Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Dundee Elenentary	District Name: Polk
Principal: Kim VanHook	Superintendent:Dr. Sheri Nickell
SAC Chair: Melissa Hamm	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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

Principal	Kimberly D. Van Hook	BA – Elementary Education, Warner University; Master of Science – Educational Leadership, University of South Florida: Principal Certification – State of Florida	0	9	During my tenure at Hillcrest Elementary School 2003 - 2006, where I served as Assistant Principal, we consistently made school grade of B and we also made AYP two of the three years. I then transferred to Spook Hill Elementary for ½ a year and that year Spook Hill also made a school grade of A and made AYP. I then accepted the principalship of Frostproof Elementary a K-2 school in January of 2007. That year the school scored an A followed the next two years by a C and the past two years (2010-2012) a B. Our school has never made AYP but consistently meets a high percentage of the criteria. I am currently assigned to Dundee Elementary School which received a D for the 2011-2012 school year.
Assistant Principal	Diane Rosebrough	Masters in Educational Leadership B.S Elementary Education	5.5	5.5	Dundee Elementary was a D in 2011-2-12. Prior to last year the school was a C for seven years. 2003 – 93% AYP, Reading Mastery 57%, Math Mastery 53%, Writing Mastery 74% 2004 – 90% AYP, Reading Mastery 61%, Math Mastery 55%, Writing Mastery 81% 2005 – 87% AYP, Reading Mastery 62%, Math Mastery 54%, Writing Mastery 82% 2006 – 92% AYP, Reading Mastery 51%, Math Mastery 59%, Writing Masstery 91% 2007 – 97% AYP, Reading Mastery 58%, Math Mastery 64%, Writing Mastery 90% 2008 – 77% AYP, Reading Mastery 56%, math Mastery 54%, Writing Mastery 96% 2009 – 82% AYP, Reading Mastery 54%, Math Mastery 62%, Writing Mastery 87% 2010 – 82% AYP, Reading Mastery 54%, Math Mastery 68/%, Writing Mastery 76% 2011- Reading Mastery 40%, Math Mastery 37%, Writing Mastery 85%, Reading Gains 58%, Lowest 25% gains 59%, Math gains 50%, Lowest 25% gains in math 51%.

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

<u>Instructional Coaches</u>

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)
Math	Dru Gainey	B.A. in Elementary Education Masters in Ed. Leadership	6	1	Dundee Elementary was a D in 2011-2-12. Prior to last year the school was a C for seven years. 2003 – 93% AYP, Reading Mastery 57%, Math Mastery 53%, Writing Mastery 74% 2004 – 90% AYP, Reading Mastery 61%, Math Mastery 55%, Writing Mastery 81% 2005 – 87% AYP, Reading Mastery 62%, Math Mastery 54%, Writing Mastery 82% 2006 – 92% AYP, Reading Mastery 51%, Math Mastery 59%, Writing Masstery 91% 2007 – 97% AYP, Reading Mastery 58%, Math Mastery 64%, Writing Mastery 90% 2008 – 77% AYP, Reading Mastery 56%, math Mastery 54%, Writing Mastery 96% 2009 – 82% AYP, Reading Mastery 54%, Math Mastery 62%, Writing Mastery 87% 2010 – 82% AYP, Reading Mastery 54%, Math Mastery 68/%, Writing Mastery 76% 2011- Reading Mastery 40%, Math Mastery 37%, Writing Mastery 85%, Reading Gains 58%, Lowest 25% gains 59%, Math gains 50%, Lowest 25% gains in math 51%.

Reading	Linda Carter	BS Elementary Education Masters Reading Certification: K-6	0	3	2010-11 Grade D Reading Mastery: 50% Math mastery: 59% AYP: 72% met 54% of students made a year's worth of progress in Reading 53% of struggling students made a year's worth of progress in Reading 42% of students made a year's worth of progress in Math 56% of struggling students made a year's worth of progress in Math did not make AYP for Total, Black, Hispanic, and Economically Disadvantaged and English Language Learners in Reading and in Math. 2009-10 Grade C 52% of students reading at or above grade level 56% of students making a year's worth of progress in reading 51% of struggling students making a year's worth of progress in reading did not make AYP for Black, Hispanic, and Economically Disadvantaged in Reading. 2008-09 Grade C 50% of students reading at or above grade level 61% of students making a year's worth of progress in reading 73% of struggling students making a year's worth of progress in reading All subgroups, with the exception of white, made AYP in reading.

Highly Effective Teachers

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

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Intensive Curriculum Inservice training	Leadership Team	June 2013
2. Multi-tiered systems of support	Leadership Team	June 2013
3. Common planning time for grade levels	Leadership Team	June 2013
4. Additional support through Math and Reading Resource Teachers	Administration	June 2013

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

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
10 (26%) of teachers are out-of-field in ESOL (Waiting on phase 2 to be complete for the teacher evaluation then we will add those teachers who are not highly effective.)	Certification Reports are run and given to teachers indicating which ESOL classes they still need in order to become certified in ESOL.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
32	9& (3)	19% (6)	34% (11)	38% (12)	38% (12)	42% (10)	9% (3)	0% (0)	75% (24)

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

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

Dru Gainey	Struggling Classroom Teachers and/or first year teachers Heather Walls	Dru Gainey is our Math Resource Teacher. He was a very successful classroom teacher at Dundee for several years prior to his new position. Dru will provide a knowledge base and support for continued implementation of the Polk county Curriculum maps, Common Core Standards, LFS strategies, and/or classroom management.	Weekly meetings with grade level teacher to help with lesson planning, classroom modeling of lessons or management. Dru will also complete Leadership Team walk throughs for all grade levels.
Linda Carter	Struggling Classroom Teachers and/or first year teachers	Linda has a Master's in reading from Grand Canyon University. This is her 40th year in education. 35 years in the classroom and 4 as a reading coach. She has taught primary for 18 years and Middle school for 17 years.	Weekly meetings with grade level teacher to help with lesson planning, classroom modeling of lessons or management. Linda will also complete Leadership Team walk throughs for all grade levels.

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

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 school-wide services to Dundee Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.
Title I, Part C- Migrant Migrant students enrolled in Dundee Elementary will be assisted by the school and by the district Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates assigned to school with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP> They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D Title I, Part D, provides Transition Facilitators to assist students with transition from department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance counselors at schools to facilitate the transfer of records and appropriate placement.
Title II Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Dundee Elementary are used to pay for substitute teachers in order for our classroom teachers to received training and/or have planning time to develop core integrated lesson plans.
Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

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

Title X- Homeless The Hearth program, funded through Title X, provides support identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, part C.
Supplemental Academic Instruction (SAI) Dundee Elementary currently does not have any SAI units for the 2012-2013 school year.
Violence Prevention Programs Dundee Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs Dundee Elementary is not a location for a summer feeding program for the community.
Housing Programs Students with housing needs are referred to the Homeless Student Advocate.
Head Start Head Start is not located on our campus.
Adult Education Students are provided with information related to adult education options upon request.
Career and Technical Education N/A

Job Training
N/A
Other

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

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

School-Based MTSS/RtI Team

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

Identify the school-based MTSS leadership team.

Principal – the Principal provides a common vision for the use of data-based decision making, models the Problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS Implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need and communicates with parents regarding school-based MTSS plans and activities.

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

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

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

Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

Selected General Education Teachers: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 intervention; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered intervention; collaborates with general education teachers.

Academic Intervention Facilitator: develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate evident-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk", assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based making activities.

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

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

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

The MTSS team is part of the Leadership team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem solving Model. The MTSS will meet at least once per month (or more frequently as needed) to engage in the following activities:
- Review school-wide grade level and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving , sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Calendar of Meetings:
August 17, 2012
August 24, 2012
August 30, 2012
September 5, 2012
September 11, 2012
September 21, 2012
September 28, 2012
October 5, 2012
October 12, 20102
October 19, 2012
October 26, 2012
November 2, 2012
November 9, 2012
November 16, 2012
November 30, 2012
December 7, 2012
December 14, 2012
January 11, 2013
January 18, 2012
January 25, 2013
February 1, 2013
February 8, 2013
February 15, 2013
February 22, 2013

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

March 1, 2013 March 8, 2013 March 15, 2013 March 22, 2013 April 5, 2013 April 12, 2013 April 19, 2013 April 26, 2013 May 3, 2013 May 10, 2013 May 17, 2013 May 24, 2013 May 31, 2013

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

The MTSS Team will meet with the School Advisory council (SAC) and principal to help develop the SIP. The team proceed data on : Tier 1,2 and 3 targets; academic and social/ emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, relationship); facilitated the development of a systemic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extending, refining, and summarizing); and aligned processes and procedures.

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.
Tier 1 Academics: We will use Discovery for Reading, Math, and Fifth Grade Science, teacher created prompts for writing, Benchmark tests for Science grades 3 and 4 as well as end of the unit tests and STAR. Tier 2 Academics: We will use the results of Odyssey Skill Assessment and Discovery Broad Diagnostics for both Reading and Math, in addition to all of the data sources for Tier 1. Tier 3 Academics: We will gather information from Tier 1 and 2 evaluations as well as include Odyssey Specific Skill Assessment and Discovery Targeted Diagnostics. IDEAs and Progress Reports will be used to retrieve data and Excel will be used for summary purposes as needed.
Tier 1 Behavior:

Describe the plan to train staff on MTSS.

Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The MTSS Overview will be provided in mid-August/September.
The MTSS Leadership Team will evaluate additional staff Professional development needs during the monthly MTSS Leadership Team meetings.

Monthly MTSS meetings will be held to evaluate and adjust the support needed. Teachers will receive additional training and/or coaching support throughout the year as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Principal – Kim VanHook   Assistant Principal – Diane Rosebrough   LFS Coach/Title 1 facilitator – Pamela Ward   Math Resource Teacher – Dru Gainey   Reading Resource Teacher – Linda Carter   Grade Chair from each grade K-5 and special areas   Media Specialist – Shanquan West   Guidance – Jessie Speight
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The team meets weekly to review data, identify target, enrichment, and intensive students based on AYP, discuss curriculum, review instructional strategies and refine/adjust as indicated.
What will be the major initiatives of the LLT this year?   The main initiatives for the LLT this year will be to reduce our level 1's and 2's by a minimum of 10% in our total population and to have all students make learning gains across all content areas.

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

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

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.

Dundee Elementary has both a regular and an ESE Pre-K program on campus. Additionally, kindergarten Readiness Workshops are held in the spring to assist parents in preparing their children for kindergarten. Dundee Elementary conducts a Kindergarten Round-up every April to register new students. During this Round-up incoming students are provided with math manipulatives, reading workbooks, and other items to prepare students for school success. FLKRS is administered within the first 30 days of school to analyze the various skill levels of each student. Dundee Elementary invites the Migrant School in Dundee to visit several times a year. We articulate with community preschool programs in Dundee to help them better prepare their students for Kindergarten.

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

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

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

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

Postsecondary Transition

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Many teachers lack knowledge of high yield instructional practices specific to their discipline or grade level that will help students learn the content more effectively. (EPC 1a)	1A.1. All 4th grade teachers, 5th grade teachers, resource teachers, ESE teachers and administrators will be trained in CISM in the fall of 2012.	1A.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1A.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		

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

Reading Goal #1A: By Spring, 2013, 28% of third graders, 35% of fourth graders, and 49% of fifth graders will achieve a level 3 on the 2013 FCAT Reading Assessment. This will be 50% of all students in grades 3-5.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	18% of third graders, 25% of fourth graders, and 39% of fifth graders achieved a level 3 on the 2012 FCAT Reading Assessment.	*28% of third graders, 35% of fourth graders, and 49% of fifth graders will achieve a level 3 on the 2013 FCAT Reading Assessment.*				

		1A.2. Students entering 3rd grade are reading below grade level. (EPC 1b)	1A.2. All classroom teachers will be trained on Guided Reading in the fall of 2012.	1A.2. 1A.1. 1. Principal, AP/C/A, Instructional Facilitators/ Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1A.2. 1A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 - 25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1A.2. 1A.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Difficulty with focus due to a medical condition.	1B.1. Complete the FAA in small segments.	1B.1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1B.1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1B.1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Reading Goal #1B: By Spring 2013, 10% of students will be at Achievement Level 4, 5, or 6 as evidenced by the FAA report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% of students scored a level 4,5, or 6 on the FAA. 88% scored a 7,8, or 9 and 12% scored a level 3.	*12% of students will score a Level 4,5, or 6 on the 2013 FAA.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1.
	
	Students reading and writing at or above grade level are not being challenged to maintain or increase grade level proficiency. (EPC 1b)
		2A.1.
		
		Through the use of Guided Reading teachers will use performance data to put students into small flexible groups to better meet the needs of all students.
			2A.1.
			Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			 Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			   6. School Leadership Team
			  DOE Requirements
				2A.1.
				Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make curricular/instructional decisions based
				   on review of student data and artifacts
				4. Data Chats to make curricular/instructional decisions based
				   on review of student data and artifacts
				 Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				   b. Informal observations 10 -25')
				   c. Formal Observations (30' or more)
				District Requirement:
				 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
					2A.1.
					Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade
					   level scores by subject (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments
					   (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier
					   matrix of grade level and subject three (3) x
					   within a school year
					 Simultaneous:
					 5. Aggregated data by teacher, grade level, and
					   subject area
					 District Requirement:
					6.Questions for Progress Monitoring		

Reading Goal #2A: ***By Spring, 2013, 19% of 3rd graders, 35% of 4th graders, and 23% of 5th graders will earn an achievement level of 4 or 5 on the 2013 Reading FCAT Assessment.***	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

23

	9% of 3rd graders, 25% of 4th graders, and 13% of 5th graders achieved a level 4 or 5 on the 2012 FCAT Reading Assessment.	*19% of 3rd graders, 35% of 4th graders, and 23% of 5th graders will earn an achievement level of 4 or 5 on the 2013 Reading FCAT Assessment.*				

		2A.2.
		
		Quality teacher feedback to students is lacking. (EPC 2d)
			2A.2.
			
			Teachers will engage in data chats with their students.
				2A.2.
				Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				 Simultaneous:
				5. Principal, AP/C/A District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					2A.2.
					Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
					4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					  b. Informal observations 10 - 25')
					  c. Formal Observations (30' or more)
					District Requirement:
					 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						2A.2.
						Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year
						 Simultaneous:
						 5. Aggregated data by teacher, grade level, and subject area
						District Requirement:
						 6.Questions for Progress Monitoring	

		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

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

2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1. Lack of practicing the format of the assessment with the students.	2B.1. Use the format of the FAA in other assessments throughout the year.	2B.1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	2B.1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	2B.1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Reading Goal #2B: By Spring of 2013, 90% of students taking the FAA will achieve a level 7 or higher in the Reading Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	88% of students taking the FAA scored a level 7 or higher on the Reading Assessment.	*90% of students taking the FAA will achieve a level 7 or higher in Reading.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1.
	
	Students have limited incoming vocabulary and experience with word attack and word usage. EPC 1b
		3A.1.
		
		4th and 5th grade teachers will be trained in CISM in the fall of 2013. K-5 teachers will be trained in guided reading throughout the school year.
			3A.1.
			Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			  6. School Leadership Team
			  DOE Requirements
				3A.1.
				Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
				4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
				 Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				   b. Informal observations 10 -25')
				   c. Formal Observations (30' or more)
				District Requirement:
				 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
					3A.1.
					Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year
					Simultaneous:
					 5. Aggregated data by teacher, grade level, and subject area
					 District Requirement:
					 6.Questions for Progress Monitoring		

Reading Goal #3A: *By the Spring of 2013, all students will make learning gains on the FCAT Reading Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58% of students made learning gains on the 2012 FCAT Reading Assessment.	*100% of students will show learning gains on the 2013 FCAT Reading Assessment.*					

| | | 3A.2.
Data from student assessments not used to influence instruction.
EPC 1f | 3A.2.
Ongoing data chats with student/ teacher, student/administrator, and teacher/administrator with concentration on teacher lesson planning using student data. | 3A.2.
Principal, AP/C/A, Instructional Facilitators/Teachers
2.   Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
3.   Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
4.   Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
 Simultaneous:
5.   Principal, AP/C/A
District Requirement:
  6. School Leadership Team
 DOE Requirements | 3A.2.
Administer Formative assessments
2. Data Day Chats
3. Data Chats to make
   curricular/instructional decisions based
   on review of student data and artifacts
4. Data Chats to make
   curricular/instructional decisions based
   on review of student data and artifacts
 Simultaneous:
5. a. Daily classroom walk-throughs (3 -5'.)
   b. Informal observations 10 - 25')
   c. Formal Observations (30' or more)
District Requirement:
6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March) | 3A.2.
Discovery Assessments
2. Initial creation of MTSS Tier matrix of grade
   level scores by subject
   (Reading, Math, Science, Writing, EOC's)
3. Common Assessments
   (Teacher made by grade level and subject)
 4. Adjusted barriers and strategies by MTSS Tier
   matrix of grade level and subject three (3) x
   within a school year
 Simultaneous:
  5. Aggregated data by teacher, grade level, and
   subject area
 District Requirement:
 6.Questions for Progress Monitoring | |
| | | 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 reading.	3B.1.
	
	Plateau of abilities due to medical/mental conditions.
		3B.1.
		
		Continue to focus on student engagement throughout the lessons.
			3B.1.
			Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			 Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			  6. School Leadership Team
			 DOE Requirements
				3B.1.
				Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
				4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
				 Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				  b. Informal observations 10 -25')
				  c. Formal Observations (30' or more)
				District Requirement:
					3B.1.
					Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year
					 Simultaneous:
					 5. Aggregated data by teacher, grade level, and subject area
					 District Requirement:
					 6.Questions for Progress Monitoring		

Reading Goal #3B: *By the Spring of 2013, all students taking the FAA will show learning gains.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63% of students taking the FAA showed learning gains in 2012.	*100% of students taking the FAA will show learning gains.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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

4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1.
	
	Majority of instructional time is spent on whole group instruction just covering the content and minimal time spent with small group instruction to respond to student learning needs.
	EPC 2e
		4A.1.
		
		K-5 teachers will be trained in Guided Reading, CISM, and Close reading instruction with ongoing follow up and support.
			4A.1.
			Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			 Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			  6. School Leadership Team
			 DOE Requirements
				4A.1.
				Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make
				   curricular/instructional decisions based
				   on review of student data and artifacts
				4. Data Chats to make
				   curricular/instructional decisions based
				   on review of student data and artifacts
				 Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				   b. Informal observations 10 -25')
				   c. Formal Observations (30' or more)
				District Requirement:
					4A.1.
					Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade
					   level scores by subject
					   (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments
					   (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier
					   matrix of grade level and subject three (3) x
					   within a school year
					 Simultaneous:
					 5. Aggregated data by teacher, grade level, and
					   subject area
					 District Requirement:
					6.Questions for Progress Monitoring		

Reading Goal #4A: *By the Spring of 2013, all students in the lowest 25% will make learning gains on the FCAT Reading Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59% of students in the lowest 25% made learning gains on the 2012 FCAT Reading Assessment.	*100% of students in the lowest 25% will make learning gains on the 2013 FCAT Reading Assessment.*					

		4A.2. Students not making learning gains need more time during the instructional day.	4A.2. Modification of the master schedule will allow time for daily iii time.	4A.2. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	4A.2. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 - 25') c. Formal Observations (30' or more) District Requirement:	4A.2. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1. Slow rate of learning due to medical conditions.	4B.1. Continue to focus on student engagement throughout the lessons.	4B.1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	4B.1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement:	4B.1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring	

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

Reading Goal #4B: By the Spring of 2013, all students in the lowest 25% will make learning gains on the 2013 FAA.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	50% of students in the lowest 25% made learning gains on the 2012 FAA.	*100% of students in the lowest 25% will make learning gains on the 2013 FAA.*				
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**		52% will be proficient	57% will be proficient	61% will be proficient	66% will be proficient	71% will be proficient
Reading Goal #5A: *By the Spring of 2013 52% of students will be proficient on the FCAT Reading assessment.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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 reading.	5B.1. White: Black: Hispanic: Asian: American Indian: Lack of rigorous instructional outcomes set by teachers EPC1c	5B.1. Ongoing PLC data chats between teacher and student, and between leadership team and teacher.	5B.1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	5B.1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 - 25') c. Formal Observations (30' or more) District Requirement:	5B.1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Reading Goal #5B: By the Spring of 2013, White:58 Black:36 Hispanic:46 Achieve a level or higher on the FCAT Reading Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White:46 Black:28 Hispanic:36 Asian:NA American Indian:NA	White:58 Black:36 Hispanic:46 Asian:NA American Indian:NA					

| | | 5B.2. Students have difficulty making connections to the content RPC2a | 5B.2. Teachers will connect to students' prior knowledge and build background prior to instruction | 5B.2. Principal, AP/C/A, Instructional Facilitators/Teachers
2.   Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
3.   Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
4.   Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
 Simultaneous:
5.   Principal, AP/C/A District Requirement:
  6. School Leadership Team
 DOE Requirements | 5B.2. Administer Formative assessments
2. Data Day Chats
3. Data Chats to make curricular/instructional decisions based
  on review of student data and artifacts
4. Data Chats to make curricular/instructional decisions based
  on review of student data and artifacts
 Simultaneous:
5. a. Daily classroom walk-throughs (3 -5'.)
  b. Informal observations 10 - 25')
  c. Formal Observations (30' or more)
District Requirement: | 5B.2. Discovery Assessments
2. Initial creation of MTSS Tier matrix of grade
  level scores by subject
  (Reading, Math, Science, Writing, EOC's)
3. Common Assessments
  (Teacher made by grade level and subject)
4. Adjusted barriers and strategies by MTSS Tier
  matrix of grade level and subject three (3) x
  within a school year
 Simultaneous:
5. Aggregated data by teacher, grade level, and
  subject area
 District Requirement:
6.Questions for Progress Monitoring | |
| | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Teachers lack understanding of and/ or are not planning and implementing EATS lessons EPC1e	5C.1. PLC's will focus on developing EATS lessons with the teachers	5C.1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	5C.1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement:	5C.1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math ,Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Reading Goal #5C: *By the Spring of 2013, 36%of the ELL students will achieve a level 3 or higher on the FCAT Reading Assessment.*	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24% of the ELL students were proficient in reading on the 2012 FCAT test.	*36% of the ELL students will be proficient on the 2013 FCAT reading assessment.*					

		5C.2.
		Some teacher struggle to design HOT assessments EPC1f
			5C.2.
			Through PLC's Leadership Team will guide teachers in the use of HOT questions and assessments and will guide them in embedding the HOT questions and assessments in the EATS lesson plan
				5C.2.
				Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					5C.2.
					Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					4. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					  Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					   b. Informal observations 10 - 25')
					   c. Formal Observations (30' or more)
					District Requirement:
						5C.2.
						Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						   level scores by subject
						   (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments
						   (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier
						   matrix of grade level and subject three (3) x
						   within a school year
						  Simultaneous:
						  5. Aggregated data by teacher, grade level, and
						    subject area
						  District Requirement:
						6.Questions for Progress Monitoring	

		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 reading.	5D.1. Teachers may have low expectations for student success EPC2a	5D.1. Inclusion teachers and paras will be more involved in daily classroom instruction for support	5D.1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	5D.1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement:	5D.1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Reading Goal #5D: *By the Spring of 2013, 52% of ESE students will achieve a level 3 or higher.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	35% of students with disabilities were proficient on the 2012 FCAT reading assessment.	*52% of students with disabilities will be proficient on the 2013 FCAT reading assessment.*					

		5D.2.
		Teachers my not be assigning instructional level work to students EPC2b
			5D.2.
			K-5 teachers will implement guided reading instruction based on the student instructional level
				5D.2.
				Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				 Simultaneous:
				5. Principal, AP/C/A District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					5D.2.
					: Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					4. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					  Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					   b. Informal observations 10 - 25')
					   c. Formal Observations (30' or more)
					District Requirement:
						5D.2.
						Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						   level scores by subject
						   (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments
						   (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier
						   matrix of grade level and subject three (3) x
						   within a school year
						  Simultaneous:
						  5. Aggregated data by teacher, grade level, and
						     subject area
						  District Requirement:
						6.Questions for Progress Monitoring	

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students may need additional time to learn EPC2e	5E.1. Dundee Elementary will provide SES tutoring in addition to before school and after school tutoring	5E.1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	5E.1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement:	5E.1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Reading Goal #5E: *By the Spring on 2013, 54% of Economically Disadvantaged Students will achieve a level 3 or higher on the FCAT Reading Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	38% of economically disadvantaged students were proficient on the 2012 FCAT reading assessment.	48% of economically disadvantaged students will be proficient on the 2013 FCAT reading assessment.				
		5E.2. Students may not be able to read complex text fluently EPC2f	5E.2. K-5 teachers will complete reading level assessments on their students, use guided reading during their reading block, and use the I-Station computer software	5E.2. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	5E.2. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 - 25') c. Formal Observations (30' or more) District Requirement:	5E.2. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring	
		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						

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CISM	Reading	District	4th grade teachers, 5th grade teachers, resource teachers, and administration	Fall of 2012	Lesson plan development and observation	Leadership Team
LFS Integrated Curriculum	Reading	Jennifer Partrik	All teachers K-5	Fall of 2012	Lesson plan development and observation	Leadership Team
Close Reading	Reading	Leadership Team	All teachers K-5	Fall of 2012	Lesson plan development and observation	Leadership Team
Guided Reading	Reading	Principal	All teachers K-5	Fall of 2012	Lesson plan development and observation	Leadership Team

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
Guided Reading	Learn to Read and Comprehension Training	Title I	$10,500.00
	Provided by LFS trainer J. Partrick		
Subtotal: $10,500			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Reading Program	Reading Comprehension Software	Media	$928
I - Station	Reading Comprehension Software	Title 1	$9,000
Daily 5	Reading Comprehension Software	Title I	$1,500
More Starfall	Reading Comprehension Software	Budget	$300
Daily 5	Reading website	Budget	$100
Reading A-Z	Reading Comprehension Software	Title I	$355
Subtotal: $12,183			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Close Reading	PD training of all K-5 teachers	In house	0.00
Guided Reading	PD training of all K_5 teachers	Title 1	$10,500 (included above)
LFS	PD training of all teachers K-5 by LFS trainer	In house	$0.00
CISM	PD training of 4th and 5th grade teachers, resource teachers and administration	District	0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

Media Specialist will increase achievement	Media Specialist	Title 1 for half and district for half	$26,918
Resource Teacher will increase achievement	AIF Reading	District funded	
IST/LFS Coach will increase achievement	LFS Coach	Title 1	$53,581.92
Subtotal: $80,419.92			
Total: $103,102.92			

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 Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Some students are not actively engaged in their instruction. EPC 2c	1.1. Use collaborative structures embedded throughout the lessons to facilitate listening and speaking skills.	1.1. 1.　　Principal, AP/C/A, Instructional Facilitators/Teachers 2.　　Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3.　　Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4.　　Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5.　　Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 - 25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring	

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

CELLA Goal #1: By the Spring of 2013 each grade level with students taking the CELLA will reflect the data below: *K – 31%* *1st – 77%* *2nd – 98%* *3rd – 21%* *4th – 74%* *5th – 60%*	2012 Current Percent of Students Proficient in Listening/Speaking:				
	K-21% (4) *1st - -67% (6)* *2nd – 88% (14)* *3rd – 11% (1)* *4th – 64% (9)* *5th - 50% (3)*				

		1.2.
		Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level. EPC2a
			1.2.
			Dundee Elementary will implement the ESOL backpack program in 3rd grade.
				1.2.
				1. Principal, AP/C/A, Instructional Facilitators/ Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's Simultaneous:
				5. Principal, AP/C/A District Requirement:
				  6. School Leadership Team DOE Requirements
					1.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
					4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					  b. Informal observations 10 - 25')
					  c. Formal Observations (30' or more)
					District Requirement:
					 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						1.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous:
						 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring

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

		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2. Students scoring proficient in reading.	2.1.
	
	Some teachers do not use data to set academic goals for students. EPC 1c
		2.1.
		Use diagnostic or formative assessments to identify what students already know before the start of instruction.
			2.1.
			1. Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			 Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			  6. School Leadership Team
			 DOE Requirements
				2.1.
				1. Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make curricular/instructional decisions based
				  on review of student data and artifacts
				4. Data Chats to make curricular/instructional decisions based
				  on review of student data and artifacts
				 Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				   b. Informal observations 10 - 25')
				   c. Formal Observations (30' or more)
				District Requirement:
				 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
					2.1.
					1. Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade
					  level scores by subject (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments
					  (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier
					  matrix of grade level and subject three (3) x
					  within a school year
					 Simultaneous:
					  5. Aggregated data by teacher, grade level, and
					  subject area
					 District Requirement:
					 6.Questions for Progress Monitoring	

<u>CELLA Goal #2:</u> By the Spring of 2013 the following data will be reflected by grade level of the students who take the CELLA: *K – 10%* *1st – 21%* *3rd – 10%* *4th – 60%* *5th – 60%*	<u>2012 Current Percent of Students Proficient in Reading:</u>					

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

	K – 0% (0) *1ˢᵗ – 11% (1)* *2ⁿᵈ - 75% (12)* *3ʳᵈ – 0% (0)* *4ᵗʰ – 50% (7)* *5ᵗʰ – 50% (3)*					

		2.2.
		Some students begin the school year with below grade level skills. EPC2e
			2.2.
			Purchase Reading Software to provide additional resources and time to increase reading comprehension.
				2.2.
				1. Principal, AP/C/A, Instructional Facilitators/ Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					2.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make curricular/instructional decisions based
					  on review of student data and artifacts
					4. Data Chats to make curricular/instructional decisions based
					  on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					  b. Informal observations 10 - 25')
					  c. Formal Observations (30' or more)
					District Requirement:
					 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						2.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						  level scores by subject (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x
						  within a school year
						 Simultaneous:
						 5. Aggregated data by teacher, grade level, and
						  subject area
						District Requirement:
						 6.Questions for Progress Monitoring

		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

3. Students scoring proficient in writing.	2.1.
	
	Some students are not challenged and authentically engaged in activities that require students to reason and problem solve.
		2.1.
		
		Teachers will use collaborative structures and higher order thinking questions throughout their lessons.
			2.1.
			1. Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			 Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			  6. School Leadership Team
			 DOE Requirements
				2.1.
				1. Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make
				  curricular/instructional decisions based
				  on review of student data and artifacts
				4. Data Chats to make
				  curricular/instructional decisions based
				  on review of student data and artifacts
				 Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				  b. Informal observations 10 - 25')
				  c. Formal Observations (30' or more)
				District Requirement:
				 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
					2.1.
					1. Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade
					  level scores by subject
					  (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments
					  (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier
					  matrix of grade level and subject three (3) x
					  within a school year
					 Simultaneous:
					 5. Aggregated data by teacher, grade level, and
					  subject area
					District Requirement:
					 6.Questions for Progress Monitoring	

<u>CELLA Goal #3:</u> By the Spring of 2013, the students taking the CELLA will reflect the data below: *K – 10%* *1st – 10%* *2nd – 60%* *3rd – 10%* *4th – 46%* *5th – 60%*	<u>2012 Current Percent of Students Proficient in Writing :</u>					

	K – 0% (0) *1sr – 0% (0)* *2nd – 50% (8)* *3rd – 0% (0)* *4th – 36% (5)* *5th – 50% (3).*					

		2.2.
		Some students lack the background knowledge in writing.
			2.2.
			Teachers in 4th and 5th grades will be trained in CISM to include more writing in their lessons.
				2.2.
				1. Principal, AP/C/A, Instructional Facilitators/ Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				  Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6. School Leadership Team
				  DOE Requirements
					2.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
					4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
					  Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					  b. Informal observations 10 - 25')
					  c. Formal Observations (30' or more)
					District Requirement:
					  6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						2.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year
						  Simultaneous:
						  5. Aggregated data by teacher, grade level, and subject area
						District Requirement:
						6.Questions for Progress Monitoring

		2.3 Some students do not possess the background vocabulary.	2.3 Teachers will instruct using Marzzono's vocabulary.	2.3. 1. Principal, AP/C/A, Instructional Facilitators/ Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				 Simultaneous:
				5. Principal, AP/C/A District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					2.3.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make curricular/instructional decisions based
					  on review of student data and artifacts
					4. Data Chats to make curricular/instructional decisions based
					  on review of student data and artifacts
					  Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					  b. Informal observations 10 - 25')
					  c. Formal Observations (30' or more)
					District Requirement:
					 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						2.3.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						   level scores by subject
						  (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments
						  (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier
						  matrix of grade level and subject three (3) x
						  within a school year
						 Simultaneous:
						  5. Aggregated data by teacher, grade level, and
						   subject area
						 District Requirement:
						 6.Questions for Progress Monitoring

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
Guided Reading	PD from LFS consultant	Title 1 (already included in reading budget)	0.00
CISM	PD from district trainer	District	0.00
Subtotal:0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
I station (also listed in reading budget)	Computer program	Title 1	$9000
More Starfall (also listed in reading budget)	Reading Comprehension Software	Technology	$300
Daily 5 (also listed in reading budget)	Reading Comprehension Software	Title 1	$1500
Reading A-Z (also listed in reading budget)	Reading Comprehension Software	Technology	$355
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Collaborative Structures	Professional development in house	N/A	0.00
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
ESOL backpacks	Backpack with educational resources for ESOL students and their parents	District	
Personnel	Two ESOL paras	District	
Subtotal:0.00			
Total:0.00			

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Lessons will be developed that consistently differentiate math instruction based on student needs. EPC 1b	1A.1. Apply a variety of instructional strategies, such as video clips, online resources, and print materials differentiated for individual student needs.	1A.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1A.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		

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

Mathematics Goal #1A: By the Spring of 2013, 35% of 3rd graders, 28% of 4th graders, and 31% of 5th graders will achieve a level 3 on the 2013 FCAT Math Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% of third graders, 18% of fourth graders, and 21% of fifth graders achieved a level 3 on the 2012 FCAT Math Assessment.	*35% of third graders, 28% of fourth graders, and 31% of fifth graders will achieve a level 3 on the 2013 FCAT Math Assessment.*					

		1A.2.
		
		Math lessons will be designed that are purposefully structured with embedded, active student engagement. EPC1e
			1A.2.
			
			Teachers will plan with the Math Resource Teacher to design lessons using manipulatives, technology, collaborative structures, and math games.
				1A.2.
				1. Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6.
				1. Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					1A.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
					4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					  b. Informal observations 10 -25')
					  c. Formal Observations (30' or more)
					District Requirement:
					6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						1A.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year
						 Simultaneous:
						 5. Aggregated data by teacher, grade level, and subject area
						 District Requirement:
						 6.Questions for Progress Monitoring	

		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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

1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1. Slow rate of learning due to medical conditions.	1B.1. Use a pacing guide to ensure that all access points have been taught prior to the testing window.	1B.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1B.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1B.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Mathematics Goal #1B: *By the Spring of 2013, 22% of students taking the FAA will achieve a level 4,5, or 6.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	11% of students achieved a level 4,5 or 6 on the 2012 FAA.	*22% of students will achieve a level 4,5 or 6 on the 2013 FAA.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.
	
	Progress monitoring will be used in math which extends the defined learning goals as evidenced by checks for understanding, high quality feedback, summarization, and use of scoring rubrics to establish high student expectations in math.
	EPC 2d
		2A.1.
		
		The Math AIF will aid in embedding checking for understanding throughout the math lessons using Collaborative Structures.
			2A.1.
			1. Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			 Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			  6. School Leadership Team
			 DOE Requirements
				2A.1.
				1. Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make
				   curricular/instructional decisions based
				   on review of student data and artifacts
				4. Data Chats to make
				   curricular/instructional decisions based
				   on review of student data and artifacts
				 Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				   b. Informal observations 10 -25')
				   c. Formal Observations (30' or more)
				District Requirement:
				 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
					2A.1.
					1. Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade
					   level scores by subject
					   (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments
					   (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier
					   matrix of grade level and subject three (3) x
					   within a school year
					Simultaneous:
					  5. Aggregated data by teacher, grade level, and
					    subject area
					 District Requirement:
					6.Questions for Progress Monitoring		

<u>Mathematics Goal #2A:</u> By the spring of 2013, **14% of 3rd graders, 40% of 4th graders, and 21% of 5th graders will earn an achievement level 4 or 5 on the 2013 Math FCAT Assessment**	<u>2012 Current Level of Performance:</u>*	<u>2013 Expected Level of Performance:</u>*					

	4% of 3rd graders, 30% of 4th graders, and 11% of 5th graders achieved a level 4 or 5 on the 2012 FCAT Math Assessment.	*14% of 3rd graders, 40% of 4th graders, and 21% of 5th graders will earn an achievement level 4 or 5 on the 2013 Math FCAT Assessment.*				
		2A.2. Frequent writing will be utilized in an authentic manner to respond to new learning. EPC 2f	2A.2. 4th and 5th grade teachers will use writing to aid student comprehension of math skills.	2A.2. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	2A.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 - 25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	2A.2. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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

2B. **Florida Alternate Assessment:** Students scoring at or above Level 7 in mathematics.	2B.1. Increased complexity of the assessment	2B.1. Practice the format of the assessment with the students on a regular basis.	2B.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	2B.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	2B.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Mathematics Goal #2B: *By the spring of 2013, 77% of students who take the 2013 FAA math assessment will achieve a level 7 or higher.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67% of students who took the 2012 FAA math assessment achieved a level 7 or higher.	*77% of students who take the 2013 FAA math assessment will achieve a level 7 or higher.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.
	
	Multiple math assessments, both formative and summative, will be used to diagnose individual learning needs. EPC 2b
		3A.1.
		
		A variety of formative and summative assessment strategies including problem solving and project based assessments with clear outcomes will be used in the classrooms.
			3A.1.
			1. Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			 Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			  6. School Leadership Team
			 DOE Requirements
				3A.1.
				1. Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make
				   curricular/instructional decisions based
				   on review of student data and artifacts
				4. Data Chats to make
				   curricular/instructional decisions based
				   on review of student data and artifacts
				 Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				   b. Informal observations 10 -25')
				   c. Formal Observations (30' or more)
				District Requirement:
				 6.Three (3) Live Meetings
				(First Progress Monitoring, Mid-Year, March)
					3A.1.
					1. Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade
					   level scores by subject
					   (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments
					   (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier
					   matrix of grade level and subject three (3) x
					   within a school year
					Simultaneous:
					  5. Aggregated data by teacher, grade level, and
					   subject area
					 District Requirement:
					6.Questions for Progress Monitoring		

Mathematics Goal #3A: *By the Spring of 2013, 100% of students in grades 3-5 will show learning gains on the 2013 FCAT Math Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	50% of students in grades 3-5 made learning gains on the 2012 FCAT Math Assessment.	*100% of students in grades 3-5 will show learning gains on the 2013 FCAT Math Assessment.*					

		3A.2.
		
		Extensive opportunities will be provided for students to utilize critical thinking skills in math, and opportunities to participate in learning activities which require them to show/tell/ explain/prove their math reasoning.
		EPC 2b
			3A.2.
			The Math AIF will help plan lessons using higher order thinking questioning techniques to drive teacher to student and student to student discourse.
				3A.2.
				1. Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					3A.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					4. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					   b. Informal observations 10 - 25')
					   c. Formal Observations (30' or more)
					District Requirement:
					 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						3A.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						   level scores by subject
						   (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments
						   (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier
						   matrix of grade level and subject three (3) x
						   within a school year
						 Simultaneous:
						 5. Aggregated data by teacher, grade level, and
						   subject area
						 District Requirement:
						 6.Questions for Progress Monitoring	

		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. Encourage engagement of students through the use of rewards.	3B.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	3B.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	3B.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Mathematics Goal #3B: *By the Spring of 2013, 60% of students taking the 2013 FAA in math will achieve learning gains.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% of students who took the 2012 FAA in math had math gains.	*60% of students taking the 2013 FAA in math will achieve learning gains.*					

		3B.2.
		Increased complexity of the assessment
			3B.2.
			Practice the format of the FAA on a regular basis.
				3B.2.
				1. Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				 6. School Leadership Team
				 DOE Requirements
					3B.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					4. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					   b. Informal observations 10 - 25')
					   c. Formal Observations (30' or more)
					District Requirement:
					6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						3B.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						   level scores by subject
						   (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments
						   (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier
						   matrix of grade level and subject three (3) x
						   within a school year
						 Simultaneous:
						 5. Aggregated data by teacher, grade level, and
						   subject area
						 District Requirement:
						 6.Questions for Progress Monitoring	

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.
	
	There is a lack of consistently delivered math lessons that include collaborative structures, distributive practice and distributive summarizing. EPC 2c
		4A.1.
		
		The Math AIF will work to create lessons that include collaborative structures, distributive practice and summarizing.
			4A.1.
			1. Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			 Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			  6. School Leadership Team
			 DOE Requirements
				4A.1.
				1. Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make
				  curricular/instructional decisions based
				  on review of student data and artifacts
				4. Data Chats to make
				  curricular/instructional decisions based
				  on review of student data and artifacts
				  Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				  b. Informal observations 10 -25')
				  c. Formal Observations (30' or more)
				District Requirement:
				 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
					4A.1.
					1. Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade
					  level scores by subject
					  (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments
					  (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier
					  matrix of grade level and subject three (3) x
					  within a school year
					Simultaneous:
					  5. Aggregated data by teacher, grade level, and
					  subject area
					 District Requirement:
					6.Questions for Progress Monitoring		

<u>Mathematics Goal #4A:</u> *By the Spring of 2013, 100% of students in the lowest 25% will make learning gains on the 2013 FCAT Math Assessment.*	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

	51% of students in the lowest 25% made learning gains on the 2012 FCAT math Assessment.	100% of students in the lowest 25% will make learning gains on the 2013 FCAT Math Assessment.					

		4A.2.
		
		Math instructional strategies will be consistently modified to include: targeted interventions, re-teaching and opportunities to enhance learning.
		EPC 2e
			4A.2.
			
			Teachers will work with MTSS team to plan targeted interventions, re-teaching and progress monitoring.
				4A.2.
				1. Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				  Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6. School Leadership Team
				  DOE Requirements
					4A.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make
					  curricular/instructional decisions based
					  on review of student data and artifacts
					4. Data Chats to make
					  curricular/instructional decisions based
					  on review of student data and artifacts
					  Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					  b. Informal observations 10 - 25')
					  c. Formal Observations (30' or more)
					District Requirement:
					 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						4A.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						  level scores by subject
						  (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments
						  (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier
						  matrix of grade level and subject three (3) x
						  within a school year
						  Simultaneous:
						  5. Aggregated data by teacher, grade level, and
						  subject area
						District Requirement:
						6.Questions for Progress Monitoring	

		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1. Increased complexity of the assessment	4B.1. Practice the format of the assessment with the students on a regular basis.	4B.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	4B.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	4B.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Mathematics Goal #4B: By the Spring of 2013, All students in the lowest 25% will show learning gains on the 2013 FAA Math Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% of students in the lowest 25% made learning gains on the 2012 FAA math assessment.	*All students in the lowest 25% will show learning gains on the 2013 FAA Math Assessment.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**		58% will be proficient	62% will be proficient	66% will be proficient	70% will be proficient	75% will be proficient
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1.
	White:
	Black:
	Hispanic:
	Asian:
	American Indian:
	
	Teachers need to build connections between math curriculum and students' daily life
	
	EPC1c
		5B.1.
		
		The leadership team will provide curriculum resources and professional develop for teachers to help build connections to students' lives.
		Fraction Bait &
		What's My Place, What's My Value
			5B.1.
			1. Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			  Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			   6. School Leadership Team
			 DOE Requirements
				5B.1.
				1. Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make curricular/instructional decisions based
				  on review of student data and artifacts
				4. Data Chats to make curricular/instructional decisions based
				  on review of student data and artifacts
				  Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				   b. Informal observations 10 - 25')
				   c. Formal Observations (30' or more)
				District Requirement:
				6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
					5B.1.
					1. Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade
					   level scores by subject
					   (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments
					   (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier
					   matrix of grade level and subject three (3) x
					   within a school year
					  Simultaneous:
					  5. Aggregated data by teacher, grade level, and
					      subject area
					 District Requirement:
					6.Questions for Progress Monitoring		

Mathematics Goal #5B: *By the Spring of 2013, the following subgroups will be proficient on the FCAT Math assessment:* White:57% Black:45% Hispanic:47%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White:39% Black:33% Hispanic:30% Asian: American Indian:	White:61% Black:52% Hispanic:47% Asian: American Indian:					

		5B.2.
		Teacher need instructional practices in math to reflect extensive development of students' understanding of each lesson
		
		EPC2a
			5B.2.
			Teachers will utilize LFS structures to provide a focus to the lesson
				5B.2.
				1. Principal, AP/C/A, Instructional Facilitators/ Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					5B.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make curricular/instructional decisions based
					  on review of student data and artifacts
					4. Data Chats to make curricular/instructional decisions based
					  on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					  b. Informal observations 10 - 25')
					  c. Formal Observations (30' or more)
					District Requirement:
					 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						5B.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						  level scores by subject
						  (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments
						  (Teacher made by grade level and subject)
						4. Adjusted barriers and strategies by MTSS Tier
						  matrix of grade level and subject three (3) x
						  within a school year
						 Simultaneous:
						 5. Aggregated data by teacher, grade level, and
						  subject area
						 District Requirement:
						 6.Questions for Progress Monitoring	

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Teachers need to demonstrate extensive knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies, and special needs related to math EPC1b	5C.1. Teachers will work with the ESOL paras to provide opportunities for students to explore mathematical concepts using manipulatives and cooperative learning strategies	5C.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	5C.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5C.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Mathematics Goal #5C: *By the Spring of 2013, 43% of ELL students will be proficient on the 2013 FCAT math assessment*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	38% of the ELL students were proficient on the 2011-2012 FCAT math assessment.	43% of ELL students will be proficient on the 2013 FCAT math assessment.				
		5C.2. Some teachers may not be using assessment to check for understanding EPC2d	5C.2. PLC's will focus on developing LFS EATS lesson plans incorporating distributed practice and assessment	5C.2. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	5C.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 - 25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5C.2. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring
		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	

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Teachers need to acquire an extensive repertoire of math instructional strategies utilized in response to student learning needs. EPC2e	5D.1. The Leadership team will provide professional development in instructional strategies to better meet student learning needs	5D.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	5D.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5D.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Mathematics Goal #5D: *By the Spring of 2013, 52% of students with disabilities will be proficient on the 2013 FCAT math assessment*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31% of students with disabilities were proficient on the 2012 FCAT math assessment	*52% of students with disabilities will be proficient on the 2013 FCAT math assessment*					

		5D.2.
		Teachers need to make intellectual student engagement in math pervasive EPC2c
			5D.2.
			Teachers will develop EATS lessons utilizing cooperative learning structures embedded throughout the lessons.
				5D.2.
				1. Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					5D.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					4. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					   b. Informal observations 10 - 25')
					   c. Formal Observations (30' or more)
					District Requirement:
					6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						5D.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						   level scores by subject
						   (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments
						   (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier
						   matrix of grade level and subject three (3) x
						   within a school year
						 Simultaneous:
						  5. Aggregated data by teacher, grade level, and
						     subject area
						 District Requirement:
						 6.Questions for Progress Monitoring	

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Students may need additional time to learn EPC2e	5E.1. Provide before and after school tutoring in addition to SES tutoring	5E.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	5E.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	5E.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
<u>Mathematics Goal #5E:</u> *By the Spring of 2013, 55% of students who are economically disadvantaged will be proficient on the 2013 FCAT math assessment.*	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	35% of the economically disadvantaged students were proficient on the 2012 FCAT math assessment.	*55% of students who are economically disadvantaged will be proficient on the 2013 FCAT math assessment.*				

		5E.2.
		Student fail to recognize the relevance of math to their daily lives leading to disengagement EPC2c
			5E.2.
			Teachers will incorporate cooperative learning structures and projects relating to real world issues
				5E.2.
				1. Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				   6. School Leadership Team
				 DOE Requirements
					5E.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					4. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					   b. Informal observations 10 - 25')
					   c. Formal Observations (30' or more)
					District Requirement:
					 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						5E.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						    level scores by subject
						   (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments
						   (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier
						    matrix of grade level and subject three (3) x
						    within a school year
						 Simultaneous:
						  5. Aggregated data by teacher, grade level, and
						    subject area
						 District Requirement:
						  6.Questions for Progress Monitoring	

		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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

Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fractions	3-5	Libbey Pollet	3rd – 5th grade teachers	Fall of 2012	Observation and documentation in lesson plans	Leadership team

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
FCAT Explorer	Online math practice	N/A	N/A
Go Math Online	Online assessments, practice, Rti	N/A	
Timez Attack	Math software	N/A	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Fractional Bait PD	Fraction Bait Calendar Math	Title 1	$1,450
Subtotal:$ 1,450			
Other			
Strategy	Description of Resources	Funding Source	Amount
Wylies Warm-ups	Extended Thinking resource for students	Oper	132.50
Dru Gainey	Math AIF	District	N/A
Subtotal:$132.50			
Total:$1,582.50			

End of 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		

1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1.
	
	Teachers lack understanding of and/or are not planning and implementing EATS lessons. EPC1e
		1A.1.
		
		LFS training of instructional staff with the expectation of implementation.
			1A.1.
			1. Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			  Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			  6. School Leadership Team
			 DOE Requirements
				1A.1.
				1. Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make
				   curricular/instructional decisions based
				   on review of student data and artifacts
				4. Data Chats to make
				   curricular/instructional decisions based
				   on review of student data and artifacts
				  Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				   b. Informal observations 10 -25')
				   c. Formal Observations (30' or more)
				District Requirement:
				6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
					1A.1.
					1. Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade
					   level scores by subject
					   (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments
					   (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier
					   matrix of grade level and subject three (3) x
					   within a school year
					Simultaneous:
					  5. Aggregated data by teacher, grade level, and
					    subject area
					  District Requirement:
					6.Questions for Progress Monitoring		

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

Science Goal #1A: *By the Spring of 2013, 31% of 5th grade students will score a level 3 on the 2013 FCAT Science Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	21% of 5th grade students earned a level 3 on the 2012 FCAT Science Assessment.	*31% of students in 5th grade will score a level 3 on the 2013 FCAT Science Assessment.*				

		1A.2.
		Some students are not actively engaged in their instruction. EPC2c
			1A.2.
			Lesson planning with Leadership team to include active student engagement structures.
				1A.2.
				1. Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					1A.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
					4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					  b. Informal observations 10 - 25')
					  c. Formal Observations (30' or more)
					District Requirement:
					6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
						1A.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year
						 Simultaneous:
						 5. Aggregated data by teacher, grade level, and subject area
						 District Requirement:
						 6.Questions for Progress Monitoring	

| | | 1A.3. | 1A.3. Teachers will implement Science software from the district to supplement their lessons. | 1A.3. 1. Principal, AP/C/A, Instructional Facilitators/Teachers
 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
 Simultaneous:
 5. Principal, AP/C/A
 District Requirement:
  6. School Leadership Team
  DOE Requirements | 1A.3.
 1A.1.
 1. Administer Formative assessments
 2. Data Day Chats
 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
  Simultaneous:
 5. a. Daily classroom walk-throughs (3 -5'.)
  b. Informal observations 10 - 25')
  c. Formal Observations (30' or more)
 District Requirement:
  6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March) | 1A.3.
 1. Discovery Assessments
 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's)
 3. Common Assessments (Teacher made by grade level and subject)
  4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year
  Simultaneous:
  5. Aggregated data by teacher, grade level, and subject area
  District Requirement:
 6.Questions for Progress Monitoring | |

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

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1. Lack of practicing the format of the assessment with the students	1B.1. Teacher will practice the format of the assessment with the students regularly.	1B.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1B.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1B.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Science Goal #1B: By the Spring of 2013, 35% of students taking the FAA in Science will earn a level 4,5 or 6 on the 2013 FAA.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% of students taking the FAA in Science earned a level 4,5 or 6 in 2012.	*35% of students taking the FAA in Science will earn a level 4,5, or 6 on the 2013 FAA.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1.
	
	Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level. EPC2a
		2A.1.
		
		Common Core will be implemented in Kindergarten and First grade this year which integrates science into the reading curriculum.
			2A.1.
			1. Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			 Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			  6. School Leadership Team
			 DOE Requirements
				2A.1.
				1. Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make
				  curricular/instructional decisions based
				  on review of student data and artifacts
				4. Data Chats to make
				  curricular/instructional decisions based
				  on review of student data and artifacts
				 Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5'.)
				  b. Informal observations 10 - 25')
				  c. Formal Observations (30' or more)
				District Requirement:
				 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)
					2A.1.
					1. Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade
					  level scores by subject
					  (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments
					  (Teacher made by grade level and subject)
					4. Adjusted barriers and strategies by MTSS Tier
					  matrix of grade level and subject three (3) x
					  within a school year
					 Simultaneous:
					  5. Aggregated data by teacher, grade level, and
					  subject area
					 District Requirement:
					6.Questions for Progress Monitoring		

Science Goal #2A: *By the Spring of 2013, 20% of 5th graders will earn a level 4 or 5 on the 2013 FCAT Science assessment.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	5% of 5th grade students scored a level 4 or 5 in Science on the 2012 FCAT assessment.	*20% of 5th graders will earn a level 4 or 5 on the 2013 FCAT Science assessment.*					

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

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

		2A.2.
		
		Some students are not challenged and authentically engaged in activities that require students to reason and problem solve.
			2A.2.
			
			Guided reading training will help 2-5 teachers to design lesson plans to challenge students at every level.
				2A.2.
				1. Principal, AP/C/A, Instructional Facilitators/Teachers
				2. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
				4. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's
				 Simultaneous:
				5. Principal, AP/C/A
				District Requirement:
				  6. School Leadership Team
				 DOE Requirements
					2A.2.
					1. Administer Formative assessments
					2. Data Day Chats
					3. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					4. Data Chats to make
					   curricular/instructional decisions based
					   on review of student data and artifacts
					 Simultaneous:
					5. a. Daily classroom walk-throughs (3 -5'.)
					   b. Informal observations 10 - 25')
					   c. Formal Observations (30' or more)
					District Requirement:
					6.Three (3) Live Meetings
					(First Progress Monitoring, Mid-Year, March)
						2A.2.
						1. Discovery Assessments
						2. Initial creation of MTSS Tier matrix of grade
						   level scores by subject
						   (Reading, Math, Science, Writing, EOC's)
						3. Common Assessments
						   (Teacher made by grade level and subject)
						 4. Adjusted barriers and strategies by MTSS Tier
						   matrix of grade level and subject three (3) x
						   within a school year
						 Simultaneous:
						  5. Aggregated data by teacher, grade level, and
						     subject area
						 District Requirement:
						 6.Questions for Progress Monitoring	

		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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

2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2B.1. Increased complexity of the assessment	2B.1. Practice the format of the assessment with the students on a regular basis	2B.1. 1.　　　Principal, AP/C/A, Instructional Facilitators/Teachers 2.　　　Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3.　　　Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4.　　　Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5.　　　Principal, AP/C/A District Requirement: 　6. School Leadership Team DOE Requirements	2B.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make 　curricular/instructional decisions based 　on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based 　on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) 　 b. Informal observations 10 - 25') 　 c. Formal Observations (30' or more) District Requirement: 　6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	2B.1. 1. Discovery Assessments 2.　Initial creation of MTSS Tier matrix of grade 　 level scores by subject 　(Reading, Math, Science, Writing, EOC's) 3. Common Assessments 　(Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier 　matrix of grade level and subject three (3) x 　 within a school year Simultaneous: 　5. Aggregated data by teacher, grade level, and 　 subject area District Requirement: 　6.Questions for Progress Monitoring		
Science Goal #2B: *By the Spring of 2013, 60% of students taking the FAA Science Assessment will earn a level 7 or higher.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	50% of students taking the FAA Science Assessment earned a level 7 or higher.	*60% of students taking the FAA Science Assessment will earn a level 7 or higher.*					
		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
June 2012
Rule 6A-1.099811
Revised April 29, 2011

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	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
CISM	4th and 5th	District personnel	4th and 5th grade teachers	Fall 0f 2012	Plan and implement CISM lessons with the help of district personnel	Leadership Team
Guided Reading using Science content	K-5	Kim VanHook	K-5	Fall 0f 2012	Plan and implement Guided Reading lessons using science content	Leadership Team

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
Guided Reading Books	Content Area Book Sets	Title I	$2000
Subtotal:$2000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

I-Station (already included in reading budget)	Reading software that uses Science content		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Science Weekly	Weekly Science Based Newspaper	Title 1	Amount : $763.47
Subtotal:$763.47			
Total: $2,763.47			

End of Science Goals

Writing Goals

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

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

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

1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Formulaic writing is no longer sufficient to achieve a 3 or above on the FCAT Writing Assessment. EPC2f	1A.1. Teachers will review current writing curriculum strengths and weaknessnes and make adjustments to prepare students to the new expectations of proficiency.	1A.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1A.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 -25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1A.1. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring		
Writing Goal #1A: *By the Spring of 2013, 90% of students will earn a level 4 on the FCAT Writing Assessment*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	85% of 4th grade students earned a level 3 on the 2012 FCAT Writing Assessment.	*90% of students will earn a level 4 on the FCAT Writing Assessment.*					

		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		Lack of consistent writing expectations from grade to grade EPC2f	Teachers will meet both horizontally and vertically across grade levels on a regular basis to evaluate the rigor and expectations of student writing.	1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 - 25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring	

		1A.3. Lack of understanding of rubrics	1A.3. FCAT Rubric training	1A.3. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1A.3. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 - 25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1A.3 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring	

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

1B. **Florida Alternate Assessment:** **Students scoring at 4 or higher in writing.**	1B.1. Lack of student engagement	1B.1. Encourage engagement of students through the use of rewards.	1B.1. 1.　　　Principal, AP/C/A, Instructional Facilitators/Teachers 2.　　　Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3.　　　Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4.　　　Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's　Simultaneous: 5.　　　Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1B.1. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts　Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.)　b. Informal observations 10 -25')　c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1B.1. 1. Discovery Assessments 2.　Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year　Simultaneous: 5. Aggregated data by teacher, grade level, and subject area　District Requirement: 6.Questions for Progress Monitoring		
Writing Goal #1B: *By the Spring of 2013, 100% of students will earn a level 4 or higher on the 2013 FAA Writing Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% of students taking the FAA in Writing earned a level 4 or higher on the 21012 Assessment.	*100% of students will earn a level 4 or higher on the 2013 FAA Writing Assessment.*					

		1B.2.	1B.2. Provide professional development with Melissa Forney	1B.2. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1B.2. 1. Administer Formative assessments 2. Data Day Chats 3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts 4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Simultaneous: 5. a. Daily classroom walk-throughs (3 -5'.) b. Informal observations 10 - 25') c. Formal Observations (30' or more) District Requirement: 6.Three (3) Live Meetings (First Progress Monitoring, Mid-Year, March)	1B.2. 1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year Simultaneous: 5. Aggregated data by teacher, grade level, and subject area District Requirement: 6.Questions for Progress Monitoring	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CISM	4th and 5th	District Personnel	4th and 5th grade teachers	Fall of 2012	District personnel will facilitate the planning and implementing of CISM lessons	Leadership Team

Writing Budget (Insert rows as needed)

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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CISM	District PD for 4th and 5th grade teachers	District	
Melissa Forney	Professional development	Title 1	$1,200
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Some students who do not ride a bus have transportation issues.	1.1. Establish a check in incentive program for exemplary and perfect attendance.	1.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1.1. Monitor attendance through student data and attendance binders	1.1. Attendance record Check in /Check out		
Attendance Goal #1: *By the spring of 2013, our average attendance rate will be 95%, our excessive absences will by 27%, and our excessive tardies will be 5%.*	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					

	The average attendance rate for 2012 was 94.23	*The expected average attendance rate is 95%.*				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	159 students (37.06%) had ten or more absences during the 2012 school year.	*We expect the number of students with 10 or more absences to decrease by 10% for a goal of 27%.*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	66 students (15.38%) had excessive tardies during the 2012 school year.	*We expect the number of students with excessive tardies to decrease by 10% for a goal of 5%.*				
		1.2. Lack of parental responsibility	1.2. Implement an attendance contract with the parents which will be monitored by the teacher and the social worker for the school.	1.2. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1.2. Monitor attendance	1.2. Attendance record	

		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Social Worker	K-5	Margi Cardona-Opia	K-5 teachers	August 2012	Student Data Binders will be collected and reviewed	Margi Cardona-opia

Attendance Budget (Insert rows as needed)

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

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

Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Attendance Contracts	Contract and contact logs	Internal Accounts budget/PBS	$50
Incentives for students with exemplary and perfect attendance	Certificates, pencils, erasers, small celebration	Internal Accounts budget/PBS	$300
Subtotal: $350.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$350.00			
Total:$350.00			

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension	1.1. Bus referrals has historically been a large barrier.	1.1. Principal will meet with all bus students and inform them of her expectations when riding a bus.	1.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1.1. Monitor bus referrals during PBS meetings	1.1. Bus referral data	

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

Suspension Goal #1: *There were 11 students who received a total of 17 in-school suspensions during the 2012 school year. There were 10 students who received a total of 18 out of school suspensions during the 2012 school year.* *The goal for the 2013 school year is to have 0 in-school suspensions and less than 5 out of school suspensions for the 2013 school year.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	We had 17 in school suspension for the 2011-2012 school year.	*We will have no in-school suspension for the 2012-2013 school year.*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	We had 11 students suspended in-school during the 2012 school year.	We will have 0 students suspended in-school during the 2013 school year.					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	There were 18 total out of school suspensions for the 2011 – 2012 school year.	*We expect our number of out of school suspensions to decrease 10% for a total number of 16.*					

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

		2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
		There were 10 students with out of school suspensions during the 2012 school year.	We expect less than 5students having an out of school suspensions during the 2013 school year.					
			1.2. Staff members not being consistent in enforcing the school rules.	1.2. Expand our current PBS behavior plan to incorporate the Request for Parent Support documentation.	1.2. 1. Principal, AP/C/A, Instructional Facilitators/ Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1.2. Monitor PBS student charts and discuss during PBS meetings	1.2. Student PBS data charts	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS refresher	All staff	Dru Gainey	All staff members	Fall 2012	Collection of student behavior data	Leadership Team
Request for Parent Support	All staff	Kim VanHook	All staff members	Fall 2012	Documentation of use of RPS sheets	Leadership Team

Suspension Budget (Insert rows as needed)

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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Request for Parent Support Document	Behavior Documentation	Oper	$132.50
Subtotal:$132.50			
Total:$132.50			

End of Suspension Goals

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. See Title 1 Parent Involvement Goal	1.1.	1.1.	1.1.	1.1.		

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

Parent Involvement Goal #1: *Enter narrative for the goal in this box.* *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	Enter numerical data for current level of parent involvement in this box.	*Enter numerical data for expected level of parent involvement in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
School Website	School Website	District	
Connect Ed	Phone/Email Communication	District	
Subtotal:0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Paraprofessional	Paraprofessional	Title 1	$23,580.00
Parent Involvement Facilitator	Parent Involvement Facilitator	Title 1	(already included in reading budget)
Car Tags	Tags with numbers to identify students who are car riders	Title 1	$120
Student/Parent Agendas	Communication calendar	Title 1	$2,200
Fine Arts Nights	Celebration of the arts	N/A	0.00
Title 1 parent meetings	Parent information nights	Title 1	$100
Subtotal:			
Total: $26,000			

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: During the 2012 – 2013 school year, teachers will write integrated units of study based on the standards with the help of the Reading and Math Resource Teachers	1.1. Teachers have limited knowledge or training in the integration of science, technology, and math content	1.1. Teachers will write integrated units of study based on the standards with the help of the Reading and Math Resource Teachers	1.1. 1. Principal, AP/C/A, Instructional Facilitators/Teachers 2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's 3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's 4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's Simultaneous: 5. Principal, AP/C/A District Requirement: 6. School Leadership Team DOE Requirements	1.1. Classroom walk-throughs, lesson plans	1.1. Discovery reports, I-Station reports, running records
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional						

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

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

Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unit plan writing	K-5	Principal	Teachers	Oct, Jan, Apr	Lesson Plan implementation	Principal

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
LFS	Professional Development in Guided Reading	Title 1	Included in Reading Budget
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
A-Z Website	Reading books, lessons, and assessments	Title 1	Included in Reading Budget
Discovery Website	Assessments and teaching resources	district	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS workshop	Guided Reading workshop K-5 teachers	Title 1	Included in Reading Budget
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Lesson Plan Writing	Substitutes	Title I	$3000
Subtotal:			
Total: $3,000			

End of STEM Goal(s)

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	
	Total:$80,419.92

CELLA Budget	
	Total:0.00

Mathematics Budget	
	Total:$1,582.50

Science Budget	
	Total:$2,763.47

Writing Budget	
	Total:0

Civics Budget	
	Total:0

U.S. History Budget	
	Total:0

Attendance Budget	
	Total: $350.00

Suspension Budget	
	Total: $132.50

Dropout Prevention Budget	
	Total:0 $26,000

Parent Involvement Budget	
	Total:

STEM Budget	
	Total: $3,000

CTE Budget	
	Total:0

Additional Goals	
	Total:0

Grand Total: $114,248.39		

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
□Priority	□Focus	□Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

□ 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.
Our SAC will review school data and help guide the writing of the School Improvement Plan. They will also give input on what is best for the students at Dundee Elementary throughout the year.

Describe the projected use of SAC funds.	Amount
There are no projected SAC funds at this time.	0.00

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