

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Deer Point Elementary School	District Name: Bay
Principal: Lendy R. Willis	Superintendent: William V. Husfelt, III
SAC Chair: Tina Corbin	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Lendy R. Willis	BA – Elementary Ed MEd – Admin/Supervision School Principal MS Math 5-9	3	22	11-12- Grade C; 10-11 – Grade C, No AYP
Assistant Principal	Robert Simonson	BS – Education MS – Logistics Mgt EdS – Ed Leadership School Principal	2	14	11-12- Grade C; 10-11 – Grade C, No AYP; 09-10 – Grade C – No AYP; 08-09 – Grade A – No AYP; 07-08 – Grade B – No AYP; 06-07 – Grade A – Yes AYP; 05-06 – Grade A – No AYP; 04-05 – Grade A – Yes AYP; 03-04 – Grade A – Yes AYP

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

		Mathematics & PE 6 – 12			
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Janice Lucas	MA-English Education, Professional Educator's: English 6-12, Reading Endorsed.	3	4	2011-2012: Grade C, Reading Mastery-44%, Math Mastery-44%, Science Mastery-28% ;2010-2011, Grade B, Reading Mastery-64%, Math Mastery-63%, Science Mastery-45%, AYP-74%, All subgroups made AYP in writing. No subgroups made AYP in reading or math.2009-2010: Graded C, Reading Mastery-58%, Math Mastery-54%, Science Mastery-38%. AYP-79%-All groups made AYP in writing and Blacks made AYP in math; A.D. Harris Alternative High 2008-2009: School, Rated Declining. AYP-77%, No subgroups made AYP in rdg or math

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Implementation of Professional Learning Communities to include all teachers	Principal	On-going
2. Principal will meet regularly with new teachers to ensure transition to the world of education	Principal	On-going

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

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
29	3.4	27.6	44.8	24.1	27.6	97	27.6	17.2	44.8

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ilea Faircloth	Kelli Barnes, Amy Poston, Gloria Gibson, Kim Weber, Will Weatherly, Julia Deep, Erin Dickinson	Category 1 Teachers	Model lessons, observations, feedback

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

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

School-Based MTSS/RtI Team
<p>Lendy Willis (Principal): Provides guidance to the team; ensures that all teachers make data-based decisions for differentiating instruction and interventions; monitors implementation of effective interventions; and provides staff development on the needs of students. Kelli Creamer (Guidance): Provides staff development on appropriate interventions; assists teachers in formulating intervention strategies; provides teacher/student support for emotional and academic concerns; and oversees the school's data team. Pamela DeLapp (ESE Inclusion Teacher): Provides staff development on MTSS intervention programs; assists in the selection of screening measures and data collection; assists in monitoring implementation of effective interventions. Rebecca Christopher (MTSS-STIS): Provides support to teachers for the MTSS process; performs classroom observations on students in MTSS; attends site-based meetings; assists with data analysis; and informs teachers and staff of all updates/changes to the MTSS process. Judy McCormick (Team A Representative): Provides core curriculum expertise; provides staff development on appropriate interventions; assists in monitoring student data; and makes suggestions for effective interventions based on student need. Karrie Bradshaw (Team B Representative): Provides core curriculum expertise; provides staff development on appropriate interventions; assists in monitoring student data; and makes suggestions for effective interventions based on student need. Kim Weber (Team C Representative): Provides core curriculum expertise; provides staff development on appropriate interventions; assists in monitoring student data; and makes suggestions for effective interventions based on student need. Julie Thompson (Team D Representative): Provides core curriculum expertise; provides staff development on appropriate interventions; assists in monitoring student data; and makes suggestions for effective interventions based on student need.</p>
<p>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?</p> <p>The MTSS Leadership Team meets with grade teams as needed to review MTSS procedures and implementation. In addition, the team meets monthly to review student data with classroom teachers. As a group, they monitor the intervention program for all students. They review student data and make suggestions for appropriate interventions. They focus their efforts on the students identified for MTSS services and work to maintain the fidelity of the program implementation. Finally, they provide staff development for the school community on issues relating to MTSS.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>The MTSS Team developed the budget, organized dates for student data review, and decided on intervention programs and materials. The MTSS Team will monitor student progress on a monthly basis and review quarterly and yearly overall data. The MTSS Team worked with the entire faculty to set the goals and strategies included in the school improvement plan.</p>
MTSS Implementation
<p>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.</p> <p>FOCUS, Discovery Education, FCAT, SM5, DIBELS NEXT, IRI's, Harcourt assessments, Easy CBM, Grade Level Writing Samples, RtI:B data for behavior</p>
<p>Describe the plan to train staff on MTSS.</p> <p>The MTSS Team will update staff on changes to the MTSS program for 2012-2013 in monthly grade level meetings. Our MTSS-STIS will provide necessary trainings to all staff on an as needed basis. Additionally, information will be shared in team meetings, the district MTSS website, and our "Captain's Log", which is our school memo generated by administrators.</p>

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

Describe the plan to support MTSS.

Teachers will meet with all parents who have students in MTSS and document this meeting on a Parent Conference Form that will be filed in the pink folder. These parents will also be given an information pamphlet on MTSS. Monthly MTSS grade level meetings will be held to update student data and provide support and guidance to teachers. Our MTSS-STs will attend each grade level meeting to ensure the staff stays up-to-date with MTSS. Teachers will be encouraged to utilize the district's MTSS website for additional resources and support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Pam Quimuyog (Chair), Cathey Garrett, Susan Kolmetz, Janet Greathouse, Lendy Willis (Principal), Amy Poston, Kelli Barnes, Christy Davis, Leanne Krohne

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets monthly, immediately after school. Each grade level has a minimum of one member to represent their grade level. These members review student data, plan for and oversee the execution of literacy activities for the school, and share reading research. The information from the meetings is shared in a multitude of ways: grade meetings, Captain's Log, ITV, and communications to parents. The team works closely with the Angler Family Involvement Team (A-FIT) on activities involving volunteers and other aspects of the community. At the end of the year, a survey will be given to all teachers to rate the effectiveness of the LLT.

What will be the major initiatives of the LLT this year? *Coordination of literacy incentive programs. *Advocate building a love of literacy to include organizing and participating in book clubs, literature circles, author visits, and community literacy events housed at Deer Point. *Develop a questioning guide for parent use. *Build reading stamina for ALL students. *Increase teacher knowledge of FCAT terminology, use of informational text and reading application, and higher order questioning techniques.

LLT is responsible for implementing the CRP with fidelity.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			IA.1. Additional training in the use of high yield strategies.	IA.1. Teachers will use High Yield strategies daily.	IA.1. Administrators	IA.1. Administrators will observe the use of strategies and monitor assessment data.	IA.1. Lesson plans and Observations
Reading Goal #1A: 30% of students will score at Level 3 on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27%	30%					
			IA.2. NONE	IA.2. Students will correct and explain errors on tests after effective feedback.	IA.2. Teachers	IA.2. Teachers will provide feedback and monitor student explanations.	IA.2. Lesson plans, test results and observation
			IA.3. TIME to develop assessments	IA.3. Each grade level will develop, administer and analyze a standards-based common assessment at least three times per year.	IA.3. Leadership Team	IA.3. Team will review grade and team data in order to guide discussions around it.	IA.3. Lesson plans, meeting notes, and submit data template
IB. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			IB.1.	IB.1.	IB.1.	IB.1.	IB.1.
NA	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.					
			IB.2.	IB.2.	IB.2.	IB.2.	IB.2.
			IB.3.	IB.3.	IB.3.	IB.3.	IB.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. NONE	2A.1. Teachers will assist students to set and monitor individual reading enrichment goals.	2A.1. Administrators	2A.1. Teachers will discuss strategy in team meetings	2A.1. Goal Sheets, lesson plans, and observations
Reading Goal #2A: 45% of students will score at Levels 4/5 on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	41%	45%					
			2A.2. NONE	2A.2. Students will demonstrate their understanding by reflecting, in writing, at least bi-weekly.	2A.2. Teachers	2A.2. Teachers will discuss strategy in team meetings	2A.2. Lesson Plans and student samples
		2A.3. Ability to purchase enough books	2A.3. Students will participate in literature circles at least monthly.	2A.3. Teachers	2A.3. Teachers will discuss strategy in team meetings	2A.3. Lesson plans and observation	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. NONE	3A.1. Students will correct and explain errors on tests after effective feedback	3A.1. Teachers	3A.1. Teachers will discuss strategy in team meetings	3A.1. Lesson plans, test results and observation
Reading Goal #3A: 75% of students will show learning gains on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	66%	75%					

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

		3A.2. NONE	3A.2.Using assessment data as a guide, teachers will adjust small group guided instruction.	3A.2. Administrators	3A.2.Administrators will review	3A.2. Lesson plans and assessment data
		3A.3. NONE	3A.3. Teachers will assist students to set and monitor individual fluency goals.	3A.3. Administrators	3A.3. Teachers will discuss strategy in team meetings	3A.3. Goal sheets, lesson plans and observation
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.		4A.1. NONE	4A.1. Teachers will assist students to set and monitor individual fluency goals.	4A.1. Administrators	4A.1. Teachers will discuss strategy in team meetings	4A.1. Goal sheets, lesson plans and observation
Reading Goal #4: 65% of lowest quartile students will show learning gains on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	51%	65%				
			4A.2. NONE	4A.2. MTSS Team will review data on ALL students in the lowest 25% to determine needs.	4A.2. Leadership Team	4A.2. Team will discuss the data and monitor scores
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		69%	72%	75%	77%	80%	83%
	66%							
Reading Goal #5A: Decrease the achievement gap for subgroups by 50%								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. White: None Black: Attendance issues Hispanic: N/A Asian: N/A American Indian: N/A	5B.1. Students will correct and explain errors on tests after effective feedback	5B.1. Teachers	5B.1.. Teachers will discuss strategy in team meetings	5B.1. Lesson plans, test results and observation	
Reading Goal #5B Students in the identified subgroups will reach the expected levels of performance	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	White:32% Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A	White: 74% Black: 58% Hispanic: N/A Asian: N/A American Indian: N/A						
			5B.2. NONE	5B.2. Using assessment data as a guide, teachers will adjust small group guided instruction.	5B.2. Administrators	5B.2.Administrators will review	5B.2. Lesson plans and assessment data	
			5B.3. NONE	5B.3. Teachers will assist students to set and monitor individual fluency goals.	5B.3. Administrators	5B.3. Teachers will discuss strategy in team meetings	5B.3. Goal sheets, lesson plans and observation	

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.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: 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.					
			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. None	5D.1. Students will correct and explain errors on tests after effective feedback	5D.1. Teachers	5D.1.. Teachers will discuss strategy in team meetings	5D.1. Lesson plans, test results and observation
Reading Goal #5D: 27% of SWD will make satisfactory progress in reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	27%					
			5D.2. None	5D.2. Using assessment data as a guide, teachers will adjust small group guided instruction.	5D.2. Administrators	5D.2.Administrators will review	5D.2. Lesson plans and assessment data
		5D.3. None	5D.3. Teachers will assist students to set and monitor individual fluency goals.	5D.3. Administrators	5D.3. Teachers will discuss strategy in team meetings	5D.3. Goal sheets, lesson plans and observation	

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. None	5E.1. Students will correct and explain errors on tests after effective feedback	5E.1. Teachers	5E.1.. Teachers will discuss strategy in team meetings	5E.1. Lesson plans, test results and observation
Reading Goal #5E: 63% of ED students will make progress in reading	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	51%	63%				
			5E.2. None	5E.2. Using assessment data as a guide, teachers will adjust small group guided instruction.	5E.2. Administrators	5E.2.Administrators will review
		5E.3. None	5E.3. Teachers will assist students to set and monitor individual fluency goals.	5E.3. Administrators	5E.3. Teachers will discuss strategy in team meetings	5E.3. Goal sheets, lesson plans and observation

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
High Yield Strategies	K-5	Willis	School-wide	Monthly Professional Development Mtgs	CWT	Administrators
Effective Feedback	K-5	Greathouse	Book Study Group	Monthly Meetings	Attend PLC Meetings	Principal
Literature Circles	4-5	West	Team D	Bi-weekly Team Meetings	Observe Circles in Action	Team Leader

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Purchase Books for Study Group	Books	School Budget	\$200
Teacher Observations	Subs	School Budget	\$500
			Subtotal: \$700
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$700

End of Reading Goals

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student 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.			IA.1. NONE	IA.1. Teachers will display and use Math Talk Question Stems	IA.1. Administrators, Team Leaders	IA.1. Observation of student use of the stems in math discourse	IA.1. Lesson plans, observation
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
35% of students will score at Level 3 on FCAT.	28%	35%					
			IA.2. NONE	IA.2. Each grade level will develop and use common implementation strategies for math vocabulary	IA.2. Math Team chair, Team Leaders, Administrators	IA.2. Monitor math vocabulary scores on DEA	IA.2. Lesson plans, observation, team meeting notes
			IA.3. TIME to develop assessments	IA.3. Each grade level will develop, administer, and analyze a standards-based common assessment at least three times per year	IA.3. Math Team chair, Administrators, Team Leaders	IA.3. Monitor common assessment data	IA.3. Lesson plans, meeting notes, data templates
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			IB.1.	IB.1.	IB.1.	IB.1.	IB.1.
<u>NA.</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. NONE	2A.1. Teachers will use the results of formative assessments to provide feedback and enrichment activities at least bi-weekly	2A.1. Administration	2A.1. Review lesson plans and make classroom observations	2A.1. Lesson plans, observations, student conference notes
Mathematics Goal #2A: 30% of students will score at Levels 4/5 on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	21%	30%					
			2A.2. NONE	2A.2. Teachers will assist students to set and monitor individual math enrichment goals	2A.2. Team Leaders, Administration	2A.2. Review student goals	2A.2. Goal sheets, lesson plans, observation
			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.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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. NONE	3A.1. Teachers will assist students to set and monitor individual math fluency goals, as needed	3A.1. Team Leader, Math Team, Administrators	3A.1. Review goals and achievement data	3A.1. Goal sheets, lesson plans, observation
Mathematics Goal #3A: 60% of students will make learning gains on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	45%	60%					
			3A.2. NONE	3A.2. Using assessment data as a guide, teachers will adjust small group guided math instruction	3A.2. Math Team, Administrators	3A.2. Review math data	3A.2. Lesson plans, assessment data
			3A.3. NONE	3A.3. Students will correct and explain errors on tests	3A.3. Teacher, Administrators	3A.3. Monitor test results	3A.3. Lesson plans, test results, observation

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

3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.		4A.1. NONE	4A.1. Teachers will assist students to set and monitor individual math fluency goals	4A.1. Team Leader, Math Team, Administrators	4A.1. Review goals and achievement data	4A.1. Goal sheets, lesson plans, observation
Mathematics Goal #4: 50% of the students in the bottom quartile will show learning gains on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	47%	50%				
			4A.2. NONE	4A.2. MTSS Team will review data on ALL students in the lowest 25% to determine needs	4A.2. MTSS Leadership Team	4A.2. Review of data and interventions
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. <u>Mathematics Goal #5A:</u> The achievement gap for subgroups will decrease by 50%	Baseline data 2010-2011		41%	47%	52%	57%	63%	68%
	36%							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <u>Mathematics Goal #5B:</u> Students in the identified subgroups will reach the expected levels of performance	5B.1. White: NONE Black: Attendance issues Hispanic: N/A Asian: N/A American Indian: N/A		5B.1. Teachers will assist students to set and monitor individual math fluency goals, as needed	5B.1. Team Leader, Math Team, Administrators	5B.1. Review goals and achievement data	5B.1. Goal sheets, lesson plans, observation		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White: 51% Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A	White: 48% Black: 38% Hispanic: N/A Asian: N/A American Indian: N/A						
			5B.2. NONE	5B.2. Using assessment data as a guide, teachers will adjust small group guided math instruction	5B.2. Math Team, Administrators	5B.2. Review math data	5B.2. Lesson plans, assessment data	
			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.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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. Attendance issues	5.D.1. Teachers will assist students to set and monitor individual math fluency goals, as needed	5.D.1. Team Leader, Math Team, Administrators	5.D.1. Review goals and achievement data	5.D.1. Goal sheets, lesson plans, observation
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
27% of SWD will make satisfactory progress in reading	N/A	27%					
			5D.2. Attendance issues	5.D.2. Using assessment data as a guide, teachers will adjust small group guided math instruction	5.D.2. Math Team, Administrators	5.D.2. Review math data	5.D.2. Lesson plans, assessment data
			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. NONE	5.E.1. Teachers will assist students to set and monitor individual math fluency goals, as needed	5.E.1. Team Leader, Math Team, Administrators	5.E.1. Review goals and achievement data	5.E.1. Goal sheets, lesson plans, observation
Mathematics Goal #5E: 38% of ED students will make progress in math	2012 Current Level of Performance:* 25%	2013 Expected Level of Performance:* 38%				
	5E.2. NONE		5.E.2. Using assessment data as a guide, teachers will adjust small group guided math instruction	5.E.2. Math Team, Administrators	5.E.2. Review math data	5.E.2. Lesson plans, assessment data
	5E.3.		5E.3.	5E.3.	5E.3.	5E.3.

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Feedback	K-5	Willis	School-wide	Monthly Professional Development Mtgs	CWT	Administrators
Guided Math Instruction	K-5	Faircloth	Individual Grade Level Groups	Monthly	Monitor Lesson Plans	Math Coach, Administrators
Van de Walle Student Centered Math Book Study	K-5	Faircloth/Williams	Teacher Volunteers	On-going	Book Study PLC Meetings	Math Coach/Math Team Leader
Thinking Math and Math Stems	K-5	Faircloth	Teachers New to the School	First 9 Weeks	CWT	Math Coach, Administrators

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement High Yield Strategies	Books for Study Group	School Budget	\$300
Teacher Observations	Subs	School Budget	\$500
			Subtotal: \$800
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$800

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			IA.1. NONE	IA.1. Teachers will develop and implement Science Guidelines across all grade levels	IA.1. Science Team, Administrators	IA.1. Monitor the use of the guidelines	IA.1. Guidelines, lesson plans
Science Goal #1A: 40% of students will score at Level 3 on FCAT	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	34%	40%					
			IA.2. NONE	IA.2. Teachers will focus on science vocabulary and background knowledge instruction	IA.2. Administrators	IA.2. Monitor science instruction	IA.2. Lesson plans, observation
			IA.3. NONE	IA.3. Students will be assessed using DEA in grades 4 and 5	IA.3. Science Team, Guidance Counselor	IA.3. Monitor the DEA scores	IA.3. Testing schedule, DEA data
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. NONE	2A.1. Teachers will develop and implement Science Guidelines across all grade levels	2A.1. Science Team, Administrators	2A.1. Monitor the use of the guidelines	2A.1. Guidelines, lesson plans
Science Goal #2A: 25% of students will score at Levels 4/5 on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	10%	25%					
			2A.2. NONE	2A.2. Teachers will focus on science vocabulary and background knowledge instruction	2A.2. Administrators	2A.2. Monitor science instruction	2A.2. Lesson plans, observation
			2A.3. NONE	2A.3. Teachers will use a "kid friendly" version of the Florida Writes rubric to assess and hold students accountable for writing in science	2A.3. Science Team, Literacy Team, Administrators	2A.3. Monitor the development and use of the rubric	2A.3. Rubric, lesson plans, observation
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of DE Resources	K-5	West	School-wide	First 9 Weeks	CWT	Science Team
Fl. Writing Rubric	3-5	Smith	3-5 Teachers	October	Monitor Lesson Plans	Administrators

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
Use of Science Lab consumables	Materials	School Budget	\$450
			Subtotal: \$450
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: \$450

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

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			IA.1. NONE	IA.1. Teachers will have weekly grammar/conventions focus during the LA block	IA.1. Literacy Leadership Team, Administrators	IA.1. Monitor the instruction of grammar and conventions	IA.1. Lesson plans, observation
Writing Goal #1A: 80% of students will score at 3+ on the state writing exam	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	76%	80%					
			IA.2. Time	IA.2. Teachers will give regularly scheduled timed writings and analyze the results as a grade level	IA.2. Writing Teachers, Administrators	IA.2. Randomly review scored writings	IA.2. Lesson plans, assessment results, team meeting notes
			IA.3. NONE	IA.3. Teachers will use a “kid friendly” version of the Florida Writes rubric to assess and hold students accountable for writing in content areas	IA.3. Science Team, Literacy Team, Administrators	IA.3. Monitor the development and use of the rubric	IA.3. Rubric, lesson plans, observation
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FI Writing Rubric	2-5	Smith	2-5 Teachers	October	Monitor Lesson Plans	Administrators
Grammar/Convs.	K-5	Bassett	School-wide	On-going	CWT, Lesson Plans	Team Leaders, Administrators
Writing Anchor Sets	3-5	Bassett	Writing Team	Fall Semester	Attend Team Meetings	Team Leaders, Administrators
SMILE	3-5	District	3-5 Teachers	As Offered	Monitor Lesson Plans	Administrators

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
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0

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

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

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.NONE	1.1.Create an environment of respect, high motivation, and FUN where students want to attend.	1.1.Administration, Guidance Counselor, and Leadership Team.	1.1.Review annual climate surveys and monthly review of attendance data.	1.1.Survey results and attendance rate.
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95%	96%					
Reduce the percentage of students with excessive absences or tardies by 5%.	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	71	64					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	27	25					
			1.2. Personnel willing to make parent calls.	1.2. Regular contact with parents of excessively absent or tardy students.	1.2.Administration.	1.2.Review lists of students.	1.2.Attendance reports.
			1.3. NONE	1.3.Provide Perfect Attendance incentives.	1.3.Leadership Team.	1.3.Review student lists.	1.3.Attendance.

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

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NONE						

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
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. None	1.1.Continue to implement the Positive Behavior Support System (PBS) school wide.	1.1 Administration.	1.1 Monthly review of discipline data.	1.1. PBS data system.
Suspension Goal #1: Decrease the total number of suspensions by 10%.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	1	1					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	1	1					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	25	22					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
16	13						
			1.2.None.	1.2.Quarterly meetings with students to discuss behavior issues.	1.2. Administration.	1.2.Follow-up discussions with individual students.	1.2.Discipline data.
			1.3.None	1.3.Use rewards Bulletin Boards in the Cafeteria.	1.3.Assistant Principal	1.3.Follow-up discussions with students.	1.3.Discipline data.

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

Suspension Professional Development

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

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
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0

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

End of Suspension Goals

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

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. NONE	1.1. Teachers will create and keep an updated class website	1.1. Denise Gay	1.1. Regularly visit the websites for review	1.1. observation
Parent Involvement Goal #1: 75% of parents will be involved in school activities	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	67%	75%					
			1.2. NONE	1.2. Various school personnel will provide regular communication to parents	1.2. Administrators	1.2. Survey parents	1.2. Copies of communications, climate survey results
			1.3. NONE	1.3. Rewards will be given to students whose parents attend specific functions	1.3. Administrators	1.3. Calculate percentages of attendance	1.3. Parent participation data

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Website Design	Pre-k - 5	Dobbs	Teachers	September	Review of class websites	Denise Gay

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Student Rewards for Parent Attendance	Transportation, Food, Pencils, Tags	Angler Family Involvement Team Funds	
			Subtotal: \$1000
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: \$1000

End of Parent Involvement Goal(s)

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

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. None.	1.1.Amend and submit the Safety Plan to the District Safety Officer.	1.1.Administration.	1.1.Approval of the plan.	1.1. District approval.
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
Continue to implement the School Wide Safety Plan and the Anti-Bullying Plan.	1.1 NA	1.1 NA					
	1.2 4	1.2 4					
	1.3 0%	1.3 0%					
			1.2.None.	1.2.Perform Quarterly Safety Checks and Annual Inspections.	1.2.Assistant Principal.	1.2.Review Inspection Reports.	1.2.Reports.
			1.3.None	1.3.Continue to implement the School Wide Anti-Bullying Plan.	1.3.Adminstration and Guidance Counselor.	1.3.Review Data on Bullying.	1.3.Lesson Plans and Data.

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline Referral Training	School Wide	Assistant Principal	All School Faculty and Staff	August 2012	Part of the Monthly Staff Development Days	Administration.

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 0

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$700
CELLA Budget	Total:
Mathematics Budget	Total:\$800
Science Budget	Total:
Writing Budget	Total: 0
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total: 0
Suspension Budget	Total: 0
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: \$1000
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total: 0
	Grand Total:\$2500

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

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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

--

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

Approve by-laws; provide input on school related issues, including the SIP and school budget; provide guidance on issues of concern to SAC members and other parents; be involved in Ang

Describe the projected use of SAC funds.	Amount
Help fund student reward days for achievement success	\$350

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