Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lewis Elementary School	District Name: Hillsborough
Principal: Kristin Tonelli	Superintendent: MaryEllen Elia
SAC Chair: Linette Niebel	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 Qualified Administrators

List your school's highly qualified 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	Kristin Tonelli	BS - Elem. Ed, ME.-Educational Leadership, ESOL	1	10	11-12, A 10-11, A AYP 82% 09-10, A AYP 79% 08-09, A, AYP 97%
Assistant Principal	Delilah Rabeiro	BA – Psychology MA – Educational Leadership, ESOL	1	1	11-12, A 10-11, A AYP 92% 09-10, A AYP 97% 08-09, A AYP 97%

Highly Qualified Instructional Coaches

List your school's highly qualified 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	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/

Area		Certification(s)	Years at Current School	an Instructional Coach	Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Tania Lyon	BA-Elementary Education 1-6th ESOL Endorsement	0	0	11-12 B 10-11 A 09-10 A

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. District Mentor Program	District Mentors	Ongoing	
3. District Peer Program	District Peers	Ongoing	
4.			

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Seven	Complete ESOL Course Requirements and/or Prepare and take needed certification exams

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
73	5.84% (8)	13.87% (19)	21.17% (29)	12.41% (17)	12.41% (17)	51.83% (71)	.73%	2.19% (3)	37.96% (52)

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
Lisa Karpenske	Jessica Cordova	The district-based mentor is with the EET initiative. The mentor has strengths in leadership, mentoring, and increasing student achievement.	Modeling, analyzing student work/data, conferencing, problem solving
Mary Witt	Cristina Fiallo	See above	See above
Lisa Karpenske	Anne Thornton	See above	See above
Lisa Karpenske	Jennifer Miles	See above	See above
Lisa Karpenske	Kristin Oeler	See above	See above
Lisa Karpenske	Tara Blowert	See above	See above

Additional Requirements

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

- Principal – Kristin Tonelli

- Assistant Principal for Elementary Instruction – Delilah Rabeiro

- Guidance Counselor – Diane Lidge

- School Psychologist – Joann Hernandez

- Social Worker – Martha Bowles

- Academic Coaches (Reading) – Tania Lyon

- ESE Teacher – Virginia Clayton

- SAC Chair – Linette Niebel

- ELL Resource Teacher – Karen Chindanusorn

- Grade Level Representatives

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 PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress 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.

The PSLT is considered the main leadership team in our school. The PSLT will meet bimonthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:

  o Extended Learning Programs after school

  o Intensive Guided Reading and/or Small Skill Focused groups

  o Create, manage and update the school resource map

- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis

- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

- Review and interpret student data (academic, behavior and attendance) at the school and grade levels

- Organize and support systematic data collection as needed

- Strengthen the Tier 1 (core curriculum) instruction through the:

  o Implementation and support of PLCs

  o Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*

  o Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)

  o Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)

- Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)

- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences

- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.

- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.

- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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 Chair of SAC is a member of the PSLT.

- The PSLT and SAC were involved in the School Improvement Plan development during preplanning for the 2012-13 school year.

- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/ Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT 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 PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.

Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/ consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the grade level PSLT representatives.

- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

    - review and analyze screening and collateral data

    - develop and test hypotheses about why student/school problems are occurring (changeable barriers)

    - develop and target interventions based on confirmed hypotheses

    - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment

    - develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)

    - review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

    - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

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.

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, APEI, individual teachers
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall/Board	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall/Board	PSLT, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall/Board	Reading Coach/ Grade Level PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* *(see below)* of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	Individual teachers, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

*A Common Assessment covers a "chunk" of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students' knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.

- Determine which skills need to be taught with alternative strategies.

- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.

- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

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
EasyCBM	School Generated Database in Excel	PSLT/PLCs

*Students receiving Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.

** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time

- have multiple equivalent forms

- are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.
Staff received overview training over the course of several faculty meetings during the 2011-2012 school year and will continue to receive RtI module trainings during the 2012-2013 school 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. 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 during Tuesday faculty meeting times. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.
The School Psychologist presented to the entire faculty in September 2012 and she followed up with more intensive support per grade levels in October 2012. Describe the plan to support MTSS: The PSLT Committee will continue to meet monthly and provide support back to grade level PLC's on the implementation of the MTSS. School Psychologist will work with individual grade level PLC's when needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal – Kristin Tonelli

- Assistant Principal Elementary Instruction – Delilah Rabeiro

- Reading Coach – Tania Lyon

- Grade Level Representatives

- Media Specialist – Gina Giordano

- ELL Resource Teacher – Karen Chindanusorn

- ESE Teacher – Virginia Clayton

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 strategies 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 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 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 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)

- Implement K-12 Reading Plan

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

| 1. **FCAT 2.0:** Students scoring proficient in reading (Level 3-5). | 1.1.

- Lack of use of same common assessments

- Lack of understanding/ use of how to use data results to guide instruction

- Lack of understanding of Common Grade Level Assessments | 1.1.

Strategy:

Students' comprehension of course content, standards and critical reading skills increases through teachers use of data to inform instruction. Specifically, teachers use common grade level assessments with the core curriculum and provide DI (Differentiated Instruction) as a result of the commons assessments to ensure the mastery of essential skills.

Action Steps:

- Grade Level PLC's will use the common test results (with training) to identify the essential skills and learning targets.

- Grade Level PLC's will collaborate on implementation ideas for guided reading groups and consult with the reading coach when necessary

- PLC's will identify the common assessments for instruction

- Teachers will use | 1.1.

Who

Principal

Assistant Principal

Reading Coach

How

PLC Logs

Formal Observations

Informal Observations | 1.1.

Teacher Level

Teachers reflect on lessons and cite evidence of learning and use this knowledge to drive their instruction.

PLC/Department Level

Data Chats

Data Summary Sheets

Leadership Team Level

CIM grade level rep will share data with the PSLT | 1.1.

2-3x Per Year

FAIR

District Reading Test

During Grading Period

Grade Level Common Assessments decided by PLCs | | |

		the common grade level assessments as a guideline for implementation of lessons in their classroom - ELP using mid range FAIR data to invite students				
Reading Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 66% to 69%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	66%	**69%**				
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1.	2.1.	2.1.	2.1.		
	- Lack of understanding/ use of how to use data results to guide instruction - Lack of understanding of common grade level assessments	Strategy: Students' comprehension of course content, standards and critical reading skills increases through teachers use of data to inform instruction. Specifically, teachers use common grade level assessments with the core curriculum and provide DI (Differentiated Instruction) as a result of the commons assessments to ensure the mastery of essential skills. Action Steps: - Grade Level PLC's will use the common test results (with training) to identify the essential skills and learning targets. - Grade level PLC's will compare the AP1 and AP2 score data to determine if we are below or above the 42% from last year. - Grade Level PLC's will collaborate on implementation ideas for guided reading groups and consult	Who Principal Assistant Principal Reading Coach How PLC Logs Formal Observations Informal Observations	Teacher Level Teachers reflect on lessons and cite evidence of learning and use this knowledge to drive their instruction. PLC/Department Level Data Chats Data Summary Sheets Leadership Team Level CIM grade level rep will share data with the PSLT	2-3x Per Year FAIR Mid Year Reading Test During Grading Period Grade Level Common Assessments		

		with the reading coach when necessary - PLC's will identify the common assessments for instruction				
Reading Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 42% to 45%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	42%	**45%**				
		2.2. - Lack of time for planning/ collaboration	2.2. - Create banks of enrichment lessons organized by grade level to be utilized. Use MyOn as a resource when compiling the lessons. - Use common planning time (grade level subject area teachers have common time on Tuesday to Friday) - Utilize RtI and guided reading time for students needing enrichment - Highlight 1 material resource or lesson idea per faculty meeting	2.2. Principal Assistant Principal Reading Coach How PLC Logs Informal Observations Formal Observations Log of Enrichment Lessons	2.2. Teacher Reflection/Feedback	2.2. Assessment Results

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
3. FCAT 2.0: Points for students making Learning Gains in reading.	3.1. - Lag time of vertical communicating of data from year to year - Too much time on assessment which interferes in instructional time	3.1. Strategy: Establish a school wide form/protocol to share data at end of year Create assessment calendars for each grade level. Action Steps: - PLCs identify the key assessment information that is needed from previous grade level -PLCs create assessment calendars	3.1. Who Principal Assistant Principal Reading Coach How PLC Logs Formal Observations Informal Observations	3.1. Teacher Level Teachers reflect on lessons and cite evidence of learning and use this knowledge to drive their instruction. PLC/Department Level Data Chats Data Summary Sheets Leadership Team Level CIM grade level rep will share data with the PSLT	3.1. 2-3x Per Year FAIR Mid Year Reading Test During Grading Period Grade Level Common Assessments		

In grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 73 points to 76 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	73 points	**76 points**					
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1. - Teachers at varying abilities and comfort levels with analyzing data and using it to drive instruction - Teachers at varying levels of using Differentiated Instruction to meet the needs of all students. - Poor Student Attitudes - Low home school support	4.1. Strategy: Identify the essential remedial learning skills that the bottom quartile needs to strengthen and then implement steps to meet their needs. Action Steps: - Use school data to identify the bottom quartile population. - Use common assessment data to identify the essential skills that the bottom quartile needs to strengthen. - Invite students to the ELP Program to increase their academic learning time. - Implement the PAL (Partnering to Accelerate Learning) tutoring program (partnership with PTA) - PBS (positive behavior support including guidance support) - RtI - Parent Training on MyOn (by Tania Lyon) and inSync	4.1. Who Principal Assistant Principal Reading Coach PTA Tutors/Teachers How PLC Logs Formal Observations Informal Observations Tutor Feedback Forms	4.1. Teachers reflect on lessons and cite evidence of learning and use this knowledge to drive their instruction. PLC/Department Level Data Chats Data Summary Sheets Leadership Team Level CIM grade level rep will share data with the PSLT	4.1. 2-3x Per Year FAIR Mid Year Reading Test During Grading Period Grade Level Common Assessments Progress Monitor with Easy CBM		

Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 71 points to 74 points.							
	71 points	**74 points**					
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
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**	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Reading Goal #5:							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1. **See Goals 1, 3 & 4**	5A.1.	5A.1.	5A.1.	5A.1.		

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Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of White Students scoring satisfactory on the 2013 FCAT/FAA will increase from 75% to 78%. The percentage of Black Students scoring satisfactory on the 2013 FCAT/FAA will increase from 48% to 53%. The percentage of Hispanic Students scoring satisfactory on the 2013 FCAT/FAA will increase from 61% to 65%.						
	White: 75 Black: 48 Hispanic: 61 Asian: Y American Indian:	White: 78 Black: 53 Hispanic: 65 Asian: American Indian:				
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1. **See Goals 1, 3 & 4**	5B.1.	5B.1.	5B.1.	5B.1.		
Reading Goal #5B: The percentage of Economically Disadvantaged Students scoring satisfactory on the 2013 FCAT/FAA will increase from 50% to 55%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50%	**55%**					
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
	N/A						
Reading Goal #5C: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A						
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Lack of reading skills	5D.1. Guided Reading 5 times per week with general education Teacher. Corrective Reading 4-5 times per week with ESE Teacher.	5D.1. ESE Specialist will review schedules and make necessary changes to accommodate instruction.	5D.1. Review of DRA scores and Corrective Reading Weekly Check-Outs. The data will then be collected and used to form RtI groups and make decision about moving kids from Tier 2 to Tier 3. It may be necessary to change the ESE Service model being delivered based on the data results.	5D.1. DRAs, Weekly Check Outs		
Reading Goal #5D: The percentage of Students with Disabilities scoring satisfactory on the 2013 FCAT/FAA will increase from 38% to 44%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38%	**44%**					

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
Book Study on Differentiated Instruction	All	Tonelli	School-Wide	Spring 2013	Pre/Post Survey	Administration
Book Study on Teach Like A Champion	All	Rabeiro	School-Wide	Spring 2013	Pre/Post Survey	Administration
Grade Level PLCs	All	PLC Grade Level Facilitator	All	Ongoing 2-3 times per month	PLC Feedback Forms	Tonelli

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

	Problem-Solving					

Elementary School Mathematics Goals	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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

| 1. **FCAT 2.0:** Students scoring proficient in mathematics (Level 3-5). | 1.1.

 - Access to resources

 - Teachers at varying abilities and comfort levels with using problem solving strategies

 - Limited teacher depth of understanding | 1.1.

 Strategy:

 Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving strategies.

 Action Steps:

 - Teachers will receive training on Think Central, Hot Talk-Cool Moves through the math department.

 - Teachers will discuss strategies within their PLCs and share ideas on how to implement them into the math curriculum.

 - FAST math 2x/ week for 15 minutes each (implement with HOST) | 1.1.

 Who

 Principal

 Assistant Principal

 Classroom Teachers

 How

 PLC Logs

 Informal Observations

 Formal Observations | 1.1.

 Teacher Level

 Teachers reflect on lessons and cite evidence of learning and use this knowledge to drive their instruction.

 PLC/Department Level

 Data Chats

 Data Summary Sheets

 Leadership Team Level

 CIM grade level rep will share data with the PSLT | 1.1.

 2-3x Per Year

 Math Formative Tests

 During Grading Period

 Math Chapter Tests

 Common grade level Assessments | | |

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

Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 58% to 61%.							
	58%	**61%**					
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

| 2. **FCAT 2.0:** Students scoring Achievement Levels 4 or 5 in mathematics. | 2.1.

-Teachers are at varying skill levels with higher order questioning techniques

- PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons and create enrichment lessons. | 2.1.

Strategy:

Students' comprehension of course content/ standards will increase through the use of higher order thinking questioning techniques in the classroom to promote critical thinking and problem-solving skills.

Action Steps:

- Teachers receive training on HOT strategies

- PLCs identify higher order thinking questions that can be used within their lessons

- Teachers implement the HOT strategies and monitor the students comprehension of course content

- Tutorial on district lesson database (by Linette Niebel) | 2.1.

Who

Principal

Assistant Principal

Classroom Teachers

How

PLC Logs

Informal Observations

Formal Observations | 2.1.

Teacher Level

Teachers reflect on lessons and cite evidence of learning and use this knowledge to drive their instruction.

PLC/Department Level

Data Chats

Data Summary Sheets

Leadership Team Level

CIM grade level rep will share data with the PSLT | 2.1.

2-3x Per Year

Math Formative Tests

During Grading Period

Math Chapter Tests

Common Grade Level Assessments | | |

Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 29% to 32%.							
	29%	**32%**					
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

3. FCAT 2.0: Points for students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
	-Limited use of FASST Math - Basic Fact instruction/ practice limited to math instruction time only	Strategy: To increase the basic math fact proficiency of students. Action Steps: - Identify the students who need to strengthen their math fact proficiency. (Administration provided 3rd-5th grade teachers with a list that identified the bottom quartile based on prior year test scores.) - Increase the use of FAST Math (administration established a computer lab usage schedule to accommodate the increase usage of FAST Math and set the expectation that it will be utilized) - Increase the use of Math Bellwork to maximize math practice (expectation set that it will be implemented 2-3 times per week and recommended to teachers to note it in lesson plans) - Sponsor a Tivitz Team	Who Principal Assistant Principal Classroom Teachers How PLC Logs Informal Observations Formal Observations	Teacher Level Teachers reflect on lessons and cite evidence of learning and use this knowledge to drive their instruction. PLC/Department Level Data Chats Data Summary Sheets Leadership Team Level CIM grade level rep will share data with the PSLT	2-3x Per Year Math Formative Tests During Grading Period Math Chapter Tests Common Grade Level Assessments		

		- Math ELP for identified students				
Mathematics Goal #3: In grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT Math will increase from 67 points to 70 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	67 points	**70 points**				
		3.2. Lack of parent understanding of concepts/resources	3.2. Parent workshop to explain I-Tools and resources	3.2. Principal Assistant Principal Committee of teachers to plan and implement	3.2. Committee to compile survey data that determines the parent's understanding of I-tools/resources both pre and post to the Parent Workshop	3.2. Attendance Parent Survey
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1. -Limited use of FAST Math - Basic Fact instruction/ practice limited to math instruction time only	4.1. Strategy: To increase the basic math fact proficiency of students. ‗ Action Steps: - Identify the students who need to strengthen their math fact proficiency. (Administration provided 3rd-5th grade teachers with a list that identified the bottom quartile based on prior year test scores.) - Increase the use of FAST Math (administration established a computer lab usage schedule to accommodate the increase usage of FAST Math and set the expectation that it will be utilized) - Increase the use of Math Bellwork to maximize math practice (expectation set that it will be implemented 2-3 times per week and recommended to teachers to note it in lesson plans) - Math ELP for identified students	4.1. Who Principal Assistant Principal Classroom Teachers How PLC Logs Informal Observations Formal Observations	4.1. Teacher Level Teachers reflect on lessons and cite evidence of learning and use this knowledge to drive their instruction. ‗ PLC/Department Level Data Chats Data Summary Sheets ‗ Leadership Team Level PLC grade level rep will share data with the PSLT	4.1. 2-3x Per Year Math Formative Tests During Grading Period Math Chapter Tests CIM Assessments		

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Mathematics Goal #4: In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 64 points to 67 points.							
	64 points	**67 points**					
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
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**	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Math Goal #5:							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**	5A.1. **See Goals 1, 3 & 4**	5A.1.	5A.1.	5A.1.	5A.1.		
Mathematics Goal #5A: The percentage of Black Students scoring satisfactory on the 2013 FCAT/FAA will increase from 32% to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Y Black: 32 Hispanic Y: Asian: Y American Indian:	White: Black: 39 Hispanic: Asian: American Indian:					

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1. **See Goals 1, 3 & 4**	5B.1.	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: The percentage of Economically Disadvantaged Students scoring satisfactory on the 2013 FCAT/ FAA will increase from 38% to 44%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38%	**44%**					
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. N/A	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: .	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Yes						
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Students lack pre-requisite skills or foundational skills in math	5D.1. Provide small group math instruction as often as possible. Beginning in December, selected students with disabilities are being delivered their breakfast in their classroom so they can do FASST Math and not miss breakfast.	5D.1. ESE Specialist will review schedules and make necessary changes to accommodate instruction.	5D.1. Math Chapter Assessments – data will be collected and compared across the grade level during PLC's to discuss which students need remediation or enrichments on the skills the math chapter is covering.	5D.1. Math Chapter Assessments		

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

Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Students with Disabilities scoring satisfactory on the 2013 FCAT/FAA will increase from 35% to 42%.

. | | | | | | | |
| | **35%** | **42%** | | | | | |

End of Elementary or Middle 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
HOT Talk Cool Moves	All	Jack Fahle	All Interested	Fall 2012	Lesson Implementation	Tonelli

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

MEATY Math	2nd	Math DRT	2nd grade	Fall 2012	Lesson Implementation	Tonelli
Tutorial on Lesson Database	All	Linette Niebel	All	Spring 2012	Lesson Implementation from Database	Tonelli
Grade Level PLCs	All	PLC Grade Level Facilitator	All	Ongoing 2-3 times per month	PLC Feedback Forms	Tonelli

End of Mathematics Goals

Elementary and Middle School Science Goals

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

| 1. **FCAT 2.0:** **Students scoring proficient (Level 3-5) in science.** | 1.1.

 -Teachers are at varying levels of expertise on 5Es of instruction

 - Not all PLCs include regular discussion of student data related to science | 1.1.

 Strategy:

 Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of inquiry based instruction lesson and the 5E lesson plan model.

 Action Steps:

 -Increase the use of Inquiry Mondays.

 - Teachers will collaborate within their PLCs ideas for lessons for inquiry based instruction and share common assessment results to drive their instruction

 -Teachers spend time collaboratively building 5E lesson plans

 - Investigate the possibility of offering a training on the 5Es of Instruction | 1.1.

 Who

 Principal

 Assistant Principal

 Classroom Teachers

 How

 PLC Logs

 Informal Observations

 Formal Observations | 1.1.

 Teacher Level

 Teachers reflect on lessons and cite evidence of learning and use this knowledge to drive their instruction.

 PLC/Department Level

 Data Chats

 Data Summary Sheets

 Leadership Team Level

 CIM grade level rep will share data with the PSLT | 1.1.

 Science Chapter Tests

 Teacher Made Assessments | | |

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

Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In grade 5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 53% to 56%. .						
	53%	**56%**				
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

| 2. **FCAT 2.0:** Students scoring Achievement Levels 4 or 5 in science. | 2.1. -Teachers are at varying levels of expertise and comfort with the strategies of inquiry based instruction - Not all PLCs include regular discussion of student data related to science | 2.1. Strategy: Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of inquiry based instruction lesson and the 5E lesson plan model. Action Steps: -Increase the use of Inquiry Mondays. - Teachers will collaborate within their PLCs ideas for lessons for inquiry based instruction and share common assessment results to drive their instruction -Teachers spend time collaboratively building 5E lesson plans | 2.1. Who Principal Assistant Principal Classroom Teachers How PLC Logs Informal Observations Formal Observations | 2.1. Teacher Level Teachers reflect on lessons and cite evidence of learning and use this knowledge to drive their instruction. PLC/Department Level Data Chats Data Summary Sheets Leadership Team Level CIM grade level rep will share data with the PSLT | 2.1. Science Chapter Tests Teacher Made Assessments | | |

Science Goal #2:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
In grade 5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 12% to 15%.							
	12%	**15%**					

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Walkthrough By Shana Tirado	All	Tonelli/Shana Tirado	All	Fall 2012	Walkthrough	Tonelli/Shana Tirado
Grade Level PLCs	All	PLC Grade Level Facilitator	All	Ongoing 2-3 times per month	PLC Feedback Forms	Tonelli

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

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

1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1.	1.1.	1.1.	1.1.	1.1.		
	- Teachers lack skill and understanding regarding the FCAT Writing Assessment and Scoring Rubric. - Teachers new to Language Arts may not have FCAT Writing training - Teachers lack sufficient time to score student papers	Strategy: The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through participation of best practices for teaching writing. Best practices include **PLC instructional calendars, Differentiated Instruction and effective scoring methods**. Action Steps. 1. As a Professional Development activity, teachers new to the profession and/ or content area are required to attend district level trainings. 2. As a Professional Development activity, teachers participate in assessment and rubric refresher courses and practice scoring within PLCs.	Who Principal, APEI How - PLC logs turned into administration. Administration provides feedback. - Classroom walk-throughs observing this strategy. - Monitoring data will be reviewed every nine weeks.	Teacher Level PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate. PLC/Department Level PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt. Leadership Team Level PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends and/or students with areas needing development.	During Grading Period Monthly Demand Writes Writing Conferences		

		3. As a Professional Development activity, and grade level (PLC) chairs will facilitate advanced scoring sessions. 4. Based on baseline data, PLCs write SMART goals for each nine weeks. 5. As a Professional Development activity PLC discussions draw teachers to a consensus regarding student trends, needs, and scores based on connecting student writing with state anchors. 6. Based on student writing reviews and PLC discussions regarding trends and needs, teachers create monthly writing menus for craft, elaboration, and genres as a list of essential teaching points for the month ahead. 7. Teachers implement the ideas based on specific student needs. 8. As a Professional Development activity PLCs examine student				

		conference notes, daily drafts, and monthly demand writes and adjust the monthly writing menu of teaching points and share ideas to grow students. 9. PLCs review nine week data, set a new goal for the following nine weeks. 10. PLCs record their work in the PLC logs.					
Writing/LA Goal #1: In Grade 4, the percentage of All Curriculum students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 79% to 82%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	79%	**82%**					

Writing/Language Arts 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
DRT Model Lessons	3rd Grade	DRT	3rd Grade Teachers	Fall 2012	Post Lessons	Tonelli/DRT
Grade Level PLCs	All	PLC Grade Level Facilitator	All	Ongoing 2-3 times per month	PLC Feedback Forms	Tonelli

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance					

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Attendance	1.1. Limited knowledge related to attendance policies and inconsistency in following the established policies and procedures	1.1. Principal will present to the faculty at a staff meeting the current policy and procedures to follow regarding excessive absences and tardies. Roles will be defined relating to the process. Principal will also cover the use of attendance contracts. Social Worker presents during faculty meeting on 9/18/12 the procedures to follow regarding attendance concerns	1.1. Social Worker PSLT	1.1. PSLT will disaggregate the attendance data and monitor for changes. The attendance data shared with PSLT will also be tracked by Mrs. Tonelli on the Elementary School Data Chart. The PSLT reviews attendance data once per month.	1.1. Instructional Planning Tool Attendance/Tardy Data		

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

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
The attendance rate will increase from 95.46% in 2011-2012 to 98.46% in 2012-2013. -The number of students who have 10 or more **unexcused** absences throughout the school year will decrease from 81 in 2011-2012 to 72 in 2012-2013. -The number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease from 186 in 2011-2012 to 167 in 2012-2013.							
	95.46%	**96%**					

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	81	**72**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	186	**167**					
		1.2. Limited reinforcement for students who maintain perfect attendance and minimal tardies	1.2. Faithful Attendance (1 absence) and Perfect Attendance (0 absences) awards given at PAWS programs	1.2. Teacher Administration	1.2. PSLT will disaggregate the attendance data and monitor for changes. The attendance data shared with PSLT will also be tracked by Mrs. Tonelli on the Elementary School Data Chart. The PSLT reviews attendance data once per month.	1.2 Instructional Planning Tool Attendance/Tardy Data.	
		1.3. Parents not aware of child's attendance/ tardies per nine weeks	1.3. Include inserts in report card envelope per nine weeks when a student has 5 or more absences and/or 5 or more tardies	1.3. Administration Teacher	1.3. Attendance records will be monitored to determine whether tardies and/or absences are decreasing.	1.3. Attendance records	

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

End of Attendance Goals

Suspension Goal(s)

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

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

1. Suspension	1.1. Lack of school wide behavior system that is utilized in common areas at school (lunchroom, halls, media center, buses) Previously teachers felt there was a lack of support from Guidance & Social Work	1.1. Implement school-wide PBS system More visible support from Guidance, Social Work and Psych Services (classroom visitations, resources for teachers/parents)	1.1. Administration Guidance Psychologist Social Work PBS Committee	1.1. Discipline Data Records & PBS Committee Surveys. Suspension data is shared monthly at PBS and PSLT meetings. The committees will create new strategies to address behavior as needed based on data shared.	1.1. Discipline Records, Planners		

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

Suspension Goal #1:	2012 Total Number of __ In –School Suspensions	2013 Expected Number of __ In- School Suspensions					
The total number of In-School Suspensions will decrease from 49 in 2011-2012 to 44 in 2012- 2013.							
-The total number of students receiving In-School Suspension will decrease from 38 in 2011-2012 to 34 in 2012-2013.							
-The total number of Out-of-Suspensions will decrease from 45 in 2011-2012 to 40 in 2012-2013.							
-The total number of students receiving Out-of-School Suspension will decrease from 28 in 2011-2012 to 25 in 2012- 2013.							

	49	**44**				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	38	**34**				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	45	**40**				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	28	**25**				
		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
Staff Book Study: Love All & Logic		Lisa Karpenske	Interested Staff	Spring 2013	Book Study Feedback	Administration

End of Suspension Goals

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

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

| 1. Parent Involvement

Parent Involvement Goal #1:

Not Required for A Schools	1.1.	1.1.	1.1.	1.1.	1.1.		
	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
2. Parent Involvement

Parent Involvement Goal #2: | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | | |

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

End of Parent Involvement Goal(s)

Health and Fitness 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
1. Health and Fitness Goal	1.1.	1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5. PE teachers will plan 5th grade lessons to encourage cardiovascular endurance building.	1. Principal The Physical Education teachers' schedules reflect sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed. The Classroom teachers' document in their lesson plans the remaining ninety (90) minutes of "Supplemental" physical education that students have per week. This is also reflected in the Master Schedule.	1. Pacer Posttest will demonstrate more students in the HFZ	1. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.		

Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*				
During the 2012-2013 school year, the number of students scoring in the Healthy Fitness Zone (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 56% on the Pretest to 66% on the Posttest.						
	56%	**66%**				

Health and Fitness 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

Continuous Improvement 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		

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

1. Continuous Improvement Goal	1.1. Lack of information being shared by key staff members	1.1. Offer and hold several parent sessions or provide information on topics such as: MyOn, ELL make & take sessions for parents of ELL students, inSync	1.1. Administration will monitor the information being provided via the school newsletter and also sessions being scheduled	1.1. Climate Survey for this Year	1.1. Students do not participate in this question on the survey.		

Continuous Improvement Goal #1:	2012 Current Level :*	2013 Expected Level :*					
Based on the School Climate and Perception Survey for Parents, the percentage of parents who strongly agree and somewhat agree with the indicator "The School Informs families about community resources (eg after school programs, crisis support, tutoring, social services") needs it will increase from 77.7% to 80%.							
	77.7%	**80%**					

Continuous Improvement 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 and/or PLC Leader	PD Facilitator	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

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: **Students scoring proficient in reading (Levels 4-9).**	A.1.	A.1.	A.1.	A.1.	A.1.		
Reading Goal A: Less than 10 students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

B. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	B.1.	B.1.	B.1.	B.1.	B.1.		
Reading Goal B: Less than 10 students,	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

NEW 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	

| C. Students scoring proficient in Listening/ Speaking. | 1.1.

-Improving the proficiency of ELL students in our school is of high priority.

-Teachers need support in drilling down their core assessments to the ELL level. | 1.1.

ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the **Plan-Do-Check-Act model** to structure their way of work for ELL students.

Action Steps

-ERT analyzes CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing.

-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies in the areas of listening/speaking, reading and writing.

-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in | 1.1. ERT will visit grade level PLCs when data chats take place & make appointments with teams to share effective ELL strategies. This will be reflected on the grade level PLC Feedback forms which are submitted to Mrs. Tonelli. The ERT will notify Mrs. Tonelli when these meetings are occurring. | 1.1. The CELLA data will be disaggregated and reviewed in August of 2013 to evaluate the effectiveness. ELL Student data on classroom assessments will also be monitored to determine areas of growth. We will examine the possibility of performing data sorts for ELL students using Achievement Series. | 1.1. CELLA and Classroom Assessments | |

		Reading, Language Arts, Math, Science and Social Studies. -PLCs generate SMART goals for ELL students for upcoming units of instruction. -PLCs/teachers plan for upcoming lessons/ units using targeted Differentiated Instruction strategies based on ELLs needs in the areas of listening/speaking, reading and writing. -PLCs/teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/ teachers plan interventions for targeted ELL students				

CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:				
The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 65% to 68%.					
	65%				
Students read in English at grade level text in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading. **See 1.1**	2.1.	2.1.	2.1.	2.1.	2.1.

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

CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 34% to 37%.	2012 Current Percent of Students Proficient in Reading :					
	34%					
Students write in English at grade level in a manner similar to non-ELL students.	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**	
E. Students scoring proficient in Writing.	2.1. **See 1.1**	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 28% to 31%.	2012 Current Percent of Students Proficient in Writing :					

	28%					

NEW Math Florida Alternate Assessment Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	F.1.		
Mathematics Goal F: Less than 10 students.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

G. **Florida Alternate Assessment:** **Percentage of students making Learning Gains in mathematics.**	G.1.	G.1.	G.1.	G.1.	G.1.		
Mathematics Goal G: Less than 10 students	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		

Science Goal J:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Less than 10 students							
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

NEW Writing Florida Alternate Assessment Goal

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).	M.1.	M.1.	M.1.	M.1.	M.1.		
Writing Goal M: Less than 10 students	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

NEW 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
STEM Goal #1: Hold a Family Science Night on January 24, 2013 and pair Lewis Teachers with Greco Teachers with hands-on experiments that children can complete.	1.1. Transportation Conflicts	1.1. Form a committee of the Science Contacts to organize and plan the Family Science Night	1.1. Administration and Science Contact Person	1.1. Family Science Night Sign-In sheet and Exit Surveys for Families	1.1. Exit Survey

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events.	1.1.	1.1. Form a committee of the Science Contacts to organize and plan the Family Science Night	1.1. Administration and Science Contact Person	1.1. Family Science Night Sign-In sheet and Exit Surveys for Families	1.1. Exit Survey

CTE 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

End of CTE Goal(s)

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

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

School Advisory Council (SAC)

SAC Membership Compliance

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

☐ Yes   No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Suspension Goal	Purchase Love & Logic Books for Book Study	$360.00	$263.40
Reading – ELP	Purchase Snacks for Enrolled Students to Increase their Focus, Attention Span & Achievement	$500.00	$447.42
Reading – EasyCBM	Need to Purchase Additional Licenses for EasyCBM for Progress Monitoring of Students in RtI that don't meet District Criteria	$125.00	
SIP Coordinator Position	Supplement for SIP Coordinator who manages the SIP & PSLT Documentation	$862.50	
Suspension Goal	Purchase materials to support the Positive Behavior Support School wide Plan	$365.00	
Reading	Purchase supplemental reading resources	$250.00	
Final Amount Spent			