

# Florida Department of Education



**DRAFT School Improvement Plan (SIP)  
Form SIP-1  
Jackson Elementary  
Proposed for 2012-2013**

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Jackson Elementary	District Name: Hillsborough
Principal: Dora Madison	Superintendent: MaryEllen Elia
SAC Chair: Barbara Knox	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	Dora Madison	Elementary Education Grades 1-6 School Principal All Levels	6 years	14 years	2011 – School Grade B; 38% Proficient in Reading; 36% Proficient in Math; 91% Proficient at Level 3.0 or above in Writing; 79% Making learning gains in Reading; 65% Making learning gains in Math; 78% Bottom Quarter making learning gains in Reading; 75% Bottom Quarter making learning gains in Math

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Assistant Principal	Kimberly Newsome	Educational Leadership Elementary Education Grades 1-6 ESOL, School Principal	1 year	12 years	2011 – School Grade B; 38% Proficient in Reading; 36% Proficient in Math; 91% Proficient at Level 3.0 or above in Writing; 79% Making learning gains in Reading; 65% Making learning gains in Math; 78% Bottom Quarter making learning gains in Reading; 75% Bottom Quarter making learning gains in Math
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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Barbara Knox	Elementary Education ESOL, Primary Education	3	5	2011 – School Grade B; 36% Proficient in Math; 65% Making learning gains in Math; 75% Bottom Quarter making learning gains in Math
Reading	Helen Olivry	Elementary Education ESOL	3	3	2011 – School Grade B; 38% Proficient in Reading; 79% Making learning gains in Reading; 78% Bottom Quarter making learning gains in Reading
AIS	Shanathia Alston	Elementary Education	1	4	2011 – School Grade B; 91% of the retained first grade students served 21 of the 23 were Proficient in Reading.

### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing
2. District Mentor Program	District Mentors	ongoing
3. District Peer Program	District Peers	ongoing
4. Regular time for teacher collaboration	Principal	ongoing

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***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

***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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
43	.02% 1	41% 18	37% 16	19% 8	33% 14	98% 42	0	.07% 3	70% 30

***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
Shana McMurphy	Aprille Shields	The district based mentor is with the EET initiative. The mentor has strengths, in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing, planning and problem solving.

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Shana McMurphy	Jenayssi Padgett	The district based mentor is with the EET initiative. The mentor has strengths, in the areas of leadership, mentoring, and increasing student achievement	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing, planning and problem solving
Shanna McMurphy	Jennifer Reuther	The district based mentor is with the EET initiative. The mentor has strengths, in the areas of leadership, mentoring, and increasing student achievement	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing, planning and problem solving

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### Additional Requirements

#### **Coordination and Integration-Title I Schools Only**

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through after school and summer programs, quality teachers through professional development, content resource teachers and mentors.
Title I, Part C- Migrant N/A
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district provides funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the salary differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title 1 funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A
Head Start We utilize information from students in EELP to transition into Kindergarten.
Adult Education N/A

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Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized in a specific program within Title 1 regulations.
Job Training Job training support is specific to each school site in which funds can be utilized in a specific program with Title 1 regulations.
Other N/A

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

#### School-Based MTSS/Rti Team

Identify the school-based MTSS leadership team.

Principal Dora Madison

Assistant Principal Kim Newsome

Guidance Counselor Amy Haney

School Psychologist Jeanne Rasche

School Social Worker Amatullah Craft

Reading Coach Helen Olivry

Math resource Teacher Barbara Knox

ESE Teacher Richard Mainville

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

The role of the MTSS leadership team in our school is to ensure high quality instruction/intervention matched to student needs and to use performance levels and learning rates over time to make data –based decisions to guide instruction. The MTSS team reviews school-wide data and district assessment data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal of all students is to achieve adequate yearly progress through high quality instructional practices at the core to ensure fidelity of instruction and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative culture Problem solving Model and all decisions are guided by the review and analysis of student data, especially for those students identified at Tiers 2 and 3.

The RTI problem solving process is used to identify curriculum needs of the school by grade levels and to identify specific students needing improvement, especially the bottom quartile. Once the curriculum needs and students are targeted we use this information to set goals and develop specific strategies to drive instruction. The MTSS team will meet bi-weekly and use the problem-solving process to: Oversee the multi-layered model of service delivery (Tiers1-3); Monitor the after school ELP and review data from intensive reading and math instruction; Determine the professional development needs of the faculty and arrange trainings aligned with the SIP goals; Determine scheduling needs of the students; Review and interpret student graphs/data walls; Strengthen the Tier1 core curriculum through supporting PLC's, developing school-based Reinforcement Instructional Calendars and the use of Common Core assessments at the end of segments/chapters. At the end of each nine weeks the team will assist in the evaluation of teacher fidelity data and student achievement data (this is usually discussed at report card conferences).

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

The Chair of SAC is also a member of the MTSS team. The School Improvement Plan is the working document that guides the work of the MTSS team. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections for school-wide goals in Reading, Writing, Math, Science, Attendance, and Suspension/Behavior.

Given that one of the task is to monitor student data related to instruction and interventions, the MTSS team will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLC's, the team will monitor the data and make progress statements on the SIP at the end of the first, second, and third nine weeks.

MTSS Implementation

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

**CORE CURRICULUM – TIER 1**

FCAT Released Test	School Generated Excel Database	Reading Coach/Math Coach/Principal/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Electronic Data Wall	MTSS team, PLC's, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Science, and Writing	Scantron Achievement Series Data Wall	MTSS team, PLC's, individual teachers
FAIR	Progress Monitoring and Reporting	MTSS team, PLC's, individual teachers
CELLA	Sagebrush (IPT)	ELL Resource Teacher
Common Assessments	Subject-area Generated Database	Individual Teachers

**CORE CURRICULUM – TIERS 2 and 3**

Extended Learning Program	School Generated Database in Excel	MTSS team, ELP facilitator
Differentiated Mini-assessments based on Core Curriculum assessments	Individual Teacher Database	Individual teachers
FAIR OPM	School Generated Database in Excel	MTSS team, Reading Coach

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Describe the plan to train staff on MTSS.

The Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's RtI Committee/RtI Facilitators develop resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff as they become available. The Guidance Counselor will also meet with PLC's to explain the new RtI process. Professional development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. New staff will be directed to participate in trainings relevant to PLC's and PS/RtI as they become available.

Describe the plan to support MTSS.

Response to Intervention has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

\*Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (ex. PLC, MTSS team, SAC Meetings, lesson study, school-wide behavior management plan).

\*Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.

\*Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

- Principal
- Assistant Principal
- Reading Coach
- Academic Intervention Specialist
- Reading Teachers
- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies, and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains.

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses. And creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally, the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

- \*Implementation and evaluation of the SIP reading goals/strategies across the content areas
- \*Professional development
- \*Co-planning, modeling, and observation of research-based reading strategies within lessons across the content areas
- \* Data analysis (on-going)
- \*Implementation of the K-12 Reading Plan
- \* Implement the new Common Core Standards in grade K and 1 this year

### ***Public School Choice***

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

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

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

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

In Hillsborough County Public Schools, all Kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener). The state selected assessment contains a subset of the Early Childhood Observation System and the first two measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education explaining these assessments. Teachers will meet with parents after the assessments have been administered to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Teachers will administer grades for the first time during the first nine weeks of school to Kindergarten students. Parents will be invited to conference night to discuss the child's performance. Parent involvement events for transitioning children into Kindergarten include Kindergarten Round-Up. This event provides parents with an opportunity to meet the teachers, visit the classrooms and learn about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

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

### ***\*High Schools Only***

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

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

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

### ***Postsecondary Transition***

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

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

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

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

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<p><b>1A. FCAT 2.0:</b> <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>1A.1. - Teachers knowledge base of this strategy needs professional development. Training for this strategy will occur in 2012-13. - Training all content area teachers. -Limited common planning time. -Lack of time for compiling data collection. -Lack of parental involvement and communication.</p>	<p><b>1A.1. Common Core Reading Strategy</b> <b>Across all Content Areas</b> Reading comprehension improves when students are taught how to engage with complex text. Teachers will conduct a book study entitled The Daily Five and will incorporate strategies from the book in their classroom as well as implement CAFÉ (comprehension, accuracy, fluency, and extended vocabulary). Teachers are also building reading stamina and fluency through graphing student progress.</p> <p><b>Action Steps</b> <b>PLAN</b> <b>Planning in PLC's Before the Lesson</b> -PLC's identify the essential skills and learning targets for the</p>	<p>1A.1. Who Principal Assistant Principal Instructional Coaches Team Leaders PLC Teams</p> <p>How -Data Walls -PLC Logs -Evidence of strategies in teacher lesson plans -EET formal evaluations -EET Pop-ins (Admin. and Peer/Mentor) -EET formal observations (Admin. and Peer /Mentor) -EET informal observations (Admin. and Peer/Mentor)</p> <p>1<sup>st</sup> grading period check 2<sup>nd</sup> grading period check 3<sup>rd</sup> grading period check</p>	<p>1A.1. Teacher Level -Teachers reflect on lessons during the unit using specific evidence of learning and using this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers calculate student performance towards their SMART goal developed in their PLC. -Teachers chart individual progress towards the SMART goal. -PLC's calculate grade level data towards the SMART goal. -After each assessment, PLC's will ask the following questions: 1. How do we use the data to drive instruction? 2. What are the barriers and how will we address them? 3. To what degree are we making progress towards our SMART goal? 4. Are their skills that need to be re-taught in a whole lesson to the entire class? 5. Are there skills that need to be re-taught as mini-lessons to targeted students?</p> <p><b>Leadership Team Level</b></p> <p>Team Leader for grades 1-3 will collect from each teacher a Running record or DRA 2 list where each student is reading on an instructional level monthly. K will collect the same data beginning in December.</p> <p>1<sup>st</sup> grading period check 2<sup>nd</sup> grading period check 3<sup>rd</sup> grading period check</p>	<p>1A.1. 3x's per year FAIR Report Card Reviews Common Assessments</p>		
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	<p>upcoming unit of instruction. PLC's answer the question, "What do we want students to learn?"</p> <p>PLC's identify the common assessment for the upcoming unit of instruction. PLC's are answering the question, "How do we know if they have learned it?"</p> <p>Specifically, PLC's reflect on the following questions:</p> <ul style="list-style-type: none"> <li>-Does the assessment match the intended essential learnings and learning targets?</li> <li>-Are we going to use an assessment from our adopted content materials? Will we use all the questions? Will we drop some of the questions? Do we need to add additional questions?</li> <li>-If using a rubric, have</li> </ul>					
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	<p><i>we come to a consensus what each level of the rubric looks like?</i></p> <p><i>-How will we explain to the students what they are expected to learn in order to demonstrate mastery on the assessment?</i></p> <p><i>How will we explain to students the performance standards by which their learning will be evaluated?</i></p> <p><i>-How will we involve the student in self-assessment and monitoring?</i></p> <p><i>-How will we collect and track end-of-unit assessment data in order to evaluate student growth?</i></p> <p><b>-PLC's write a SMART goal for the upcoming unit of instruction. (Ex. 80% of the students will score at 70% or higher on each unit of instruction.)</b></p> <p><b>-As a</b></p>					
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	<p>Professional Development activity in their PLC's teachers plan for Differentiated Instruction using data from previous assessments to guide student groupings.</p> <p><b>DO/CHECK</b>  <i>Teachers in the Classroom</i>          -PLC teachers instruct students using the core curriculum, incorporating effective strategies and Differentiated Instruction activities discussed at their PLC meetings.          - At the end of the unit teachers give a common assessment identified from the core curriculum material.</p> <p><b>CHECK/ACT</b>  <i>Teachers/ PLC's after the Common Assessment</i>          -Teachers bring assessment</p>					
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	<p>data back to the PLC's .</p> <ul style="list-style-type: none"> <li>-Based on the data teachers reflect on their own teaching.</li> <li>-Based on the data teachers discuss DI strategies that were effective.</li> <li>-Based on the data, teachers             <ul style="list-style-type: none"> <li>a) decide what skills need to be retaught in a whole lesson to the entire class,</li> <li>b) decide what skills need to be moved to mini-lessons for the entire class and</li> <li>c) decide what skills need to be retaught to targeted students.</li> </ul> </li> <li>-PLC's discuss DI strategies for re-teaching of essential skills.</li> <li>-PLC's discuss how the data will be used to differentiate instruction during the initial teaching of the upcoming lesson.</li> <li>-After the assessment teachers provide timely</li> </ul>					
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		<p>feedback and students use the feedback to enhance their learning.</p> <p><b>WHOLE FACULTY</b> -Throughout the school year teachers participate in faculty SIP reviews to assess whether goals have been met.</p>					
<p><b>Reading Goal #1A:</b></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 45% to 51%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	45% (131)	51%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<p><b>1B. Florida Alternate Assessment:</b> Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1B.1.</p> <p><b>NA</b></p>	1B.1.	1B.1.	1B.1.	1B.1.		

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<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>2A. FCAT 2.0:</b>  <b>Students scoring at or above Achievement Levels 4 in reading.</b></p>	<p>2A.1. Teachers knowledge base of the strategy needs professional development. Training for this strategy is being rolled out in 2012-13.                  -Training all content area teachers.                  -Lack of common planning time.                  -Lack of time for compiling data collection.                  - Lack of parental involvement and communication.</p>	<p>2A.1. Common Core Reading Strategy Across Areas                  -Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use higher-order, text dependent questions at the word-phrase, sentence, and paragraph/ passage levels. Student reading comprehension improves when students are required to provide evidence to support their answers to text dependent questions. To increase learning teachers can have students generate higher-order questions from text.</p>	<p>2A.1. See persons responsible for Level 3 students.</p>	<p>2A.1 Same strategies as Level 3 students.</p>	<p>2A.1. Same evaluation tools as Level 3 students.</p>		
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<u>The percentage of students scoring at a level 4 or higher on the 2013 FCAT Reading will increase from 21% to 25%</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	21% (63)	25%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1. <b>NA</b>	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b></p>	<p>3A.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is offered in 2012-13. -Training all content area teachers.</p>	<p>3A.1. Implement the Plan/Do/Check/Act model and differentiate instruction.   <b>Actions/Details Within PLC's Before Instruction and During Instruction of New Content</b>                      -Using data from previous assessments and daily classroom performance, teachers plan Differentiated groupings for the delivery of new content in upcoming lessons.                      -Teachers reflect and discuss the outcomes of their DI lessons.                      - Teachers use student data to identify successful DI techniques for future implementation.</p>	<p>3A.1. Who Principal Assistant Principal Instructional Coaches Team Leaders PLC Teams</p>	<p>3A.1. Teacher Level -Teachers meet in PLC's to determine effectiveness of Differentiated Instruction.                       -1<sup>st</sup> grading period check                       -2<sup>nd</sup> grading period check                       -3<sup>rd</sup> grading period check</p>	<p>3A.1. 3x's per year FAIR                       Report Card Reviews                       Common Assessments</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 79 points to 82 points.							
	79 points	82 points					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1 <b>NA</b>	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4. <b>FCAT 2.0:</b>  <b>Percentage of students in lowest 25% making learning gains in reading.</b></p>		<p>4A.1. <b>Strategy Across ALL Content Areas Strategy/Talk</b>          PLC's will discuss regularly the progress of the bottom quartile students and will schedule collaboration meetings with the reading coach.</p> <p>-The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's past/present data.</p> <p>-The reading coach attends PLC meetings to plan lessons that embed rigor.</p> <p>-The <b>coach</b> facilitates the identification, selection, and development of rigorous core curriculum assessments.</p> <p>-Facilitate core curriculum data analysis.</p>	<p>4A.1.          Who          MTSS team with specific emphasis on the          Reading Coach</p>	<p>4A.1.          -Reading coach will give administration a schedule and log of weekly meetings with teachers.          -Gather student data.</p>	<p>4A.1          3x's per year – FAIR          Common assessments administered during the grading period. .          Report Card Reviews</p>		
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		<p>Facilitate the planning of interventions and proper groupings of students.</p> <p>Leadership Team and Coach</p> <p>-The reading coach meets with the MTSS team bi-weekly to monitor the progress of students.</p>					
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 78 points to 81 points.							
	<i>78 points</i>	<i>81 points</i>					

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		<p>4A.2. The Extended Learning Program does not always target the specific skill weaknesses of the students or collect data on an on-going basis. -Not always a direct correlation of what the student is missing in the classroom and the instruction received in ELP. -Minimal communication between the reg. ed and ELP teachers.</p>	<p>4A.2. Students reading comprehension improves through receiving ELP Supplemental instruction on targeted skills that are not at the mastery level.</p> <p><b>Action Steps:</b> -Classroom teachers communicate with the ELP teachers regarding specific skills the students have not mastered. -ELP teachers target specific lessons that are not at mastery level. -Students attend ELP sessions - Progress monitoring by the ELP teacher is communicated back to the regular education teacher weekly/bi-weekly. -When the students have mastered the specific skill they are exited from the program.</p>	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
Jackson will reduce the reading achievement gap between subgroups by 50% over the next six years.							
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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:  See Barriers for 1,3, and 4	5B.1.  <b>See Goals 1, 3, and 4</b>	5B.1.	5B.1.	5B.1.		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><i>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 62% to 72%.</i></p> <p>The percentage of black students scoring proficient in reading will increase from 24% to 30%.</p> <p>The percentage of Hispanic students scoring proficient will increase from 46% to 48%.</p>							
	<p><i>Enter numerical data for current level of performance in this box.</i>                      White:62%                      Black:24%                      Hispanic:46%                      Asian:                      American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i>                      White:66%                      Black:30%                      Hispanic:48%                      Asian:                      American Indian:</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. Teachers at varying skill levels regarding the use of ELL strategies. -Teachers implementation of ELL strategies are not consistent across core courses. -ELLs at varying levels of English language and acquisition is not consistent across core courses.</p>	<p>5C.1.ELL's reading comprehension will improve through core content teachers (Reading, Math, Science and Social Studies).  Action Steps: -ESOL Reasource Teacher (ERT) provides professional development to all content. -ERT and reading coach model lessons. -ERT and Reading Coach observe content area teachers using ELL strategies to provide feedback, coaching and support. -ELL paraprofessionals will use__ to help reinforce ELL skills.</p>	<p>5C.1. Who -School Based Administrators -District Resource Teachers -ESOL Resource Teachers -Reading Coach -MTSS team  How -Classroom walk-throughs observing this strategy. -Evidence of strategies used in teachers lesson plans. -PLC discussions.</p>	<p>5C.1. The ERT is part of the MTSS team and will update the team on ELL performance.  The ERT/paraprofessionals will meet with PLC's to determine ELL level of performance by grade level.</p>	<p>5C.1.3x's per year – FAIR  CELLA Results  Core curriculum assessments  ERT is available at Report Card Conferences</p>		

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<p><b>Reading Goal #5C:</b> <i>The percentage of ELL students scoring proficient on the 2013 FCAT Reading will increase from 31% to 42%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>31%</p>	<p>38%</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. General education teacher and ESE teacher need consistent and on-going co-planning time.</p> <p>Understanding data and the students disability to make instructional decisions.</p> <p>For general education teachers, understanding the IEP and instructional accommodations.</p>	<p>5D.1.SWD's reading comprehension will improve by connecting individual needs to instruction as outlined in the IEP.</p> <p>General ed. And ESE teachers will familiarize themselves with each student's IEP goals, strategies and accommodations.</p> <p>Every nine weeks the General Ed and SWD teacher reviews student IEP's to ensure that all student goals, strategies, and accommodations are being implemented with fidelity.</p>	<p>5D.1. General Ed. Teacher ESE teacher Guidance Counselor</p>	<p>5D.1 The ESE teacher will be present to offer information at Report Card conferences.</p> <p>The ESE teacher will meet with individual teachers and PLC teams to monitor student progress.</p>	<p>5D.1. 3x's per year – FAIR</p> <p>Common assessments during the grading period.</p>		
<p><b>Reading Goal #5D:</b></p> <p><i>The percentage of students with disabilities scoring proficient on the 2013 FCAT will increase from 28% to 38%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>28%</p>	<p>35%</p>					

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1.	5E.1. <b>See Goals 1, 3, and 4</b>	5E.1.	5E.1.	5E.1.		
<b>Reading Goal #5E:</b> <i>The percentage of Economically Disadvantaged students scoring proficient on the 2013 FCAT Reading will increase from 42% to 47%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	42%	47%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

**Reading Professional Development**

<b>Professional</b>						
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<b>Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> 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
The Daily 5	K-5	Helen Olivry	All teachers school-wide	Aug., 2012	Administration will conduct walk-throughs to see if The Daily 5 is being used in classrooms	Principal and Administrative Team
Common Core Training	K-5	Helen Olivry Tamla Davis	All teachers school-wide	Aug., 2012	Administration will conduct walk-throughs to ensure the common core standards are being implemented	Principal and Administrative Team
Common Core Training	K, 1	District personnel	All K, 1 teachers	Dec., 2012	Administration will conduct walk-throughs to ensure the common core standards are being met in K, 1 classrooms	Principal and Administrative Team

Easycbm Team	K-5	Helen Olivry Jeanne Rasche	All K-5 teachers	Oct. 2012	EasyCBM Assessments	Reading Coach/Administrative
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**Reading Budget** (Insert rows as needed)

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

*End of Reading Goals*



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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1.	1.1. See reading ELL 5C.1	1.1.	1.1.	1.1.	
<b>CELLA Goal #1:</b> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 48% to 51%	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
	48% (147)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		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	

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2. Students scoring proficient in reading.	2.1.	2.1. See Reading ELL 5C. 1	2.1.	2.1.	2.1.	
<p><b>CELLA Goal #2:</b></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 27% to 30%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	27% (147)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in writing.</b>	2.1.	2.1. See Reading ELL 5C.1	2.1.	2.1.	2.1.	
<b>CELLA Goal #3:</b>  <i>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 21% to 24%.</i>	<b>2012 Current Percent of Students Proficient in Writing :</b>  					
	21% (148)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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**CELLA Budget** (Insert rows as needed)

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

*End of CELLA Goals*

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**Elementary School Mathematics Goals**

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

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

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<p><b>1A. FCAT 2.0:</b> <b>Students scoring at Achievement Level 3 in mathematics.</b></p>	<p>1A.1. Teachers are at varying understanding of the intent of the CCSS</p>	<p><b>1A.1. Strategy</b> Strengthen the core curriculum. Students' math skills will improve through participation in lessons designed to increase knowledge of depth and rigor of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks.</p> <p><b>Action Steps:</b> -Show teachers how to access <a href="http://www.floridastandards.org">www.floridastandards.org</a> link. -Model how to use the website. -PLC's write SMART goals based on each nine weeks of material. (For example: during the first nine weeks, 80% of the students will score at a 70% or higher on each unit of instruction).</p>	<p><b>1A.1. Who:</b> MTSS team with an emphasis on the Math Resource Teacher</p> <p><b>How</b> -Classroom Walkthroughs -Evidence of depth and rigor in math lesson plans when planning with the math coach. -Monitoring Data will be reviewed every nine weeks</p>	<p>1A.1. -PLC's will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction.</p>	<p>1A.1. -3x's per year</p> <p>-Baseline – Beginning and Mid-Year Testing</p> <p>Core curriculum – Mid Chapter, Chapter /Unit Assessments, EOY Assessments</p>		
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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 32% to 36%.</i>							
	32% (98)	36%					
		1A.2. Teachers are at varying skill levels with higher order questioning techniques	<p><b>1A.2.Strategy/Talk</b> Students math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><b>Actions/Details</b> -Teachers plan higher order questions/activities for upcoming lessons to increase the lesson's rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Classroom developed rubrics.</p> <p><b>In the Classroom</b></p>	<p><b>1A.2. Who</b> MTSS team with an emphasis on math coach</p> <p><b>How</b> -Classroom Walk-throughs -Team teaching and modeling -Lesson planning with coach</p>	1A.2. -PLC's will review unit assessments and chart the increase in the number of students scoring at least 70% mastery on units of instruction.	1A.2. -3x's per year  -Baseline, Beginning and Mid-Year Testing  -Core curriculum – Mid-Chapter, Chapter/Unit Assessments, EOY Assessments	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	



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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>2A. FCAT 2.0:</b>  <b>Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p>	<p>2A.1. Not all teachers know how to promote the use of differentiated instruction to meet the needs of high achievers.                   Not all teachers are aware of the best means to instruct students in the use of higher order application of mathematics.</p>	<p>2A.1. Strategy Differentiated Instruction Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students math skills will improve through participation in DI lessons. These DI lessons will provide re-teaching and enrichment where needed. Students will be grouped for DI based on classroom performance.                   Action Steps                  – Teachers discuss specific DI strategies in their PLC's                   Based on classroom performance and student performance on the items identified as                  Evaluation Tools, teachers provide DI lessons and regroup students for enrichment, remediation, and reteaching.</p>	<p>2A.1. Who                  -Teacher                  -Math Coach                  -MTSS team                   How                  Classroom Walkthroughs                  -Evidence of DI in teacher lesson plans                  - Data will be monitored at the end of each nine weeks.</p>	<p>2A.1. PLC's will monitor the number of students scoring 70% or higher on student assessments</p>	<p>2A.1                  -3x's per year                  - Baseline – Beginning and Mid-Year Testing                  - Core curriculum                  Mid-Chapter, Chapter/Unit Assessments, EOY Assessments</p>		
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<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percentage of students scoring at a Level 4 or higher on the 2013 FCAT Math will increase from 7% to 11%.</i>							
	7%	11%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1. <b>NA</b>	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b></p>	<p>3A.1. Teachers struggle with Differentiated Instruction to meet the needs of all students, especially higher level students.</p>	<p>3A.1. Implement the Plan/Do/Check/Act model and differentiate instruction.</p> <p><b>Actions/Details Within PLC's Before Instruction and During Instruction of New Content</b></p> <p>-Using data from previous assessments and daily classroom performance, teachers plan Differentiated groupings for the delivery of new content in upcoming lessons.</p> <p>-Teachers reflect and discuss the outcomes of their DI lessons.</p> <p>- Teachers use student data to identify successful DI techniques for future implementation.</p>	<p>3A.1. Who Principal Assistant Principal Instructional Coaches Team Leaders PLC Teams</p>	<p>3A.1. Teacher Level</p> <p>-Teachers meet in PLC's to determine effectiveness of Differentiated Instruction.</p> <p>-1<sup>st</sup> grading period check</p> <p>-2<sup>nd</sup> grading period check</p> <p>-3<sup>rd</sup> grading period check</p>	<p>3A.1.</p> <p>-3x's per year</p> <p>- Baseline – Beginning and Mid-Year Testing</p> <p>- Core curriculum</p> <p>Mid-Chapter, Chapter/Unit Assessments, EOY Assessments</p>		

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<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Points earned from students making learning gains on the 2013 FCAT Math will increase from 65 points to 69 points.</i>							
	<i>65 points</i>	<i>69 points</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1. <b>NA</b>	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					



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		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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**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		
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<p><b>4. FCAT 2.0:</b>  <b>Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	<p>4A.1. –Teacher willingness to accept help from the mathematics coach.</p>	<p><b>4A.1. Strategy Across ALL Content Areas Strategy/Talk</b>          PLC’s will discuss regularly the progress of the bottom quartile students and will schedule collaboration meetings with the mathematics coach.</p> <p>-The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher’s past/present data.</p> <p>-The math coach attends PLC meetings to plan lessons that embed rigor.</p> <p>-The <b>coach</b> facilitates the identification, selection, and development of rigorous core curriculum assessments.</p> <p>-Facilitate core curriculum data analysis.</p>	<p>4A.1. . Who          Principal          Assistant Principal          Instructional Coaches          Team Leaders          PLC Teams</p>	<p>4A.1. Math coach will give administration a schedule and log of weekly meetings with teachers.</p> <p>-Gather student data.</p>	<p>4A.1. -3x’s per year</p> <p>- Baseline – Beginning and Mid-Year Testing          - Core curriculum          Mid-Chapter, Chapter/Unit Assessments, EOY Assessments</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>Facilitate the planning of interventions and proper groupings of students.</p> <p>Leadership Team and Coach</p> <p>-The math coach meets with the MTSS team bi-weekly to monitor the progress of students.</p>					
<p><b>Mathematics Goal #4:</b></p> <p><i>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 75 points to 79 points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>						
	75 points	79 points					

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	<p>4A.2. Students mathematical comprehension improves through receiving ELP Supplemental instruction on targeted skills that are not at the mastery level.</p> <p><b>Action Steps:</b>          -Classroom teachers communicate with the ELP teachers regarding specific skills the students have not mastered.          -ELP teachers target specific lessons that are not at mastery level.          -Students attend ELP sessions          - Progress monitoring by the ELP teacher is communicated back to the regular education teacher weekly/bi-weekly.          -When the students have mastered the specific skill they are exited from the program.</p>	<p>4A.2. Students mathematical comprehension improves through receiving ELP Supplemental instruction on targeted skills that are not at the mastery level.</p> <p><b>Action Steps:</b>          -Classroom teachers communicate with the ELP teachers regarding specific skills the students have not mastered.          -ELP teachers target specific lessons that are not at mastery level.          -Students attend ELP sessions          - Progress monitoring by the ELP teacher is communicated back to the regular education teacher weekly/bi-weekly.          -When the students have mastered the specific skill they are exited from the program.</p>	<p>4A.2 Who          Principal          Assistant Principal          Instructional Coaches          Team Leaders          PLC Teams</p>	<p>4A.2. Math coach will give administration a schedule and log of weekly meetings with teachers.</p> <p>-Gather student data</p>	<p>4A.2. 3x's per year</p> <p>- Baseline – Beginning and Mid-Year Testing          - Core curriculum          Mid-Chapter, Chapter/Unit Assessments, EOY Assessments</p>	
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		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**



**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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal</u> <b>#5A:</b>  <i>Jackson will reduce the mathematical achievement gap between subgroups by 50% over the next six years.</i>							
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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:  See Barriers 1, 3, and 4	5B.1.  <b>See Goals 1, 3, and 4</b>	5B.1.	5B.1.	5B.1.		

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

<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>The percentage of white students scoring proficient on the 2013 FCAT Math will increase from 44% to 50%.</i></p> <p><i>The percentage of black students scoring proficient will increase from 19% to 27%.</i></p> <p><i>The percentage of Hispanic students scoring proficient will increase from 34% to 41%.</i></p>							
	<p><i>Enter numerical data for current level of performance in this box.</i>                      White:44%                      Black:19%                      Hispanic:34 %                      Asian:                      American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i>                      White:50%                      Black:27%                      Hispanic:41%                      Asian:                      American Indian:</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5C.1. Teachers at varying skill levels regarding the use of ELL strategies.                      -Teachers implementation of ELL strategies are not consistent across core courses.                      -ELLs at varying levels of English language and acquisition is not consistent across core courses</p>	<p>5C.1. ELL's math comprehension will improve through core content teachers (Reading, Math, Science and Social Studies).                      Action Steps:                      -ESOL Reasource Teacher (ERT) provides professional development to all content.                      -ERT and math coach model lessons.                      -ERT and Math Coach observe content area teachers using ELL strategies to provide feedback, coaching and support.                      -ELL paraprofessionals will use manipulatives to help reinforce ELL skills.</p>	<p>5C.1. Who                      -School Based Administrators                      -District Resource Teachers                      -ESOL Resource Teachers                      -Reading Coach                      -MTSS team                      How                      -Classroom walk-throughs observing this strategy.                      -Evidence of strategies used in teachers lesson plans.                      -PLC discussions.</p>	<p>5C.1. The ERT is part of the MTSS team and will update the team on ELL performance.                      The ERT/paraprofessionals will meet with PLC's to determine ELL level of performance by grade level.</p>	<p>5C.1. CELLA Results                      Core curriculum assessments                      ERT is available at Report Card Conferences</p>		

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

<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percentage of ELL students scoring proficient on the 2013 FCAT math will increase from 14% to 23%.</i>							
	14%	23%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. General education teacher and ESE teacher need consistent and on-going co-planning time.</p> <p>Understanding data and the students disability to make instructional decisions.</p> <p>For general education teachers, understanding the IEP and instructional accommodations</p>	<p>5D.1. SWD's mathematical comprehension will improve by connecting individual needs to instruction as outlined in the IEP.</p> <p>General ed. And ESE teachers will familiarize themselves with each student's IEP goals, strategies and accommodations.</p> <p>Every nine weeks the General Ed and SWD teacher reviews student IEP's to ensure that all student goals, strategies, and accommodations are being implemented with fidelity.</p>	<p>5D.1. General Ed. Teacher ESE teacher Guidance Counselor</p>	<p>5D.1. The ESE teacher will be present to offer information at Report Card conferences.</p> <p>The ESE teacher will meet with individual teachers and PLC teams to monitor student progress.</p>	<p>5D.1. 3x's per year</p> <ul style="list-style-type: none"> <li>- Baseline – Beginning and Mid-Year Testing</li> <li>- Core curriculum</li> <li>Mid-Chapter, Chapter/Unit Assessments, EOY Assessments</li> </ul>		
<p><u>Mathematics Goal #5D:</u></p> <p><i>The percentage of SWD scoring proficient on the 2013 FCAT will increase from 18% to 26%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	18%	26%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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**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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1. See Goals 1, 3, and 4	5E.1.	5E.1.	5E.1.		
<b>Mathematics Goal #5E:</b> The percentage of the Economically Disadvantaged students scoring proficient on the 2013 FCAT will increase from 29% to 37%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29%	37%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Elementary School Mathematics Goals*

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**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> 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
Place Value	3-5	Barbara Knox	Math teachers in grades 3-5	2012-13	Creating lessons, lesson plans with math coach, Administrative Classroom Walk-throughs	Principal, AP, Math Coach
K CCSSM Content Specific	K	Barbara Knox	Math teachers in K	2012-13	Creating lessons, lesson plans with math coach, Administrative Classroom Walk-throughs	Principal, AP, Math Coach
Deepening Understanding of the CCSS	K-1	District Resource Teachers	Math teachers in K-1	2012-13	Creating lessons, lesson plans with math coach, Administrative Classroom Walk-throughs	Principal, AP, Math Coach

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**Mathematics Budget** (Insert rows as needed)

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

*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]).

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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**

<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in science.</b></p>	<p>1A.1. Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts.          -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.          -Lack of common planning time to facilitate and hold PLC's for like courses.</p>	<p><b>1A.1. Strategy</b>          Students' science skills will improve through participation in the 5E instructional model.   <b>Action Steps</b>          -Teachers will attend District Science training and share the 5E Instructional Model information with their PLC's.          -PLC's write SMART goals based for units of instruction.          -As a Professional Development activity in their PLC's teachers spend time collaboratively building 5E instructional model for upcoming lessons.          -Science teachers instruct students using the 5E model.          -At the end of the unit, teachers give a common assessment identified from the core curriculum</p>	<p><b>1A.1. Who</b>          Principal          -AP          MTSS team   <b>How Monitored</b>   <b>Science Formative Assessments from the district.</b>   <b>Unit/Chapter Tests</b></p>	<p>1A.1          -PLC's will disaggregate data for students who score 70% or higher on the assessment tests.           Data will be monitored at the end of each nine week period.</p>	<p>1A.1. Formative Science Assessments          Report Card Reviews          Unit/Chapter assessments</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		material.					
<b>Science Goal #1A:</b> <i>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 31% to 36%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	31% (31)	36%					
		1A.2. Teachers knowledge of the Science Fair and sticking to the timeline.	1A.2. A timeline has been created and given to the teachers. Mrs. Flock is available for help if asked by the classroom teacher.	1A.2. <b>Who</b> Administration Teachers Mrs. Flock (Science Gifted)  <b>How</b> -Reminder announcements at weekly faculty meetings of the science timeline and postings in the bulletin.	1A.2. Teachers will meet in PLC's to discuss how the boards will be completed.	1A.2. Number of class, partner, and individual boards completed within the science time line.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1.  <b>NA</b>	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Science Goal #1B:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2A.1. Teachers are at varying levels of using Differentiated Instructional Strategies.	2A.1. Student achievement improves when teachers use on-going student data to differentiate instruction.	2A.1. <b>Who</b> Principal -AP MTSS team Deb Flock  <b>How Monitored</b>  <b>Science Formative Assessments from the district.</b>  <b>Unit/Chapter Tests</b>	2A.1. Teachers check assessments to identify specific students who consistently score high and have the knowledge to complete enrichment activities in the area of science.	2A.1. . Formative Science Assessments  Report Card Reviews  Unit/Chapter assessments		
<b>Science Goal #2A:</b>  <i>The percentage of students scoring a Level 4 or higher on the 2013 FCAT science will increase from 6% to 10%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	6%	10%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.  <b>NA</b>	2B.1.	2B.1.	2B.1.	2B.1.		

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 Revised April 29, 2011



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<u>Science Goal #2B:</u>	<u>2012 Current</u>	<u>2013Expected</u>					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:*</u>	<u>Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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*

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**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Foldables for Science	3-5	Deborah Flock	Science Teachers in grades 3-5	1 one hour sessions on Monday Early Release	Administrative Walkthroughs	Principal, AP
Instructional Student Notebooks	3-5	Deborah Flock	Science Teachers in grades 3-5	1 one hour session on Monday Early Release	Administrative Walkthroughs	Principal, AP

**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
<b>Subtotal:</b>			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>btotal:</b>			
<b>Total:</b>			

*End of Science Goals*

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**Writing Goals**

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

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

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<p><b>1A. FCAT:</b>  <b>Students scoring at Achievement Level 3.0 and higher in writing.</b></p>	<p>1A.1. –Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.           -All teachers need training to score student writing accurately during the 2012-13 school year using information provided by the state.</p>	<p>1A.1.Strategy          -Students’ use of mode-specific writing will improve through use of Writers Workshop/ daily instruction with a focus on mode-specific writing.   <b>Action Steps</b>          -Based on baseline data PLC’s write SMART goals for each grading period. For ex. 50% of the students will score at 4.0 or higher by the end of the first grading period.   <b>Plan</b>          -Professional Development for updated rubric courses          -Professional Development for instructional delivery of mode-specific writing          -Using data to identify trends and drive instruction          -Lesson planning based on the needs of students   <b>Do</b></p>	<p>1A.1. Principal AP          Subject Area Leaders          Writing Teachers          Grade Level PLC’s</p>	<p>1A.1.See “Check” and “Act” action steps in the strategies column</p>	<p>1A.1. -Student monthly demand writes           -Student daily drafts</p> <ul style="list-style-type: none"> <li>• Student revisions</li> <li>• Student portfolios</li> <li>•</li> </ul>		
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		<p>-Daily on-going models and application of appropriate mode-specific writing based on teaching points.</p> <p>- Daily on-going conferencing</p> <p><b>Check</b></p> <p>-Review of daily/weekly/monthly writing pieces</p> <p>-PLC discussions and analysis of student writing to determine trends and needs.</p> <p><b>Act</b></p> <p>-Receive additional professional development in areas of need.</p> <p>-Conduct STAR interviews with students to identify areas of targeted need.</p> <p>-Students track their own writing progress.</p>					
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<p><b>Writing Goal #1A:</b> <i>The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 91% to 95%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>91% (46)</p>	<p>95%</p>					
		<p>1A.2. Teachers to teach a Saturday Writing Academy</p>	<p>1A.2. <b>Strategy</b> -Conduct a Saturday Writing Academy for all students in 4<sup>th</sup> grade <b>Action Steps</b> Identify dates, content to be covered</p>	<p>1A.2. Who - Principal -AP -Teachers  How monitored -Attendance -Writing pieces</p>	<p>1A.2. See “Check” and “Act” action steps in the strategies column</p>	<p>1A.2.-Saturday writing pieces -FCAT Test</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p><b>1B. Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing.</p>	<p>1B.1. <b>NA</b></p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>	<p>1B.1.</p>		
<p><b>Writing Goal #1B:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	

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

		IB.3.	IB.3.	IB.3.	IB.3.	IB.3.	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
FCAT 2.0 Scoring Training	3,4,5	Principal, Team Leader, Temetia Creed	Teachers in grades 3, 4, and 5	Oct. 20	Pass district anchor test	Principal AP PLC/Team Facilitator

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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Writing Goals*

**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]).

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		
<b>1. Attendance</b>	1.1. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance. -Lack of staff to focus on attendance.	1.1. The attendance committee will meet quarterly to discuss the school’s attendance plan to ensure that all steps are being implemented with fidelity. The attendance committee also will meet monthly to discuss targeted students	1.1. Attendance committee will monitor absences weekly.	1.1. Attendance committee along with PSLT will examine data quarterly.	1.1. Attendance Report Tardy Report Attendance Plan		

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<p><b>Attendance Goal #1:</b></p> <p><i>The attendance rate will increase from 94.5% in 2011-12 to 96% in 2012-13.</i></p> <p><i>The number of students that have two or more unexcused absences throughout the school year will decrease from 81 in 2011-12 to 60 in 2012-13.</i></p> <p><i>The number of students that have 10 or more tardies to school throughout the school year will decrease from 95 in 2011-2012 to 75 in 2012-2013.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	94.5%	96%					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	81	60					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	95	75					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Attendance Plan	Attendance Committee	Guidance counselor/ social worker	Attendance Committee	End of each quarter	Review plan quarterly, meet monthly to discuss targeted students and monitor attendance weekly.	Attendance Committee

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Attendance Goals*

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**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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		
<b>1. Suspension</b>	1.1. There needs to be common understanding and interpretation of behavior codes for school-wide expectations and rules for appropriate classroom behavior considering age and developmental understanding for students.	1.1.A school-wide discipline plan has been developed for teachers to use in the classrooms, specials, lunch, and halls.	1.1. Teachers, guidance counselor, principal, assistant principal, social worker.	1.1. Data will be reviewed on Office Discipline Referrals and out of school suspensions quarterly.	1.1.Crystal Report		



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<u>Suspension Goal #1:</u>	<u>2012 Total Number</u>	<u>2013 Expected</u>					
<i>1. The total number of In-School Suspensions will decrease by 10%.</i>	<u>of In-school Suspensions</u>	<u>Number of In-School Suspensions</u>					
2. The total number of students receiving In-school suspension throughout the school year will decrease by 10%.							
3. The total number of Out-of-School suspensions will decrease by 10%.							
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.							
	<i>1 In-school Suspensions</i>	<i>1 In-School Suspension</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>1 student Suspended In-School</i>	<i>1 student Suspended In-School</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>28 students</i>	<i>25 students</i>					

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	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	<i>20 students</i>	<i>18 students</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
CHAMPS Implementation	K-5	PLC Team Leaders	School-wide	Professional Study Day Review	Administrative Walk-Throughs	Principal Assistant Principal

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

Note: Required for High School- F.S., Sec. 1003.53

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
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		
<b>1. Dropout Prevention</b>	1.1. <b>NA</b>	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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**

**Dropout Prevention Budget** (Insert rows as needed)

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

*End of Dropout Prevention Goal(s)*

**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)).

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>1. Parent Involvement</b>	1.1. <b>NA</b>	1.1.	1.1.	1.1.	1.1.		
<u>Parent Involvement Goal #1:</u>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	



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		1.3.	1.3.	1.3.	1.3.	1.3.	
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**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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
<p><b>STEM Goal #1:</b> <i>Implement/expand project/problem-based learning in math, science, and technology.</i></p>	<p>1.1. Need common planning time to concentrate on specific subject areas like science, math and time to attend trainings. Time to practice for the math bowl and prepare boards for the science fair.</p>	<p>1.1.Participation in the grade level math bowls and science fair.</p>	<p>1.1.-Administration -PLC Leaders -Subject area leads -Classroom Teacher</p>	<p>1.1.Number of students participating in the Science Fair. Math Bowl participation</p>	<p>1.1.-Completed Science Boards -Math Bowl placing</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

Professional Development (PD) aligned with Strategies through Professional						

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<b>Learning Community (PLC) or PD Activity</b> 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
New Science Fair Training	K-5	Deb Flock	Presentation of science timeline and how to complete a science board	October, 2012 November, 2012	Completion of science board	Administration, Deb Flock
Math Bowl Competition	K-5	Barbara Knox	All students participate in the higher order math questions in a school-wide math bowl competition	November, 2012	Administrative Walk-throughs/ Coaching Cycles	Administration, Barbara Knox

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**STEM Budget** (Insert rows as needed)

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

*End of STEM Goal(s)*

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

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

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>CTE Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	1.1. NA	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						

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

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**CTE Budget** (Insert rows as needed)

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

*End of CTE Goal(s)*



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**Additional Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Additional Goal</b>	1.1.	1.1. Elementary students will engage in 150 minutes of physical education 5 days a week in grades K through 5.	1.1. Classroom teacher PE Instructor	1.1. Class schedules	1.1. Master schedules		
<b>Additional Goal #1:</b> <i>During the 2012-13 school year, the number of students scoring in the "Healthy Fitness Zone" on the PACER test for assessing aerobic capacity and cardiovascular health will increase 10%.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	58% (38)	68% (49).					

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

**Additional Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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

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

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

*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.	
<b>Reading Budget</b>	
Supplies (including food) to support Ravens Best Student Incentive Program Clarifying details: Vendors included BJ's Wholesale, Dunkin Donuts, Best Buy (This budget item supports all goal areas.)	
Food snacks for students attending Saturday School	
	<b>Total:</b>
<b>Mathematics Budget</b>	
	<b>Total:</b>
<b>Science Budget</b>	
	<b>Total:</b>
<b>Writing Budget</b>	
	<b>Total:</b>
<b>Civics Budget</b>	
	<b>Total:</b>
<b>U.S. History Budget</b>	
	<b>Total:</b>
<b>Attendance Budget</b>	
	<b>Total:</b>
<b>Suspension Budget</b>	
	<b>Total:</b>
<b>Dropout Prevention Budget</b>	
	<b>Total:</b>
<b>Parent Involvement Budget</b>	
	<b>Total:</b>
<b>STEM Budget</b>	
	<b>Total:</b>
<b>CTE Budget</b>	
	<b>Total:</b>
<b>Additional Goals</b>	
	<b>Total:</b>

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

<b>Grand Total:</b>

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**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.)

<b>School Differentiated Accountability Status</b>		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school?  Yes  No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- 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.
The school will continue to work toward balancing both the ethnicity and non-school board employees to reach compliance.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<i>Total Allocation</i>		<b>1269.00</b>
Parental Involvement Plan	Materials to use for parent activities that will be used on Reading Family Night on 4/11/13 <b>Clarifying details:</b> Vendors included WalMart, and various restaurants	200.00
Parental Involvement Plan Supplies (including food) to support Family Night Event (Family Night Reading, Science and Writing Family Night on 4/11/13)	<b>Clarifying details:</b> Vendors included WalMart, McDonalds	200.00
Reading – Goal 5a-d Reading Counts Incentive Strategy Prizes to support the student Reading Counts Incentive Program		<b>200.00</b>
Cross Content Strategy Goal to promote academic gains in all content areas recognizing students for improved performance on academic assessments Jackson Recognition Incentive Strategy Supplies (including food) to support Recognition Student Incentive Program	<b>Clarifying details:</b> Vendors included Sam’s Warehouse, WalMart, Barnes and Nobles <b>(This budget item supports all goal areas).</b>	269.00
Copy Paper, Ink Cartridges for Printer		200.00
Suspension – Goal 1.1 Attendance – Goal 1. Supplies (including food) for PBS awards and grading period improved student behavior events	<b>Clarifying details:</b> Vendors included: Oriental Trading, Wal-Mart, Office Depot	200.00
<b>Total Spent</b>		<b>\$1269.00</b>