FLORIDA DEPARTMENT OF EDUCATION

Potter Elementary: Home of The Eagles
School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

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

School Name: Potter Elementary	District Name: Hillsborough
Principal: Kimberly Thompson	Superintendent: Mary Ellen Elia
SAC Chair: Kelly McCluney	Date of School Board Approval:

Student Achievement Data:

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

Highly Effective Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Kimberly Thompson	BS Elem. Ed. M.Ed. Elem. Ed 1-6 ESOL	8	8	11/12: D 10/11: D 82% AYP 09/10: D 77% AYP 08/09: C 92% AYP 07/09: C 77% AYP
Assistant Principal	Sharon Waite	Education Leadership Elementary Education (K-6) ESOL	8	3	11/12: D 10/11: D 82% AYP 09/10: D 77% AYP

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

Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Monica McPherson	BS Elementary Education MS Curriculum and Instruction Certification Elem. Ed. K-6	3	4	11/12: D 10/11: D 82% AYP 09/10: D 77% AYP
Reading Coach	Argen Hurley	BA Early Childhood Education Certification: Elementary Ed. (1-6) ESOL	7	8	11/12: D 10/11: D 82% AYP 09/10: D 77% AYP
Reading Resource	Carmen Singleton	BS Elementary Education Certification: Elementary Ed. (K-6) ESOL Endorsement	9	2	11/12: D 10/11: D 82% AYP 09/10: D 77% AYP
Math Resource	Grace Zelaya	BS Elementary Education Certification: Elementary Education (K-6) MS Reading: Teaching & Learning ESOL Endorsement	1	1	I1/12: C 10/11: B 82% AYP 09/10: C 72% AYP
Writing	Marci Ferber	Elem. Ed. 1-6 ESOL	2	2	11/12: D 10/11: D 82% AYP
Science	Michelle Jacobs	Elem. Ed. K-6	4	1	11/12: D 10/11: D 82% AYP 09/10: D 77% AYP

Highly Effective Teachers

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

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Renaissance Interview Day	Supervisor of Teacher Recruitment	June 2013	
2. Teacher Interview Day	General Directors	June 2013	
3. Salary Differential (Renaissance School)	Federal programs	Ongoing	
4. District Mentor Program	District mentors	Ongoing	
5. District Peer program	District peers	Ongoing	
6. Opportunity for Teacher leadership	Principal	Ongoing	
7. Regular time for teacher collaboration	Principal	Ongoing	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
FTE Letter Info			
Jenna Zimmer	Elementary Education 1-5	Kindergarten	Attend ESOL professional development courses
Eric Holtkamp	Physical Education K-12	Physical Education	Attend ESOL professional development courses

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)).

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
62	10	23	21	8	15		1	1	29

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Rewa Chisholm District EET Mentor	Britney Colquitt	District	Observations, data meetings, training in academic and behavior areas. District guidelines for mentoring
Rewa Chisholm District EET Mentor	Stacey Campbell	District	Observations, data meetings, training in academic and behavior areas. District guidelines for mentoring
Rewa Chisholm District EET Mentor	Kristine Kelly	District	Observations, data meetings, training in academic and behavior areas. District guidelines for mentoring
Rewa Chisholm District EET Mentor	Rebekkah Hudson	District	Observations, data meetings, training in academic and behavior areas. District guidelines for mentoring
Rewa Chisholm District EET Mentor	Candace Johnson-Thornton	District	Observations, data meetings, training in academic and behavior areas. District guidelines for mentoring
Rewa Chisholm District EET Mentor	Bernarda Romoleroux	District	Observations, data meetings, training in academic and behavior areas. District guidelines for mentoring
Rewa Chisholm District EET Mentor	Francesca Lombardo	District	Observations, data meetings, training in academic and behavior areas. District guidelines for mentoring
Rewa Chisholm District EET Mentor	Charles Williams	District	Observations, data meetings, training in academic and behavior areas. District guidelines for mentoring

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

Rewa Chisholm District EET Mentor	Lindsey Blanc	District	Observations, data meetings, training in academic and behavior areas. District guidelines for mentoring
Rewa Chisholm District EET Mentor	Krystine Epperson	District	Observations, data meetings, training in academic and behavior areas. District guidelines for mentoring

<u>Additional Requirements</u>

*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, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant
Title I, Part D
Title II The district receives 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 educational materials and ELL district supported services to improve the education of immigrant and English Language Learners
Title X- Homeless
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team.   Principal   Kimberly Thompson   Assistant Principal   Sharon Waite   School Psychologist Jenny Hunkins   Guidance Counselor Dannielle Stafford   Instructional Coaches Argen Hurley, Monica McPherson   Resource Teachers Deetra McAlmont, Grace Zelaya, Carmen Singleton, Marci Ferber, Michelle Jacobs   ESE Team leader Jill Prichard
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?   The purpose of the MTSS team in our school is to provide high quality instruction/intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The team functions to address the progress of low performing students and help to all students stay in a regular education setting and improve long-term outcomes. The team uses a problem-solving model and all decisions are made with data.   Our MTSS team is called the Problem-Solving Team and serve as the main leadership team of the school. The Problem Solving Team will meet once a month to: Use the problem solving model to: . Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)   . Determine scheduling needs, curriculum and intervention resources

. Review and interpret student data (Academic and Behavior)
. Organize and support systematic data collection.
. Through the implementation of PLCs
. Through the use of school-based Reinforcement Calendars, Mini-lessons, and Mini-assessments
. Through the use of Common Assessments given every 2-4 weeks.
. Through the implementation of research-based, scientifically validated instruction/interventions.
.This year our RtI team will focus on Differentiated Instruction Practices.
. Plan, implement, and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.
. Monitor interventions and data assessment in Tier 2 and Tier 3.
  Work collaboratively with the PLCs implementation of the Continuous Improvement Model and progress monitoring
• Coordinate/collaborate with other working committees such as the Reading Leadership Team
• Assist in the implementation and monitoring of the Differentiated Accountability Model
• Identify professional development needs and resources

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The School Advisory Council (SAC) Chair is a member of the Problem Solving team.
The Problem Solving Team along with the faculty and SAC were involved in the School Improvement Plan development activities that were conducted prior to school being out for the 11-12 school year and during preplanning for 12-13.
The School Improvement Plan is the document that guides the work of the Problem Solving Team. The large part of the work of the Problem Solving Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan.
Since one of the main tasks of the Problem Solving Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

MTSS Implementation

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

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coaches, Reading Resource, Math Resource, Science Resource, Writing Resource ,APC
Baseline and Midyear District Assessments	PLC notebooks Teacher data notebooks Data Wall	PSLT, PLCs, Team facilitators, Individual teachers

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

Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall PLC notebooks	PSLT, PLCs, individual teachers
Program Generated Assessments	Software Teacher data notebooks	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments of chapter/segments tests using adopted curriculum resources	PLC notebooks	Individual teachers, PSLT
Nine Week Assessments	PLC notebooks	Individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	PLC notebooks	Individual teachers

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive remediation	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** *(see below)*	School Generated Database in Excel	PSLT/PLCs/PSRTI

Describe the plan to train staff on MTSS.

Direct support from the Area 4 RtI Facilitator works with the Problem Solving Leadership Team to develop and assist in implementing the school wide process.
Staff received overview training over the course of several faculty meetings during the 2010-201 1school year. PSLT members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

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

As the District's Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur individually with teachers during weekly PSRTI held on Friday. The PSRTI team meets with grade level teams quarterly to discuss grade level RTI concerns . Our school will invite our area RtI Facilitator to visit monthly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSRTI/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation

Describe plan to support MTSS.

Direct support from the Area 4 RtI Facilitator works with the Problem Solving Leadership Team to develop and assist in implementing the school wide process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Reading Leadership Team is the school's LLT. The team is comprised of: - Principal Kimberly Thompson   - Assistant Principal Sharon Waite   - Administrative Resource Teacher Deetra McAlmont   - Reading Coaches Argen Hurley, Monica McPherson   - Reading Resource Carmen Singleton   - Media Specialist Patricia Petrosky   - Reading Teachers Vicky Chavis, Jacqueline Blocker, Ashley White, Catlynn Scofield, Margaret Smith
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT provides leadership for the implementation of the reading strategies in the SIP. The principal and assistant principal attend the LLT meetings which are chaired by reading coaches. The reading coaches and principal collaborate with the team to ensure that data driven instruction 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. The LLT collaborates with and shares information with all stakeholders including administrators, teachers, staff, parents and students
What will be the major initiatives of the LLT this year? The major initiatives this year is strengthen the core instruction to increase literacy, planning rigorous lessons, and strengthening the problem solving process.

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

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.

*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.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five 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 the assessments**.** Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school.**.**Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear 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.

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Lesson plans have	1a.1. Educators will unpack the	1a.1. Reading Resource Teacher,	1a.1. The school has a process for PLCs to	1a.1. Baseline and Mid-Year Data Formatives

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 24% to 30% or above	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	limited rigor and lack detail to enhance instruction.	Standards and use Webb's Depth of Knowledge to increase educators understanding of rigor. Educators will create Lesson plans that include higher order questions aligned to grade level standards using Web's Depth of Knowledge Educators will pla,n and implement lessons that provide authentic student engagement.	Administrative Team Reading Resource Teacher, Administrative Team Reading Resource Teacher, Administrative Team	record and report minutes/attendance from each meeting, common planning time, walkthrough data	FAIR, EasyCBM, DRAs
	24	**30**					
			1a.2. Educators' use of a strategic problem solving process with data during PLCs needs to be improved.	1a.2. A team culture will be established by providing common planning time to analyze data and development of rigorous lessons.	1a.2. Reading Coach Administration, District Reading Team with MTSS support	1a.2. The school has a process for PLCs to record and report minutes/attendance from each meeting.	1a.2. Baseline and Mid-Year Data FAIR, EasyCBM, DRAs
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Reading Goal #1b: **N/A**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. *See Reading Goal 1.a*	2a.1.	2a.1.	2a.1.	2a.1.
Reading Goal #2a: The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Reading will increase from 8% to 13% or above	2012 Current Level of Performance:* *8*	2013 Expected Level of Performance:* *13*					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Reading Goal #2b: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			1a.1. *See Reading Goal 1.a*	3a.1.	3a.1.	3a.1.	3a.1.
Points earned from students making learning gains on the 2013 FCAT Reading will increase from 58 points to 63 points or above.		2013 Expected Level of Performance:*					
	58	*63*					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			4a.1.	4a.1	4a.1.	4a.1.	4a.1.
Points earned from students, in Lowest 25%, making learning gains on the 2013 FCAT Reading will increase from 92 points to 97 points or above.	**2012 Current Level of Performance:***	**2013 Expected Level of Performance:***	Maintaining high levels of gains scores	30 minutes daily- Walk to Success targeting individual student deficits (e g.- reinforcement of .skills and strategies through the use of complex text.)	Administration and Guidance	Fidelity Checks by Administration and Guidance Counselor	Baseline and Mid-Year Data FAIR, EasyCBM, DRAs
	92	*97*					
			4a.2. *See Reading Goal 1.a*	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Reading Goal #4b: *N/A*	**2012 Current Level of Performance:***	**2013 Expected Level of Performance:***					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Reading Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Reading Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black:**23%** Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black:**31%** Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1. *See Reading Goal 1.a*	5C.1.	5C.1.	5C.1.
Reading Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	23%	**31%**					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1. *See Reading Goal 1.a*	5D.1.	5D.1.	5D.1.
Reading Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	12%	**21%**					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1. *See Reading Goal 1.a*	5E.1.	5E.1.	5E.1.
Reading Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24%	*32%*					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webb's Depth of Knowledge	Head Start-5	Coaches	Head Start-5 Faculty	October 2, 2012	Administrator walk-throughs	Administration
Student Engagement	K-5th	District	K-5th	August 8 & 9 , 2012	Submit lesson plans	Administration
Team Facilitator Building	Head Start -5th	ART	K-5th	August 8, 2012	Administrator walk-throughs	Administration
Walk to Success MTSS Intervention Time	Head Start -5	Guidance counselor and School Psychologist	Faculty	September 11, 2012	Fidelity Checks	Administration and Guidance Counselor
PLC Training	Head StartK-5	ART Writing Resource PLC Team Leaders	Faculty	August 2012 weekly	Administrator walk-throughs	Administration

Reading Budget (Insert rows as needed)

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. The percentage of students scoring proficient in Listening/Speaking will increase from 43% to 48% or above	2012 Current Percent of Students Proficient in Listening/Speaking: *43%*	Maintaining high levels of gains scores ESOL Para working specifically with LYA and LYB in Walk to Success	30 minutes daily- Walk to Success targeting individual student deficits (e g.-reinforcement of .skills and strategies through the use of complex text.)	1.2.Administration Guidance	1.2. ESOL Strategies Checklist	CELLA
		1.2.	1.2.	1.2.	1.2	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading. The percentage of students scoring proficient in Reading will increase from 25% to 30% or above	2012 Current Percent of Students Proficient in Reading : *25%*	2.1. See CELLA Goal 1	2.1.	2.1.	2.1.	2.1.

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

		2.2.Add vocabulary goal	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
The percentage of students scoring proficient in Writing will increase from 18% to 23% or above	2012 Current Percent of Students Proficient in Writing : *18%*	See CELLA Goal 1				
		2.2 Explicit instruction of teaching of conventions through modeling and conferencing	2.2 Embedded strategies within think alouds to address conventions based on student needs during daily Writers' Workshop lessons, Implementation of monthly district writing meeting support information	2.2 Writing Resource Teacher Administration, District Writing Team	2.2 District writing reviews	2.2Student writing samples
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Lesson plans have limited rigor and lack detail to enhance instruction.	1a.1. Educators will unpack the Standards and use Webb's Depth of Knowledge to increase educators understanding of rigor.	1a.1. Math Resource Teacher, Administrative Team,	1a.1. The school has a process for PLCs to record and report minutes/attendance from each meeting, common planning time, walkthrough data	1a.1. Beginning of The Year Assessment, Baseline Formative , Midyear Formative, Mock FCAT, End of The Year Assessment
Mathematics Goal The percentage of	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 24% to 30% or above	*24*	*30*		Educators will create Lesson plans that include higher order questions and precision aligned to grade level standards using Webb's Depth of Knowledge Educators will plan and implement lessons that provide authentic student engagement through evidence of implementation of the Standards for Mathematical Practice.			
			1a.2. Educators' use of a strategic problem solving process with data during PLCs needs to be improved.	1a.2. A team culture will be established by providing common planning time to analyze data and development of rigorous lessons.	1a.2. Math Resource Teacher Administration, District Math Team with MTSS support	1a.2. The school has a process for PLCs to record and report minutes/attendance from each meeting.	1a.2. Beginning of The Year Assessment, Baseline Formative , Midyear Formative, Mock FCAT, End of The Year Assessment
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.

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

The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Math will increase from 9% to 14% or above	2012 Current Level of Performance:* **9**	2013 Expected Level of Performance:* **14**	See Math Goal Above				
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1.	3a.1.	3a.1.	3a.1.	3a.1.

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

Points earned from students making learning gains on the 2013 FCAT Reading will increase from 59 points to 64 points or above.			See Math Goal 1.a				
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59	*64*					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

4a. **FCAT 2.0:** Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. See Math Goal 1.a	4a.1.	4a.1.	4a.1.	4a.1.
Points earned from students, in Lowest 25%, making learning gains on the 2013 FCAT Math will increase from 59 points to 64 points or above.	2012 Current Level of Performance:* **72**	2013 Expected Level of Performance:* **78**					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. **Florida Alternate Assessment:** **Percentage of students in Lowest 25% making learning gains in mathematics.**			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance			**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

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

Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**					
Mathematics Goal #5A: *Enter narrative for the goal in this box.*						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black:**23%** Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black:**31%** Hispanic: Asian: American Indian:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Math Goal 1.a				
Enter narrative for the goal in this box.	*38%*	*44%*					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Math Goal 1.a				
Enter narrative for the goal in this box.	*12%*	*21%*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. See Math Goal 1.a	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* *24%*	2013 Expected Level of Performance:* *32%*					
			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

Mathematics Professional Development

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

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

Webb's Depth of Knowledge	Head Start -5th	Resource Team ART	Head Start-5th	October 2, 2012	Administrator walk-throughs	Administration
Student Engagement	K-5th	District	K-5th	August 8 & 9 , 2012	Administrator walk-throughs Submit lesson plan	Administration
Team Facilitator Building	Head Start -5th	ART	K-5th	August 8, 2012	Administrator walk-throughs	Administration

Mathematics Budget (Insert rows as needed)

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

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 next to the percentage (e.g. 70% (35)).

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science. The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 13% to 18% or higher.	2012 Current Level of Performance:* *13*	2013 Expected Level of Performance:* *18*	1a.1. Lesson plans have limited rigor and lack detail to enhance instruction.	1a.1. Educators will unpack the Standards and use Webb's Depth of Knowledge to increase educators understanding of rigor. Educators will create Lesson plans that include higher order questions aligned to grade level standards using Webb's Depth of Knowledge Educators will plan and implement lessons that provide authentic student engagement.	1a.1. Science Resource Teacher, Administrative Team, Science Coach Science Resource Teacher, Administrative Team, Science Coach Science Resource Teacher, Administrative Team, District Science Academic Coach	1a.1. The school has a process for PLCs to record and report minutes/attendance from each meeting, common planning time, walkthrough data	1a.1. Baseline and Mid-Year Data Formatives 9 weeks tests and mini assessments in grade 5 Science notebooks
			1a.2. Educators' use of a strategic problem solving process with data during PLCs needs to be improved.	1a.2. A team culture will be established by providing common planning time to analyze data and development of rigorous lessons.	1a.2. Science Coach Administration, District Science Team with MTSS support	1a.2. The school has a process for PLCs to record and report minutes/attendance from each meeting.	1a.2. Baseline and Mid-Year Data 9 weeks tests and mini assessments in grade 5
			1a.3. Lack of Tier II and Tier III Vocabulary	1a.3. Educators will implement the five day vocabulary plan for science	1a.3. Science Coach, Reading Coach Administration, District Science Team	1a.3. The school has a process for PLCs to record and report minutes/attendance from each meeting, common planning time, walkthrough data	1a.3. Baseline and Mid-Year Data Formatives 9 weeks tests and mini assessments in grade 5 Science notebooks
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science. Science Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.

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

N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2a.1. See Science Goal	2a.1.	2a.1.	2a.1.	2a.1.
Science Goal #2a: The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Science will increase from 0% to 10% or higher.	2012 Current Level of Performance:* *0*	2013Expected Level of Performance:* *5*					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1.	2b.1.	2.1.	2b.1.	2b.1.
Science Goal #2b: *N/A*	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					

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

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

End of Elementary and Middle School Science Goals

Science Budget (Insert rows as needed)

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

End of Science Goals

Writing Goals

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

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. The percentage of students scoring a Level 3.0 or higher on the 2013 FCAT Writing will increase from 90% to 95% or higher.	2012 Current Level of Performance:* *90*	2013 Expected Level of Performance:* *95*	1a.1. Educators' use of a strategic problem solving process with data during PLCs needs to be improved.	1a.1. A team culture will be established by providing common planning time to analyze data and develop rigorous lessons based on student needs.	1a.1. Writing Resource Teacher Administration, District Writing Team with MTSS support	1a.1. The school has a process for PLCs to record and report minutes/attendance from each meeting. Review of monthly student writing pieces	1a.1. Baseline and Mid-Year Data, Monthly Demand Writes Data
			1a.2. Explicit instruction of teaching of conventions through modeling and conferencing	1a.2. Embedded strategies within think alouds to address conventions based on student needs during daily Writers' Workshop lessons, Implementation of monthly district writing meeting support information	1a.2. Writing Resource Teacher Administration, District Writing Team	1a.2. District writing reviews	1a.2. Student writing samples
			1a.3. Lack of in depth knowledge on current writing conferencing strategies	1a.3. Completion and implementation of MOODLE TIP and Support course information, Implementation of monthly district writing meeting support information	1a.3. Writing Resource Teacher Administration, District Writing Team	1a.3. District writing reviews conferencing forms in PLC	1a.3. Student writing samples Student revisions
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: *N/A*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Training	Head StartK-5	ART Writing Resource PLC Team Leaders	Faculty	August 2012 weekly	Administrator walk-throughs	Administration
Conventions	Head Start K-5	Writing Resource	Grade Level PLCs	September Ongoing in PLCs	Administrator walk-throughs	Administration
Student Conferencing	Head Start K-5	Writing Coach	Grade Level PLCs	District Monthly Reviews	Administrator walk-throughs	Administration

Writing Budget (Insert rows as needed)

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

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

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

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)		Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: *Enter narrative for the goal in this box.*	2012 Current Attendance Rate:* **94.56** 2012 Current Number of Students with Excessive Absences (10 or more) **71** 2012 Current Number of Students with Excessive Tardies (10 or more) **0**	1.1 Effectively maintain the student database for absences/tardies.	1.1 The school will establish clear guidelines to define and record excused and unexcused tardies. The Problem Solving Leadership team will review attendance and tardy data to identify students with excessive absences/tardies bi-weekly. The PSLT will implement and monitor interventions to be documented on the attendance intervention form (SB 90710)	1.1 PSLT	1.1 PSLT will use the HCPS Tier I Core problem solving document	1.1 Instructional Planning Tool EASI
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Note: In the second sub-column of the goal cell: 2013 Expected Attendance Rate:* **96%**; 2013 Expected Number of Students with Excessive Absences (10 or more) **115**; 2013 Expected Number of Students with Excessive Tardies (10 or more) **0**

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effectively maintain student database	Office Staff	Administration	Office Staff	September 2012	Bi-weekly reports	Administration

Attendance Budget (Insert rows as needed)

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

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

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension			
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: *Enter narrative for the goal in this box.*	2012 Total Number of In –School Suspensions *2*	2013 Expected Number of In- School Suspensions *0*	1.1 Consistent implementation of common school-wide expectations and rules for appropriate classroom behavior.	1.1 -Positive Behavior Support PBS and CHAMPS will be implemented to address school-wide expectations rules, routines, and procedures -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS and CHAMPS walk-through form (generated by the district RtI facilitators).	1.1 Who -PSLT	1.1 - PSLT will review suspension data bi-weekly	UNTIE , EASI , IPT
	2012 Total Number of Students Suspended In-School *2*	2013 Expected Number of Students Suspended In -School *0*					
	2012 Number of Out-of-School Suspensions *91*	2013 Expected Number of Out-of-School Suspensions *75*					
	2012 Total Number of Students Suspended Out- of- School *53*	2013 Expected Number of Students Suspended Out- of-School *37*					

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

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	PBS Team	District/State	PBS Team	July 23, 24, 25 2012	PBS Coach attends monthly HCPS meetings Benchmarks of Quality	Administration
PBS	Headstart-5	PBS Team	Headstart-5	August 13, 2012	Walkthroughs	Administration

Suspension Budget (Insert rows as needed)

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

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

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
PBS	Incentives	The Childrens Board	1,000
			Subtotal:
			Total:

End of Suspension Goals

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*		1.1. See Title I Parent Involvement Plan	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:* *Enter numerical data for current level of parent involvement in*	2013 Expected level of Parent Involvement:* *Enter numerical data for expected level of parent involvement in*				

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

	this box.	*this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Parent Involvement Budget

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

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

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Sample STEM Goals: Implement/expand inquiry-based experiences for students in math and science through the 5E model	1.1 Teachers knowledge of STEM	1.1 -Provide training on district STEM initiatives: Inquiry Monday/Design Challenges Science Olympics STEM Fair	1.1 The Fabulous Science Coach	1.1 Walkthroughs	1.1 Science assessments listed above
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

Example: Inquiry Monday/Design challenges	Faculty	*Science Coach* Faculty	Faculty	September 11, 2012	Administrator walk-throughs	Administration
Web's Depth of Knowledge Training	Head Start-5	Coaches	Head Start-5 Faculty	October 2, 2012	Administrator walk-throughs	Administration
PLC Training	Head StartK-5	ART Writing Resource PLC Team Leaders	Faculty	August 2012 weekly	Administrator walk-throughs	Administration

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
STEM	Pre-K STEM Materials	Part I	$500.00
STEM	Engineering Kits	Part I	$1,000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.

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

Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:
Mathematics Budget
Total:
Science Budget

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

	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

eva

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
☐Priority	☒Focus	☐Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X☐ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
Monthly Meetings Support Educational Activities Held at School

Describe the projected use of SAC funds.	Amount
School Sponsored Activities	
Classroom Materials	