtotal:

Other Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Total:

End of CELLA Goals

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

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 Achieve ment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

Anticipated
Barrier

Strategy

Person or Position
Responsible for
Monitoring

Process Used to Determine
Effectiveness of

Strategy

Evaluation Tool

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

**1a.FCAT
2.0: Students
scoring at
Achievement
Level 3 in
mathematics.**

Ample opportunities are not provided to engage students in discussions and activities that are on or above grade level.

1a.1.

Set and communicate a purpose for learning and learning goals in each lesson

Engage students in learning

by using collaborative

structures, checks for

understanding, physical

movement and accountable

talk.

1a.1.

AP who evaluates teacher

Classroom Teacher

*Make sure the lessons taught are:

*aligned with a course standard or benchmark and to the district/school pacing guide

*Begins with a discussion of desired outcomes and learning goals

*Includes a learning goal/essential question

*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question

*Math journals that teachers review weekly/biweekly to

check for independent thought and problem solving

*Teacher assigns activities and

checks for student

completion

1a.1.

Walkthrough & Lesson Plans

Math journals

Common Assessments

FCAT

*Assessment Data (e.g.,

FCAT, FAIR, Glencoe OEG,

FCIM Activities, District

Common Assessments,

EOCs, other classroom

assessments

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

<u>Mathematics Goal</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>#1a:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	-	

Improve level of performance in

math

Although we do not have enough

African American students to

make a subgroup, we will work to

increase their level of achievement

in math. Data chats will be held to

discuss and monitor the progress

of African American students

during the school year

(128)

32%

Decrease in level 1 and 2 from 24%

To

14%

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

1a.2.	1a.2.	1a.2.	1a.2. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2.
Ample opportunities are not provided for students to interact with technology that supports what they are learning	Implement High Yield Instructional Strategies Provide opportunities for students to engage in remediation and enrichment activities using math software programs and moodle games and activities	AP who evaluates teacher		Walkthroughs Computer program data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.

1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
Insufficient standard based instruction	Implement High Yield Instructional Strategies	AP who evaluates teacher. Classroom Teacher	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
Ample opportunities are not provided to engage students in discussions and activities that are on or above grade level	Use questioning techniques at various cognitive levels to promote learning			

<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>
	*	*

Improve current level of performance

25%	Decrease in level 1,2 and 3
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
	1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:
2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.1 A quick pacing guide often inhibits time to give enrichment activities	2a.1. Assess students’ level of understanding before the lesson (formative assessment). Provide enrichment activities to students who quickly understand new curriculum.	2a.1. Classroom teacher	2a.1. Determine: *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students’ learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough FCAT and common assessment data

<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>
Increase number of level 4 and 5 students	-	

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

43%	Increase in level 4 and 5 by 5%				
(174)		2a.2.	2a.2.	2a.2.	2a.2.
	Students in class are at different levels of understanding.	Students receive in class differentiated instruction to help students meet math deficiencies and provide enrichment activities for those who master skills.	Classroom Teacher	Pre-tests to assess prior knowledge of math concepts	Post tests
				Teachers monitor level of comprehension through the use of the gradual release model.	
	2a.3	2a.3	2a.3	2a.3	2a.3
	Students have difficulty with problem solving; thinking about math and how they verbalize.	Engage students in learning by using collaborative structures, checks for understanding, physical movement and accountable talk.	Classroom Teacher	Lessons should be based on applying math concepts to real world problems.	Walkthrough Student journals

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

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.

2b.1.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Lack of differentiation of instruction	Provide formative assessments to inform differentiation in instruction	AP who evaluates teacher	Determine:	Walkthrough	
			*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction		
			*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning		
			*Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle		
			*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points		

<u>Mathematics Goal #2b:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u> *
—	*	

Improve current level of performance

25%	Increase in level 7 by 5%
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2b.2	2b.2	2b.2	2b.2	2b.2
Students are not allowed ample time to think problems through for possible answers	Provide opportunities for all students to respond and probe incorrect answers, regardless of perceived ability level, expectancy or performance, with the same frequency and depth and monitors the quality of participation of each student	Classroom Teacher	Grade-level teams and/or PLCs gather and review student data, engage in databased discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.	Student Work Other than Assessments
2b.3	2b.3	2b.3	2b.3	2b.3

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of Strategy

Evaluation Tool

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

**3a. FCAT 2.0:
Percentage of
students making
Learning Gains
in mathematics.**

3a.1.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
Lack of student engagement	Differentia Provide formative assessments to inform differentiation in instruction	AP who evaluates teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level		School Summary of observation section of teacher appraisal results
Students enter math courses			*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)		IPI data when available
not having achieved previous	Utilize FCIM calendars and adjust instruction based on student data		*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners		State instructional walkthrough when applicable
grade level proficiency	grade level proficiency		*Teachers provide small group instruction to target specific learning needs.		
			*These small groups are flexible and change with the content, project and assessments		
			*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.		

<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>
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Increase the number of students

making learning gains in math

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

71%(179)

100% of
students
will make a
learning gain
3a.2.

3a.2.

3a.2.

3a.2.

3a.2.

3a.3.

3a.3.

3a.3.

3a.3.

3a.3.

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

**3b. Florida
Alternate
Assessment:
Percentage of
students making
Learning Gains
in mathematics.**

3b.1.
Lack of
student
engagement

3b.1.
Differentiate
Instruction

3b.1.
AP who evaluates
teacher

3b.1.
Content materials are
differentiated by student
interests, cultural background,
prior knowledge of content,
and skill level

*Content materials are
appropriately scaffolded to
meet the needs of diverse
learners (learning readiness
and specific learning needs)

*Models, examples and
questions are appropriately
scaffolded to meet the
needs of diverse learners
*Teachers provide small
group instruction to target
specific learning needs.

*These small groups are
flexible and change with
the content, project and
assessments

*Students are provided
opportunities to demonstrate
or express knowledge and
understanding in different
ways, which includes varying
degrees of difficulty.

3b.1.
School Summary of
observation section of
teacher appraisal results

IPI data when available

State instructional
walkthrough when
applicable

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

<u>Mathematics</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>Goal #3b:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	-	

—

Maintain current level of performance

3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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<p>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4a.1. Students enter math courses not having achieved previous grade level proficiency.</p>	<p>4a.1. Differentiate Instruction Use the gradual release or 5Es model that includes explicit instruction, modeled instruction, guided practice and independent practice.</p>	<p>4a.1. AP who evaluates teacher Classroom Teacher</p>	<p>4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4a.1. Lesson Plans & Walkthrough</p>
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<u>Mathematics Goal</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>#4a:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	-	

—
Improve current level
of performance

61%(37)	100% of students will make a learning gain
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>4a.2.</p> <p>Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas</p>	<p>4a.2.</p> <p>Create intervention that support core instructional goals and objectives</p>	<p>4a.2.</p> <p>SBLT</p>	<p>4a.2.</p> <p>*SBLT utilizes data to plan for a sufficient number and variety of intervention courses</p> <p>*Intervention and core teachers communicate and plan together regularly</p> <p>*Intervention curriculum is aligned with core instructional goals/ objectives</p> <p>*Core content materials and subject matter are integrated within intervention courses</p> <p>*Intervention strategies are reinforced in core classes</p> <p>*Interventions are integrated and aligned across all providers</p> <p>*Effectiveness of intervention courses are evaluated by reviewing student success in core courses</p>	<p>4a.2.</p> <p>Evidence of core teachers and intervention teachers communicating and planning;</p> <p>Lesson Plans & Walkthroughs</p>
<p>4a.3.</p>	<p>4a.3.</p>	<p>4a.3.</p>	<p>4a.3.</p>	<p>4a.3.</p>

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

4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.

4b.1. Lack of differentiation of instruction

4b.1. Differentiate Instruction

4b.1. AP who evaluates teacher

4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level

*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)

*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners

*Teachers provide small group instruction to target specific learning needs.

*These small groups are flexible and change with the content, project and assessments

*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.

4b.1. Lesson Plans & Walkthrough

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

<u>Mathematics Goal</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>#4b:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	-	

—

Improve current level
of performance

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

4b.2.	4b.2.	4ab.2.	4b.2.	4b.2.
Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	Create intervention that support core instructional goals and objectives	SBLT	<p>*SBLT utilizes data to plan for a sufficient number and variety of intervention courses</p> <p>*Intervention and core teachers communicate and plan together regularly</p> <p>*Intervention curriculum is aligned with core instructional goals/ objectives</p> <p>*Core content materials and subject matter are integrated within intervention courses</p> <p>*Intervention strategies are reinforced in core classes</p> <p>*Interventions are integrated and aligned across all providers</p> <p>*Effectiveness of intervention courses are evaluated by reviewing student success in core courses</p>	Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
4b.3.	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. <u>Mathematics Goal #5A:</u></p>	86	87	88	90	91	92	93
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—
Improve current level of performance

<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5b.1.	5b.1.	5b.1.	5b.1.	5b.1.
	Students enter math courses not having achieved previous grade level proficiency.	Differentiate Instruction Level 1 & 2 students will be targeted to receive additional, supported instruction. Teachers will collaborate with other teachers to provide some flexible grouping between classes within a grade level team. One teacher will plan small group instruction for the students needing to be challenged at an elevated	AP who evaluates teacher Classroom Teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. •Grade-level teams and/or PLCs gather and review student data, engage in databased discussions (e.g.,	Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)

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

level, while
the other
teacher

might plan and
deliver small

group
instruction for

Quality Quest protocol,

Looking at Student Work

protocol), and make

recommendations for changes,

when applicable.

struggling
students.
2013 Expected
Level of
Performance:*

Mathematics Goal
#5B:

2012 Current
Level of
Performance:
*

—

Improve current level
of performance

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

White: 100% of student subgroups will make learning gains
80%
243

Black: An increase in proficiency by 10%

Hispanic: :
11%
33

Asian:

American Indian:

	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:					

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

5C. English Language Learners (ELL)	5c.1.	5c.1.	5c.1.	5c.1.	5c.1.
not making satisfactory progress in mathematics.	Lack of differentiation of instruction	Differentiate Instruction	AP who evaluates teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	Lesson Plans & Walkthrough
				*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)	
				*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	
				*These small groups are flexible and change with the content, project and assessments	
				*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	

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

<u>Mathematics Goal</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>#5C:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	-	

—

Improve current level of performance

	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

5d.1.

Lack of differentiation of instruction

5d.1.

Differentiate Instruction

5d.1.

AP who evaluates teacher

5d.1.

Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level

*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)

*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners
*Teachers provide small group instruction to target specific learning needs.

*These small groups are flexible and change with the content, project and assessments

*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.

5d.1.

Lesson Plans & Walkthrough

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

<u>Mathematics Goal</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>#SD:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>

—
Improve current level of performance

65%(31)

100% of SWD students will make learning gains

An increase in proficiency by 10%

5D.2.

5D.2.

5D.2.

5D.2.

5D.2.

5D.3.

5D.3.

5D.3.

5D.3.

5D.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of

Evaluation Tool

Strategy

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5e.1. Students are entering grade level with a wider gap between abilities than before.	5e.1. Use district developed curriculum guides and the NGSSS to plan and deliver instruction.	5e.1. AP who evaluates teacher Teacher	5e.1. School administrators conduct classroom walkthroughs to collect data and validate strategy use.	5e.1. Lesson Plans & Walkthrough Teacher assessment tools
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Mathematics Goal</u>	<u>2012 Current</u>	<u>2013 Expected</u>
<u>#5E:</u>	<u>Level of</u>	<u>Level of</u>
	<u>Performance:</u>	<u>Performance:*</u>
	-	

—
 Improve the math performance of students in the Economically Disadvantaged subgroup

58%(61)

100% of Economically Disadvantaged students will make learning gains

An increase in proficiency by 10%

5E.2

5E.2

5E.2

5E.2

5E.2

Students do not get enough opportunities to problem solve and explain their reasoning.

Allow time prior to core lesson to have students problem solve and discuss their strategies.

Teacher

Teacher Appraisal System
 Math SIP team discussions
 Common Assessment Data

Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
 Math SIP team minutes

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

5E.3	5E.3	5E.3	5E.3	5E.3
Students are unable to read through material adequately enough to understand what operation should be used and what is expected.	Use grade level PLCs to determine instructional needs by reviewing common assessment data and incorporate the use of manipulatives and/or hands on activities for students. Use of the Pearson enVision Diagnostic/ Intervention Kit, School Based Leadership team participates in the PS/RtI process and uses strategies as recommended in the IES practice guide Assisting Students	Teacher	Grade-level teams and/or PLCs gather and review student data, engage in databased discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.	Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments

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

Struggling with

Mathematics:
Response to

Intervention for
Elementary

and Middle
Schools.

End of Elementary School Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals

Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of Strategy

Evaluation Tool

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

1a.FCAT 2.0: Students scoring at Achievement Level 3 in science.

1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	Administrator who evaluates teacher	Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide/science workshop *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question	1a.1. Walkthrough & Lesson Plans

Science Goal #1a:

The percentage of students achieving a Level 3 and

above on the 2013 Science FCAT will increase

<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>
37%	Decrease the number of level 1 and 2
(52)	

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

1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
Lack of Student Engagement in labs and hands-on activities	Implement High Yield Instructional Strategies	Administrator who evaluates teacher/ classroom teacher	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. Evidence of: * Use the 5 E's model that includes engage, explore, explain, elaborate, and evaluate. SEAMS investigations, Fusion digital labs, and Fishbowl discussions occur. *All students 1 st -5 th participate in District Science	Walkthrough & Lesson Plans Analysis of science common assessment data, classroom science assessment and science probes for misconceptions data during grade level data chats. School science fair. Top 4 projects sent to the district Science fair.

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

1a.3.	1a.3.	1a.3.	Fair. 1a.3.	1a.3.
Students' limited background knowledge inhibits their deeper understanding of science concepts.	Increase instructional rigor	Administrator who evaluates teacher	Evidence of: *Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks the cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks *Students are provided with appropriate scaffolding and supports to access higher order questions and tasks *Teachers use probes to identify misconceptions before a new concept is introduced	Walkthrough Analysis of science common assessment data, classroom science assessment and science probes for misconceptions data during grade level data chats

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

1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.

1b.1.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	AP who evaluates teacher	Determine Lesson:	Walkthrough & Lesson Plans	
			*Is aligned with a course standard or benchmark and to the district/school pacing guide		
			*Begins with a discussion of desired outcomes and learning goals		
			*Includes a learning goal/essential question		
			*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question		
			*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question		
			*Includes a scale or rubric that relates to the learning goal is posted so that all students can see it		
			*Teacher reference to the scale or rubric throughout the lesson		

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

Science Goal #1b:

2012 Current
Level of
Performance:*

2013 Expected
Level of
Performance:*

—

Improve current level of performance

1b.2.

1b.2.

1b.2.

1b.2.

1b.2.

1b.3.

1b.3.

1b.3.

1b.3.

1b.3.

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:

Anticipated Barrier

Strategy

Person or Position Responsible for Monitoring

Process Used to Determine Effectiveness of Strategy

Evaluation Tool

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

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.

2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Lack of differentiation of instruction	Provide formative assessments to inform differentiation in instruction	AP who evaluates teacher	Determine:	Walkthrough

*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction

*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning
 *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle

*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points

Science Goal #2a:

The percentage of students achieving a Level 4 and 5 on the 2013 Science FCAT will increase

<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>
--	---

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

	27%	Increase the level 4 and 5 students 5%				
	(38)		2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.	
	Lack of differentiation of instruction	Provide formative assessments to inform differentiation in instruction	AP who evaluates teacher	Determine:	Walkthrough	
				*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction		
				*Teachers facilitate effective classroom activities and tasks that elicit evidence of learning		
				*Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle		
				*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points		

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

Science Goal #2b:

2012 Current
Level of
Performance:*

2013 Expected
Level of
Performance:*

—

Improve current level of performance

2b.2.

2b.2.

2b.2.

2b.2.

2b.2.

2b.3

2b.3

2b.3

2b.3

2b.3

End of Elementary and Middle School Science Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Team 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
5 E's Workshop	K-5	PLC Leader Team Leader	PLC Grade Level Teams	Weekly PLC Topic	PLC Minutes	Administration
Gradual Release of Responsibility	K-5	Team Leader	PLC Grade Level Teams	Weekly PLC Topic	PLC Minutes	Administration
Formative Assessments	3-5	AP	Grades 3-5	Curriculum Meetings	Walkthroughs	Administration

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

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

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
----------	--------------------------	----------------	--------

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
----------	--------------------------	----------------	--------

Subtotal:

Total:

End of Science Goals

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

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

Evaluation Tool

Strategy

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

1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1	1a.1.	1a.1	1a.1	1a.1
	Time - students in the category need to be given more opportunities and time to write. Often, they are pulled out during the writing block and end up getting less time to write.	Teachers will provide time and materials to write across the curriculum.	Classroom teacher	Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	Walkthrough & Lesson Plans Pinellas County Common Assessment Data report
		Students in the fourth grade will attend pull out programs during times other than writing.			
		Students may attend before or afterschool programs for writing instruction to reinforce classroom instruction and build confidence in their writing.			

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

<u>Writing Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>
Level 3: Improve level of performance in writing		Parent workshop will be offered to help parents
Level 4: Increase number of level 4 students		
Although we do not have enough African American students to make a subgroup, we will work to increase their level of achievement in writing. Data chats will be held to discuss and monitor the progress of African American		

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

92% Decrease
(121) number of
 level 1,2 and 3
 students

Level 4 and
above

32%

(42)

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

1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
Teachers do not use the Writing Units of Study with fidelity and teach the writing process in a consistent manner.	Model teaching and side-by-side coaching over the long term for teachers to better understand the units of study.	AP who evaluates teacher Classroom teacher	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough Pinellas County Common Assessment Data report
	Teachers will confer with each other for planning and diverse student needs.			

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1b. Florida Alternate

Assessment: Students scoring at 4 or higher in writing.

1b.1.	1b.1.	1b.1.	1b.1	1b.1
Many students in these subgroups are traveling long distances on a bus to get to school. Instructional time is often lost due to late arrivals.	Students in this category will not be pulled out of writing instruction for other programs to maximize instruction.	AP who evaluates teacher Classroom teacher	Classroom teacher Pinellas County Common Assessment Data Tardy data Workshop attendance records Writing celebration records	Analysis of Pinellas County Common Assessment Data Parent Survey Walk Through Reports
	Parent workshop may be provided for the students that do not live in our area The location may be a community center near their neighborhoods. Incentives may be provided to increase parent attendance			

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Teachers will provide the opportunity for students to share their writing to a variety of audiences to receive positive feedback, and increase confidence.

<u>Writing Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>
Improve current level of performance		

50%	Decrease number of level 1,2 and 3 students
Level 7 and above	
50%	

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1b.2	1b.2	1b.2	1b.2	1b.2
Students do not independently use writing strategies.	Teachers will increase the amount of time students are engaged in writing. Students may attend a writing club that will emphasize strategic instruction and increase motivation. Teachers will confer with students 3-5 times weekly	Classroom teacher	Pinellas County Common Assessment data Writing Conference Notes Student Writing Journals	Analysis of Pinellas County Common Assessment Data
1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

End of Writing Goals

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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 Team 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
Effective implementation of the CCSS, Reading and Writing Workshop	2 nd grade		2 nd grade	August 2012-June 2013	Lesson plans, classroom walkthroughs, modeling, coaching, observations	Administration

Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

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Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
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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1. Attendance

1.1.

1.1.

1.1.

1.1.

1.1.

Lack of parent support and/or consequences

Notify the parent of attendance concern and how it impacts their child's education.

Administration

Parent Surveys

Attendance Records

Notify social worker and attendance team.

Disqualify student from electives (PMAC, Safety Patrol).

Attendance Goal #1:

2012 Current Attendance Rate:*

2013 Expected Attendance Rate:*

—

To decrease the percentage of students who are absent.

96%

Greater than prior year

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2012 Current 2013 Expected
Number of Number of
Students with Students with
Excessive Excessive
Absences Absences

(10 or more) (10 or more)
 225 10% decrease from
 prior year

2012 Current 2013 Expected
Number of Number of
Students with Students with
Excessive Excessive Tardies
Tardies (10 (10 or more)
or more)

112 (10 or more)
 10% decrease from
 prior year
 1.2. 1.2.

Raising awareness
 of the importance of
 attendance.

Administrator utilizes
 School Messenger in
 order to inform the
 parent population of the
 importance of attendance
 and the effect of absences
 on student performance in
 the classroom.

Administration

The School Messenger
 system will be utilized
 to raise awareness
 of the importance
 of attendance.
 Attendance records
 will be monitored and
 data will be analyzed
 for trends.

Attendance Records

1.3.

1.3.

1.3.

1.3.

1.3.

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

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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 Social Worker	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Child Study Team process	K-5		K-5, Social Worker, Principal, DMT	December	Child Study Team documents processes used with students who have excessive absences.	Administration

Attendance Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Total:

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	Evaluation Tool
				Strategy	

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

1. Suspension

1.1.

1.1.

1.1.

1.1.

1.1.

Lack of Student Engagement

Positive behavior supports are in place in the form of an effective school wide behavior plan . School wide conversation levels will be utilized in all grade levels.

SBLT
Classroom Teacher

Determine:

Expectations are clearly and positively defined

Behavioral expectations are taught and reviewed with all students and staff

Conversation levels are posted throughout the school.

Appropriate behaviors are acknowledged

Behavioral errors are proactively corrected

Decrease in

Number of In-School Suspension

Number of out-of-school suspensions

Suspension Goal #1:

2012 Total Number of In-School Suspensions

2013 Expected Number of

In-School Suspensions

To continue to decrease the amount of out of school suspensions.

Although we do not have enough African American students to make a subgroup, we will work to monitor discipline referrals and suspensions during the school year.

1

10% decrease from prior year

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<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>				
<u>In-School</u>	<u>In-School</u>				
1	10% decrease from prior year				
<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>				
9	10% decrease from prior year				
<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>				
<u>Out-of-School</u>	<u>Out-of-School</u>				
7	10% decrease from prior year	1.2.	1.2.	1.2.	1.2.
	Lack of parental support	Guidance lessons on bullying and character will occur throughout the school. Behaviors will be communicated to the parents through phone calls and/or agendas.	Classroom teacher	School/home communication in agenda planners	EDS Referral and Suspension screen will be utilized in order to see a decrease in suspensions.
	1.3.	1.3.	1.3.	1.3.	1.3.

**Suspension Professional Development
Professional Development (PD) aligned with Strategies through**

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Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Blue plan initiative in Dining Room and PE	K-5	AP	K-5	Pre-School	Behavior plans, Discipline Committee Minutes	Administration

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
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Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Professional Development

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

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Other			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of Suspension Goals

Dropout Prevention Goal(s) Note: Required for High School- F.S., Sec. 1003.53

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

**Dropout
Prevention
Goal(s)**

**Problem-
solving
Process to
Dropout
Preventio
n**

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

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

1. Dropout Prevention

Dropout Prevention
Goal #1:

**Please refer to the percentage of students who dropped out during the 2011-2012 school year.*

<u>2012 Current</u>	<u>2013 Expected</u>
<u>Dropout Rate:*</u>	<u>Dropout Rate:*</u>

<u>2012 Current</u>	<u>2013 Expected</u>
<u>Graduation</u>	<u>Graduation</u>
<u>Rate:*</u>	<u>Rate:*</u>

1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning

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Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Dropout Prevention 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
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Subtotal:

Technology Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

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Professional Development

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Total:

End of Dropout Prevention Goal(s)

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	Evaluation Tool
				Strategy	

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1. Parent Involvement

1.1

1.1.

1.1. Administration/
SBLT

1.1.

1.1

Parental
work
schedule

The school
will

Review PTA membership
records and collect

PTA membership
records

Parent Involvement Goal

#1:

**Please refer to the
percentage of parents
who participated
in school activities,
duplicated or
unduplicated.*

and single
parent
families.

announce
meetings in
the

participation data and
have

newsletter,
moodle, and

PTA survey families.

marquee.
School
Messenger
phone

calls will be
made to

announce
meetings
and

special
events. This
allows for
families
to support
their child's
educational
progress.

Combine
SAC and
PTA

meetings
annually.

Combine
PTA and
child

centered

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functions
annually.

2012 Current
level of Parent
Involvement:*

2013
Expected
level of Parent
Involvement:*

Improve current level of
performance

Portal logins by parents

78% (390)

Increase by
1

0%

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

1.2.	1.2	1.2.	1.2.	1.2.
Decreased percentage of families participating in extra-curricular activities (SEM, Focus on Achievement, Family Fun Night, Student Led Conference night, Grade level performances, book club nights, etc.)	Use communication tools such as agendas, newsletters, marquee, PTA ,Facebook, and School Messenger.	Administration	Survey and data collection log of parent participation.	Survey
1.3.	1.3. "For the Love of Books" Parents donate books the school to build up classroom libraries.	1.3.	1.3.	1.3.
Classroom libraries in need of more books		Administration	Data collection log of parent participation	Classroom reading logs

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies

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**2012-2013 School Improvement Plan (SIP)-Form SIP-1
through
Professional
Learning
Community
(PLC) or PD
Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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
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Subtotal:

Technology Strategy	Description of Resources	Funding Source	Amount
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Total:

End of Parent Involvement Goal(s)

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

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

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	Evaluation Tool
				Strategy	

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

STEM Goal #1:

1.1.

1.1.

1.1.

1.1.

1.1.

—

Enter narrative for the goal in this box.

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

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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 and Schedules (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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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
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Subtotal:

Technology Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Professional Development Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

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Other

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)

**Problem-Solving
Process to
Increase Student
Achievement**

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
				Strategy	

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

CTE Goal #1:

1.1.

1.1.

1.1.

1.1.

1.1.

—

Enter narrative for the goal in this box.

1.2.

1.2.

1.2.

1.2.

1.2.

1.3.

1.3.

1.3.

1.3.

1.3.

CTE Professional Development

**Professional
Development
(PD) aligned
with Strategies
through
Professional
Learning
Community
(PLC) or PD
Activity**

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Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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CTE 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
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Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Total:

End of CTE Goal(s)

Additional Goal I Wellness (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	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier				
				Strategy	

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**1. Additional Goal:
Wellness**

1.1.	1.1.	1.1.	1.1.	1.1.
A:	A:	A:	A:	A:
Ongoing collaboration between PE Team and teachers.	CWE PE Team will attend grade-level PLC meetings.	Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers.)	Lesson Plans will be reviewed .	Lesson plans.
B:			B:	B:
Communication between PE Team and parents relative to motivation and preparation.	B: PE Team will communicate with parents using CWE web site PE page <i>and</i> the CWE Newsletter.	B: Physical Education Teachers.	Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results.	Being Fit Matters Statistical Report (Portal)

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Additional Goal #1:

2012 Current
Level :*

2013
Expected
Level :*

—

The percentage of students achieving the Healthy Fineness Zone for the PACER assessment in Being Fit Matters will improve by 5% from the fall, 2012 pre assessment to the end of course post assessment.

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A Data (Options):	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory
Not yet meeting Bronze Level on Healthy Schools Inventory	Meeting Bronze Level on Healthy Schools Inventory
Meeting Bronze Level on Healthy Schools Inventory	Meeting Silver Level on Healthy Schools Inventory
Meeting Silver Level on Healthy Schools Inventory	Meeting Gold Level on Healthy Schools Inventory
Meeting Gold Level on Healthy Schools Inventory	
B Data:	B Data:
Being Fit Matters/ Fitnessgram Data by school will be inserted here.	Being Fit Matters/ Fitnessgram School will improve students' scores on one Being Fit Matters/ Fitnessgram

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Assessment scores for selected by school.

1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fuel up to play 60 initiatives	K-5	PE team	K-5	August 2012-June 2013	PLC minutes	Administration
Healthy Team Action Plan	K-5	Wellness Committee	Wellness Committee	Committee Meetings	Wellness Committee Minutes	Wellness chairperson, Administration

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Additional Wellness 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
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Subtotal:

Technology Strategy	Description of Resources	Funding Source	Amount
------------------------	--------------------------	----------------	--------

Subtotal:

Professional Development Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Other Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Total:

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Additional Goal II Bradley MOU (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 Achieve ment	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:				Strategy	

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**1. Additional Goal:
Black Academic
Achievement**

1.1.	1.1.	1.1.	1.1.	1.1.
Lack of differentiation of instruction	Differentiate Instruction	AP who evaluates teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	Lesson Plans & Walkthrough
			*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)	
			*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	
			*These small groups are flexible and change with the content, project and assessments	
			*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	

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Additional Goal #1: 2012 Current 2013
Level :* Expected
Level :*

—
 There will be an increase in black student achievement

1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional MOU 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
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Subtotal:

Technology	Description of Resources	Funding Source	Amount
Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development	Description of Resources	Funding Source	Amount
Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other	Description of Resources	Funding Source	Amount
Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

June 2012
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Additional Goal III Bradley MOU (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 Achieve ment	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:				Strategy	

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

**1. Additional Goal:
Student Engagement
for Black Students**

1.1.	1.1.	1.1.
Lack of Student Engagement	Positive behavior supports are in place in the form of an effective school wide behavior plan	SBLT

1.1.	1.1.
Determine:	Decrease in
Expectations are clearly and positively defined	Number of In-School Suspension
Behavioral expectations are taught and reviewed with all students and staff	Number of Students suspended In-School
Appropriate behaviors are acknowledged	Number of out-of-school suspensions
Behavioral errors are proactively corrected	Number of Students suspended out-of-school
A database for keeping records and making decisions is established	Number of alternative bell assignments
Data-based monitoring and adaptations to the plan are regularly conducted	Number of students assigned to alternative bell schedule

Additional Goal #1:

<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>
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—
There will be an increase in black student engagement

1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU II Goals Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Additional MOU 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
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Subtotal:

Technology

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Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Total:

Additional Goal IV Bradley MOU (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 Achieve ment	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
		Barrier		Responsible for Monitoring	Effectiveness of	
Based on the analysis of school data, identify and define						
areas in need of improvement:				Strategy		

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**1. Additional Goal:
Black graduation rate**

1.1.	1.1.	1.1.	1.1.	1.1.
Lack of Student Engagement	Positive behavior supports are in place in the form of an effective school wide behavior plan	SBLT	Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	Increase in black graduation rate

Additional Goal #1:

2012 Current Level :* 2013 Expected Level :*

—

There will be an increase in black student graduation rate

1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional

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Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Additional MOU 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
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Total:

Additional Goal V Bradley MOU (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 Achieve ment
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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	Evaluation Tool
1. Additional Goal: Black advanced Coursework	1.1.	1.1.	1.1.	Strategy 1.1.	1.1.
Lack of differentiation of instruction	Differentiate Instruction	AP who evaluates teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness	

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

<u>Additional Goal #1:</u>	<u>2012 Current</u>	<u>2013</u>
	<u>Level :*</u>	<u>Expected</u>
		<u>Level :*</u>

—

There will be an increase percent of black students enrolled in rigorous advanced coursework

There will be an increase in performance of black students in rigorous advanced coursework

	Increase from prior year				
1.2.	1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI: Behavior for SBLT	All	Jean Stock	K-5	Ongoing	SBLT minutes	Jean Stock
RTI: Behavior for school staff	All	Jean Stock and Quinn Williams	PLC and Schoolwide	Ongoing	RTI behavior folders	Quinn Williams

Additional MOU 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
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Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
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Subtotal:

Total:

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.

Reading Budget

Total: \$880

Mathematics Budget

Total:

Science Budget

Total:

Writing Budget

Total:

Attendance Budget

Total:

Suspension Budget

Total:

Dropout Prevention Budget

Total:

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Parent Involvement Budget

Total:

Additional Goals

Total:

Grand Total: \$880

Final Budget(Insert rows as needed)

Please provide the total budget from each section.

Reading Budget

Total: \$880

CELLA Budget

Total:

Mathematics Budget

Total:

Science Budget

Total:

Writing Budget

Total:

Civics Budget

Total:

U.S. History Budget

Total:

Attendance Budget

Total:

Suspension Budget

Total:

Dropout Prevention Budget

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Total:

Parent Involvement Budget

Total:

STEM Budget

Total:

CTE Budget

Total:

Additional Goals

Total:

Grand Total: \$880

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School

Differentiated

Accountability

Status

Priority

Focus

Prevent

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

School Advisory Council (SAC)

June 2012

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

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.

SAC will be working towards a 5 star award for the school.

Describe the projected use of SAC funds.

Amount
None at this time

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