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: Pine Ridge Elementary School	District Name: Lake
Principal: Amy Cockcroft	Superintendent: Dr. Susan Moxley
SAC Chair: Patricia C. Franklin	Date of School Board Approval:

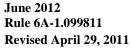### Student Achievement Data and Reference Materials:

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

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

<u>Administrators</u>

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	Amy Cockcroft	Bachelor of Science from the University of Central Florida and Master of Education from the University of Florida. Certification in Elementary Ed. And School Principal	3	11	Principal of Pine Ridge Elementary 2011-2012 Grade A, Reading Mastery-69%, Math Mastery- 65%, Science Mastery- 60%, Writing-82% at 3.0 or above Principal of Pine Ridge Elementary 2010-2011 Grade B, Reading Mastery- 83%, Math Mastery-76%, Science Mastery- 46%, Writing- 78% at 4.0 or above, AYP Criteria Met-100% Principal of Pine Ridge Elementary 2009-2010 Grade A, Reading Mastery-79%, Math Mastery-74%, Science Mastery-59%, Writing- 99% at 3.0 or above, AYP Criteria Met-90% Principal of Astatula Elementary 2008-2009: Grade A, Reading Mastery- 85%, Math Mastery- 81%, Science Mastery-76%, Writing 3.5+- 80%, AYP Criteria Met-97% Principal of Astatula Elementary 2007-2008: Grade A, Reading Mastery-85%, Math Mastery- 81%, Science Mastery- 64%, Writing 3.5+-82%, AYP Criteria Met-97% Principal of Astatula Elementary 2006-2007: Grade A, Reading Mastery-83%, Math Mastery-76%, Science Mastery-53%, Writing 3.5+-76%, AYP Criteria Met- 100% Data from School Grades
Assistant Principal	Stephanie Mayuski	BS –Communications, University of North Carolina– Charlotte; MS Degree– Educational Leadership, University of Central Florida; Certified by the State of	1	5	Assistant Principal of Pine Ridge Elementary 2011-2012 Grade A, Reading Mastery-69%, Math Mastery- 65%, Science Mastery- 60%, Writing-82% at 3.0 or above Assistant Principal of Gray MS in 2010-2011 Grade: A Reading Proficiency: 71%, Math Proficiency: 69%, Science Proficiency: 59%, Writing Proficiency: 83%. AYP: 82%

| | | Florida in Educational Leadership, Speech 6-12 and French 6-12, Elem K-6 | | | Assistant Principal of Gray MS in 2009-2010: Grade: A, Reading Proficiency: 68%, Math Proficiency: 68%, Science Proficiency: 56%, Writing Proficiency: 93%. AYP: 82%, Total, Economically Disadvantaged and SWD did not make AYP in reading. Total, Hispanic, Economically Disadvantaged and SWD did not make AYP in math.

Assistant Principal of Gray MS in 2008-2009: Grade: A, Reading Proficiency: 70%, Math Proficiency: 73%, Science Proficiency: 55%, Writing Proficiency: 91%. AYP: 77%, Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in reading. Black, Hispanic, Economically Disadvantaged and SWD did not make AYP in math.

Assistant Principal of Gray MS in 2007-2008: Grade: A, Reading Proficiency: 68%, Math Proficiency: 69%, Science Proficiency: 49%, Writing Proficiency: 85%. AYP: 92%, Black and ELL did not make AYP in reading. ELL did not make AYP in math. |

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

<u>Instructional Coaches</u>

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Charlotte Nelson	Bachelor's of Science in Elementary Education from University of West Florida Certification- Elementary Ed. K-6 Endorsements- Reading and ESOL	8	7	2011-2012 Grade A, Reading Mastery-69%, Math Mastery- 65%, Science Mastery- 60%, Writing-82% at 3.0 or above 2010-2011 Grade B, Reading Mastery- 83%, Math Mastery-76%, Science Mastery- 46%, Writing- 78% at 4.0 or above, AYP Criteria Met- 100% 2009-2010 Grade A, Reading Mastery-79%, Math Mastery-74%, Science Mastery-59%, Writing- 99% at 3.0 or above, AYP Criteria Met-90% 2008-2009 Grade B, Reading Mastery-83%, Improvement in Reading-68%, Lowest 25% improvement in Reading-55% 2007-2008 Grade B, Reading Mastery-77%, Improvement in Reading-64%, Lowest 25% improvement in Reading-60% 2006-2007 Grade B, Reading Mastery-72%, Improvement in Reading-72%, Lowest 25% improvement in Reading-52%

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

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. TQR trained by the district	Assistant Principal	On-going
2. Utilize Search Soft on-line application system to select Highly Qualified instructors to interview	Principal	On-going
3.		
4.		

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Not yet available	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
64	5% (3)	22% (14	48% (31)	25% (16)	30% (19)	Not available	9% (6)	0	73% (47)

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
Ginger Bidwell	P. Courtney Franklin	Mrs. Bidwell is an experienced 4th grade teacher.	Weekly meetings
Amy Lowry	Lauren Blackburn	Mrs. Lowry is an experienced ESE teacher	Weekly meetings
Rhonda Wolf	Sarah Kummet	Mrs. Wolf is an experienced 5th grade teacher	Weekly meetings

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

Additional Requirements

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

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Amy Cockcroft, Principal; Stephanie Mayuski, Assistant Principal; Dan Ebbert, Melissa Hudkins, Guidance Counselors; Charlotte Nelson, Literacy Coach; Jennifer Greblick, Curriculum Resource Teacher; Classroom Teachers; Rozann Dorn, ESE Specialist; Glady Holling, Speech/Language Teacher; Kindal Chappell, Psychologist; Bridgette Stinson, Social Worker
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 RTI Leadership team works to disaggregate data to identify areas of need for classrooms and individual students. They work to provide necessary instructional strategies to promote student achievement. The team develops a plan for progress monitoring and adjusting as the data indicates.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The leadership team met with the principal to determine the areas of need and the appropriate action steps. The School Improvement plan will be presented to SAC for further input, discussion and approval.   Grade level teams will meet weekly to develop remediation and enrichment plans for students. They will present implementation updates and progress on objectives.
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. Baseline data will be gathered in all areas of instruction for all students following an assessment calendar. Students not successful in the CORE will have additional diagnostic assessments to determine area of need and target instruction. Progress monitoring will be implemented at regular intervals for students in Tier 2 and 3 as determined by the RTI Team. Additionally, leadership will monitor school wide data for classroom and individual student needs and provide support and resources to ensure appropriate instruction in the classroom for all students. Assessments: FAIR, FCAT, Benchmark Testing using Edusoft, STAR Reading, Harcourt Benchmark
Describe the plan to train staff on MTSS. Professional Development will take place during early release Wednesdays, Grade Level Meetings and planning times. On-going support and training will be provided by district staff.
Describe the plan to support MTSS. The MTSS/RtI Leadership team will actively participate in disaggregating data on school, classroom and student levels. The leadership team will provide the support and resources necessary for intervention implementation in each classroom. The guidance counselor will take a lead role in monitoring the process and administration will monitor fidelity in the classrooms.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Charlotte Nelson, Amy Cockcroft, Dyanna Wilson, Colene Gage, Kimberly Keane, Christine Denman, Whitney Kreiling, Becky Emelander, Rhonda Wolf, Amy Lowry, Myrna Myers
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet once a month with an agenda of reading concerns dealing with CCSS around the school. They will serve as decision makers for the school reading program. The Literacy coach will serve as facilitator and the committee will vote for a secretary to take minutes.
What will be the major initiatives of the LLT this year? To work with each other across the grade levels with classroom implementation of the CCSS. The team will focus on key instructional impacts such as informational text, deeper integration of reading and writing, vocabulary development and use of more complex text and questions.

Public School Choice

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

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

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

*High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

<table>
<tr>
<th colspan="3">Reading Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<td colspan="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:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="3">**1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.**</td>
<td>1.1. Possibility of new students moving in not having previous instruction in DIP Phonics</td>
<td>1.1. Increase student phonics instruction in grades K-2 by using DIP Phonics Instruction school wide .</td>
<td>1.1. Literacy Coach</td>
<td>1.1. Increase of student decoding ability in grades K-2 with the use of phonics.</td>
<td>1.1. FAIR</td>
</tr>
<tr>
<td>Reading Goal #1A:

To increase the percentage of students scoring at level 3 and above to 72% by decreasing the number of students reading at FCAT2.0 level 1 and 2</td>
<td>2012 Current Level of Performance:*

69% (288) scored 3 or above 29% (121) scored level 3</td>
<td>2013 Expected Level of Performance:*

72% (301) proficiency for grades 3-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td colspan="3"></td>
<td>1A.2. Students below level unable to comprehend complex text. Availability of materials</td>
<td>1A.2. Increase text complexity paired with High Order Thinking questions in all grade levels</td>
<td>1A.2. Literacy Coach and Principal</td>
<td>1A.2. Increase of student reading levels and percentage of students reading above grade level</td>
<td>1A.2. FAIR and STAR</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1A.3. Time</td>
<td>1A.3. Increase use of effective teaching strategies daily</td>
<td>1A.3. Principal and Assistant Principal</td>
<td>1A.3. Teacher proficiency with effective teaching strategies used in the classrooms</td>
<td>1A.3. TEAM</td>
</tr>
<tr>
<td colspan="3">**1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.**</td>
<td>1B.1.</td>
<td>1B.1.</td>
<td>1B.1.</td>
<td>1B.1.</td>
<td>1B.1.</td>
</tr>
<tr>
<td>Reading Goal #1B:

Enter narrative for the goal in this box.</td>
<td>2012 Current Level of Performance:*

Enter numerical data for current level of performance in this box.</td>
<td>2013 Expected Level of Performance:*

Enter numerical data for expected level of performance in this box.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td colspan="3"></td>
<td>1B.2.</td>
<td>1B.2.</td>
<td>1B.2.</td>
<td>1B.2.</td>
<td>1B.2.</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1B.3.</td>
<td>1B.3.</td>
<td>1B.3.</td>
<td>1B.3.</td>
<td>1B.3.</td>
</tr>
</table>

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.			2.1.	2.1. Students reading independently on their reading level daily through the use of Daily 5.	2.1. Literacy Coach and Principal	2.1. Disaggregated Data of increasing comprehension and grade level equivalent of individual student achievement	2.1. FAIR, Harcourt Benchmark Test and FCAT
Reading Goal #2A: *To increase the percentage of students scoring level 4 and 5 by 4% in each grade level*	2012 Current Level of Performance:* *39% (163)*	2013 Expected Level of Performance:* *43% (180) scoring at Level 4 and 5 and 72% (301) proficiency scoring at level 3-5*					
	2.2. 2.3		2.2 Time	2.2. Student Data Chats with goal setting	2.2. Classroom teacher	2.2. Disaggregated Data of increasing comprehension and grade level equivalent of individual student achievement	2A.2. FAIR, Harcourt Benchmark Test and FCAT
			2.3 Money for materials	2.3 Use of materials with increased complexity.	2.3 Literacy Coach and classroom teachers	2.3 Disaggregated Data of increasing comprehension and grade level equivalent of individual student achievement	2.3 FAIR, Harcourt Benchmark Test and FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Time to provide differentiated instruction	3A.1. Use of pre-assessments to instruct each student at their level of achievement.	3A.1. Classroom teachers and Literacy Coach	3A.1. Classroom walk throughs, lesson plans and data chats	3A.1. FAIR and Benchmark assessments
Reading Goal #3A: To increase the percentage of students making learning gains by 3%, achieving 73% school wide	2012 Current Level of Performance:* *70% (201) of students made learning gains*	2013 Expected Level of Performance:* *73% (210) of students will make learning gains*					
			3A.2. Time	3A.2. Daily remediation/enrichment time	3A.2. Classroom teachers, Principal	3A.2. Classroom walk throughs, lesson plans and data chats	3A.2. FAIR, Benchmark Assessments and Harcourt
			3A.3. Reluctance to meet weekly	3A.3. Grade level Data Chats	3A.3. Leadership Team	3A.3. Data Chat Minutes	3A.3. FAIR and Benchmark Assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.							
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.212)			4A.1.	4A.1. Identify students in the lowest quartile and those performing below grade level in order to address their needs through the RtI process.	4A.1. RtI problem solving team	4A.1. Progress Monitoring of interventions based on the individual student need to increase student achievement.	4A.1. Progress Monitoring as determined by the RtI team for individual student need.
Reading Goal #4A: *To increase the percentage of students in the lowest quartile making learning gains by 3% achieving 74% school wide*	2012 Current Level of Performance:* *71%(51) of students in the lowest quartile made gains*	2013 Expected Level of Performance:* *74% (53) of students in the lowest quartile will make gains*					
			4A.2.	4A.2. Increase student fluency	4A.2. Classroom Teacher, Literacy Coach and Principal	4A.2. Increase of individual student fluency rates	4A.2. FAIR Assessments and Harcourt Fluency Assessments
			4A.3. Students not doing at home reading	4A.3. Individualize independent reading goals	4A.3. Literacy Coach and classroom teacher	4A.3. Increase percentage of students reaching 100% of individualized goal	4A.3. AR Reports
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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** 68%	69%	73%	76%	79%	81%	84%
Reading Goal #5A: *To increase the percentage of students reading on or above grade level in all subgroups each year by reaching and exceeding the target as identified.*							

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: large increase needed Black: Large increase needed Hispanic: Asian: very small subgroup American Indian:	5B.1. Identify students not achieving on grade level and focus instruction based on student need	5B.1. Classroom Teacher and Leadership	5B.1. Data Chats and weekly Grades	5B.1. FAIR, Harcourt Benchmarks and fluency assessments along with weekly grades	
Reading Goal #5B: *According to our current data, we met or exceeded the target with our Hispanic and Asian subgroup; our goal is to meet or exceed our target with all subgroups. With our Hispanic and Asian subgroups, we will exceed the state target with 76% for Hispanic and 91% for Asian*	2012 Current Level of Performance:* White:69 (N73) Black: 50 (N50) Hispanic:73 (Y66) Asian: 90(Y63) American Indian:	2013 Expected Level of Performance:* White:76 Black:60 Hispanic:69 (76) Asian:67 (91) American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Not enough licenses for our students	5C.1. Rosetta Stone	5C.1. ESOL contact and TA	5C.1. Rosetta Stone Reports and FAIR, benchmark testing and weekly grades	5C.1. Rosetta Stone
Reading Goal #5C: *According to our current data we exceeded the target of 33% of ELL students meeting proficiency. We will increase the proficiency to 47% exceeding the state target of 39%.*	2012 Current Level of Performance:* *45%(Y33) of ELL students met proficiency requirements exceeding the target*	2013 Expected Level of Performance:* *39% (47%)*					
			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. Large increase needed to reach the state target	5D.1. Provide Tutoring to students in need of extra assistance as identified through Benchmark data	5D.1. Classroom Teacher, Literacy Coach, CRT, ESE Specialist and Principal	5D.1. Increased proficiency on District Benchmarks and FCAT	5D.1. District Benchmarks and FCAT
Reading Goal #5D: *According to our current data we did not meet the target of 40% of SWD being proficient in reading. We will increase proficiency for SWD to 46%*	2012 Current Level of Performance:* *30% (N40)*	2013 Expected Level of Performance:* *46%*					
			5D.2.	5D.2. Individualized independent reading goals	5D.2. Classroom teacher and Literacy Coach	5D.2. Increase percentage of students reaching 100% of individualized goal with at least 85% accuracy	5D.2. AR reports
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Large increase needed to reach state target	5E.1. Identify students in the Economically Disadvantage subgroup that are not achieving on grade level and focus instruction based on student need	5E.1. Classroom Teacher, Literacy Coach	5E.1. Data Chats	5E.1. FAIR and District Benchmarks
Reading Goal #5E: *According to our current data we did not meet the target of 66% of Economically Disadvantaged students being proficient in reading. We will increase proficiency for SWD to 69%* / 2012 Current Level of Performance:* 60% (N66) / 2013 Expected Level of Performance:* 69%	5E.2. Transportation	5E.2. Provide tutoring to Homeless Students	5E.2. CRT and Literacy Coach	5E.2. Tutoring Pre/Post tests	5E.2. Florida Ready Intervention
	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities					
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
DIP Phonics	K-5/Reading	Literacy Coach	New Classroom Teachers	Early Release Wednesdays	Literacy Coach in classroom monitoring and supporting	Literacy Coach
Kagan/Cooperative Learning	K-5	Lowry	Classroom teachers	10/19/12	Classroom Walk-throughs and Faculty Meeting sharing	TQR
Marzano Teaching Strategies	All	PLC Facilitators for all grade levels	School-wide	First Wednesday of each month	TEAM	Administration

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
Increase text complexity	Florida Ready	Discretionary	2000
			Subtotal: 2000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase student independent reading with accountability	AR/STAR Enterprise	Discretionary	5000
			Subtotal:5000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Increase effective teaching strategies	Marzano Handbook	Discretionary	1500
			Subtotal: 1500
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 8500

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Internet connection outside of school and time	1.1. Daily use of Rosetta Stone at home and at school	1.1. Classroom Teacher and ESOL Teacher Assistant	1.1. Review of Rosetta Stone Reports	1.1. Rosetta Stone reports
CELLA Goal #1: *To increase the percentage of ELL students proficient on CELLA by 5% with 34% achieving proficiency*	2012 Current Percent of Students Proficient in Listening/Speaking: *29% (7) students tested proficient*					
		1.2.	1.2. Use of small group instruction to meet the needs of individual students	1.2. Classroom teacher and Principal	1.2. Weekly grades	1.2. Core Assessments
		1.3.	1.3. Provide after school tutoring to ELL students in grades 2-5 for additional instruction	1.3. CRT, Literacy Coach and tutoring teacher	1.3. Pre/Post test with tutoring	1.3. CARS/STARS and CAMS/STAMS
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1. Students reading independently on their reading level daily	2.1.Classroom Teacher and Principal	2.1. Increase in independent reading level	2.1. FAIR, Harcourt Benchmark Test and FCAT
CELLA Goal #2: *To increase the percentage of ELL student proficient on CELLA by 5% with 43% achieving proficiency*	2012 Current Percent of Students Proficient in Reading: *38% (9) students tested proficient.*					
		2.2.	2.2. Small group instruction based on student needs	2.2. Classroom Teacher and Principal	2.2. Increase in reading skills	2.2. Weekly grades
		2.3.	1.3. Provide after school tutoring to ELL students in grades 2-5 for additional instruction	1.3. CRT, Literacy Coach and tutoring teacher	1.3. Pre/Post test with tutoring	1.3. CARS/STARS and CAMS/STAMS

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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Prior writing skills knowledge	2.1. Use of Being a Writer in grades 2-4	2.1. Literacy Coach, Classroom Teacher and Principal	2.1. Improved independent writing	2.1. Benchmark testing and monthly writing samples
CELLA Goal #3: _To increase the percentage of students proficient on CELLA by 5% with 38% achieving proficiency._	2012 Current Percent of Students Proficient in Writing : _33% (8) students tested proficient._					
		2.2. Time	2.2. Increase writing in content areas in all grades	2.2. CRT, Literacy Coach, Teacher and Principal	2.2. Improved independent writing skills across content areas	2.2. Benchmark testing and monthly writing samples
		2.3.	1.3. Provide after school tutoring to ELL students in grades 2-5 for additional instruction	1.3. CRT, Literacy Coach and tutoring teacher	1.3. Pre/Post test with tutoring	1.3. CARS/STARS and CAMS/STAMS

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

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Incorporate Being A Writer Curriculum at 2nd grade	Being a Writer Classroom Kits	Discretionary	4900 also listed in our writing strategies and part of that total.
			Subtotal:4900
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:4900
			Total:

End of CELLA 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.			1A.1. Students at various readiness levels	1A.1. Use of pre-assessments to provide instruction at the level of student need during small group instruction	1A.1. Principal and Classroom Teachers	1A.1. Data Chats	1A.1. District Benchmark testing
Mathematics Goal #1A: *To increase the percentage of students scoring at level 3 and above to 68% by decreasing the number of students scoring at FCAT2.0 level 1 and 2*	2012 Current Level of Performance:* *64% (268) students scored 3 or above, 34% (142) scored level 3*	2013 Expected Level of Performance:* *68% ((285) students will score level 3 or above*					
			1A.2. Lacking foundational concepts	1A.2. Early intervention for students in grades 1 and 2 not performing on grade level	1A.2. CRT, Principal and Classroom Teacher	1A.2. Data Chats and teacher observation	1A.2. Harcourt Benchmark assessments for grades 1-2
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Time	2A.1. Use small group instruction based on student data to provide instruction at higher levels for students achieving above grade level	2A.1. CRT, Principal and Classroom Teacher	2A.1. Data Chats, teacher observation	2A.1. District Benchmark Assessment and FCAT
Mathematics Goal #2A: *To increase the percentage of students who will score a 4 or 5 to 35%*	2012 Current Level of Performance:* *30% (126) of students scored a 4 or 5 on FCAT2.0*	2013 Expected Level of Performance:* *35%(147) of students will score a 4 or 5 on FCAT2.0*					
			2A.2.	2A.2. STEM club for 3rd-5th grade students	2A.2. CRT and club sponsors	2A.2. Data comparisons for students in club	2A.2. District Benchmark Assessments and FCAT
			2A.3.	2A.3. Increase use of HOT questions	2A.3. Classroom Teacher and Principal	2A.3. Data Chats	2A.3. District Benchmark Assessments and FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Number of students needing the computer time	3A.1. Use Symphony Math to provide remediation in areas of student individual need.	3A.1. RtI Team	3A.1. Review of Symphony Math Data	3A.1. Symphony Math, District Math Benchmark, FCAT
Mathematics Goal #3A: *To increase the percentage of students making learning gains to 69%*	2012 Current Level of Performance:* *65% (272) of students made learning gains*	2013 Expected Level of Performance:* *69% (289) of students will make learning gains*					
			3A.2.	3A.2. Provide instruction with the use of hands-on experiences	3A.2. Classroom Teacher, Principal and CRT	3A.2. Classroom Walk Through, lesson plans and teacher observation	3A.2. FCAT, District Benchmark Assessments and classroom grades
			3A.3.	3A.3. Increase use of effective teaching strategies through PLC on Art and Science of Teaching	3A.3. Classroom Teacher and Principal	3A.3. Classroom Walk Through, lesson plans and teacher observation	3A.3. FCAT, District Benchmark Assessments and classroom grades
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			3A.1. Number of students needing the computer time	3A.1. Use Symphony Math to provide remediation in areas of student individual need.	3A.1. RtI Team	3A.1. Review of Symphony Math Data	3A.1. Symphony Math, District Math Benchmark, FCAT
Mathematics Goal #4A: *To increase the percentage of lowest quartile students making learning gains to 55%*	2012 Current Level of Performance:* *50%(210) of the lowest quartile students made learning gains*	2013 Expected Level of Performance:* *55% (230) of the lowest quartile students will make learning gains*					
			4A.2. Transportation	4A.2. Provide after school tutoring/remediation	4A.2. CRT, Literacy Coach and tutoring teacher	4A.2. Gains made on pre/post test for tutoring	4A.2. CAMS/STAMS
			4A.3.	4A.3. Identify students not on grade level and address their needs in the RtI process	4A.3. RtI team	4A.3. Progress monitoring of individual student interventions	4A.3. Progress monitoring tools as determined by the RtI committee for individual student interventions
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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** 57%	65%	64%	68%	71%	75%	79%
Mathematics Goal #5A: *To increase the percentage of students reading on or above grade level in all subgroups each year by reaching and exceeding the target as identified.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. Identify students not meeting proficiency targets focus instruction based on student need	5B.1. Classroom teacher, CRT and Principal	5B.1. Data Chats, Benchmark Testing and weekly grades	5B.1. District Benchmark tests and Harcourt weekly tests	
Mathematics Goal #5B: *According to our current data, we met or exceeded the target for all subgroups. We will continue to increase proficiency exceeding the target as identified by the state.*	2012 Current Level of Performance:* White: 64 (Y63) Black: 40 (Y36) Hispanic: 78 (Y58) Asian: 70 (Y54) American Indian:	2013 Expected Level of Performance:* White: 67 Black:42 Hispanic: 62 (80) Asian:58 (72) American Indian:					
		5B.2. Transportation	5B.2. Provide after school tutoring for students not meeting proficiency standards	5B.2. CRT and Literacy Coach	5B.2. Pre/Post test	5B.2. Florida Ready intervention	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Only one TA available	5C.1. Provide assistance and small group support to students with ELL trained Teaching Assistant	5C.1.ESOL contact, ESOL TA and Classroom teacher	5C.1. 75% or better on weekly math grades	5C.1. Harcourt Math tests
Mathematics Goal #5C: _According to our current data we exceeded the proficiency target for ELL students. We will increase the percentage of students proficient to 66 % exceeding the state identified target of 39%_	2012 Current Level of Performance:* _64% (Y33)_	2013 Expected Level of Performance:* _39% (66)_					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1. Small group instruction focused on skill	5D.1. ESE teacher and Classroom teacher	5D.1. 75% accuracy on weekly math grades	5D.1. Harcourt Math tests
Mathematics Goal #5D: _According to our current data we exceeded our target of 36% proficiency. We will increase the percentage of SWD proficient to 42%_	2012 Current Level of Performance:* _39% (Y36)_	2013 Expected Level of Performance:* _42%_					
			5D.2.	5D.2. Symphony Math to provide remedial instruction on individual need	5D.2. ESE teacher and Classroom Teacher	5D.2. Progression of levels on Symphony Math	5D.2. Symphony Math reports
			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.	5E.1. Identify students in the Economically Disadvantaged subgroup that are not achieving on grade level and focus instruction based on student need	5E.1. Classroom teacher, CRT and Principal	5E.1. Increase in proficiency on District Benchmark Tests	5E.1. District Benchmark Test
Mathematics Goal #5E: *According to our current data we exceeded the state target of 56% proficiency. We will increase the percentage of economically disadvantaged students meeting proficiency requirements to 60%.*	2012 Current Level of Performance:* 59% (Y56)	2013 Expected Level of Performance:* 60%	5B.2. Transportation	5B.2. Provide after school tutoring for students not meeting proficiency standards	5B.2. CRT and Literacy Coach	5B.2. Pre/Post test	5B.2. Florida Ready intervention
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Kagan/Cooperative Learning	K-5	Lowry	Classroom teachers	10/19/12	Classroom Walk-throughs and Faculty Meeting sharing	TQR
Marzano Teaching Strategies	All	PLC Facilitators for all grade levels	School-wide	First Wednesday of each month	TEAM	Administration
Working with Low SES students	All	District	School-wide	10/19/12	Data Chats	Principal

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

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1. Provide science instruction with hands-on experiences at all grade levels	1A.1. Principal, CRT and Classroom Teachers	1A.1. Classroom Walk Throughs and lesson plans	1A.1. District Benchmark Assessments and FCAT
Science Goal #1A: *64% of students will score a level 3 or higher*	2012 Current Level of Performance:* *60%(87) of students scored a level 3 or higher 44%(64) scored a level3*	2013 Expected Level of Performance:* *64%(93) of students will score a level 3 or higher*					
			1A.2.	1A.2. Have school wide science week with each grade level focusing on a different strand and doing daily hands on lessons	1A.2. CRT and Principal	1A.2. Teacher observation	1A.2. FCAT and Benchmark Testing
			1A.3. Families who do not attend	1A.3. Hold a Family Science Night	1A.3. CRT and Principal	1A.3. Teacher observation	1A.3. FCAT and Benchmark Testing
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1. Incorporate HOT questions in science content area at all grade levels	2A.1. Principal and Classroom Teacher	2A.1. Weekly science grades	2A.1. Core testing, District Benchmark and FCAT
Science Goal #2A: *To increase the percentage of students scoring a level 4 or 5 to 25%.*	2012 Current Level of Performance:* *13% (19) students scored a level 4 or 5*	2013Expected Level of Performance:* *25% (36) students will score a level 4 or 5*					
			2A.2. students without transportation that cannot attend	2A.2. After school STEM club for grades 3-5	2A.2. Club sponsors	2A.2. Data comparison of students in club	2A.2. District Benchmark and FCAT
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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
Kagan/Cooperative Learning	K-5	Lowry	Classroom teachers	10/19/12	Classroom Walk-throughs and Faculty Meeting sharing	TQR
Marzano Teaching Strategies	All	PLC Facilitators for all grade levels	School-wide	First Wednesday of each month	TEAM	Administration
Working with Low SES students	All	District	School-wide	10/19/12	Data Chats	Principal

Science Budget (Insert rows as needed)

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

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

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.	1A.1.	1A.1. Use grade level expectations and rubrics for all grade levels	1A.1. Literacy Coach and Principal	1A.1. Teacher observation	1A.1. District writing folders and Benchmark Assessments
Writing Goal #1A: *To increase the percentage of students scoring a 3.0 to 90%, 3.5 to 85% and 4.0 to 70%* **2012 Current Level of Performance:*** *82%(116) of students scored a 3.0* **2013 Expected Level of Performance:*** *90%(128) of students will score a level 3*					
	1A.2.	1A.2. Use of DBQ writing in fourth and fifth grade	1A.2. Literacy Coach, Classroom Teacher and Principal	1A.2. Teacher observation	1A.2.Student work on DBQ's
	1A.3.	1A.3. Begin using Being A Writer Curriculum at 2nd grade and continue at grades 3and 4	1A.3. Literacy Coach and Principal	1A.3. Being a Writer samples increase in proficiency	1A.3. District writing folders and Benchmark Assessments
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: *Enter narrative for the goal in this box.* **2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.*					
	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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
Kagan/Cooperative Learning	K-5	Lowry	Classroom teachers	10/19/12	Classroom Walk-throughs and Faculty Meeting sharing	TQR
Marzano Teaching Strategies	All	PLC Facilitators for all grade levels	School-wide	First Wednesday of each month	TEAM	Administration
Scoring with anchor sets	4	L. Coach	4th grade	Data Chats Mondays		

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
Incorporate Being A Writer Curriculum at 2nd grade	Being a Writer Classroom Kits	Discretionary	4900
			Subtotal: 4900
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: 4900

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

	Total: 4900

End of Writing Goals

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

Attendance Goal(s)

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

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.	1.1. Follow District guidelines for TIP attendance program	1.1. Guidance Counselors, Classroom Teachers and Social Worker	1.1. Increase in daily attendance	1.1. AS400
Attendance Goal #1: We will decrease the number of students with excessive absences and tardies each by 10% by working with student services and the guidance department	2012 Current Attendance Rate:* *Average daily attendance is 96.03% (799)*	2013 Expected Attendance Rate:* *97% (807)*					
	2012 Current Number of Students with Excessive Absences (10 or more) *19.26% (166)*	2013 Expected Number of Students with Excessive Absences (10 or more) *We will reduce the number of students with excessive absences by 10% or 17 students*					
	2012 Current Number of Students with Excessive Tardies (10 or more) *69 students*	2013 Expected Number of Students with Excessive Tardies (10 or more) *62 students*					
			1.2.	1.2. Hold Parent Teacher conference for any 9 weeks a student has 5 or more absences	1.2. Classroom teacher	1.2. Increase in Daily Attendance	1.2. AS400
			1.3. Parents who do not read policy or attend Open House	1.3. Communicate attendance guidelines to all parents at the start of the school year	1.3. Classroom teacher	1.3. Increase in Daily Attendance	1.3. AS400

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

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:

End of Attendance Goals

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

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.	1.1. Utilize PBS School-wide and begin Check In Check Out	1.1. PBS Team	1.1. Reduction in student referrals and suspensions	1.1. AS400 reports, climate surveys
Suspension Goal #1: *We will decrease the number of students suspended in or out of school by 25%*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	88	*66*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	59	*44*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	42	*31*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	34	*25*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Strategies	K-5	PBS Team	School-wide	October 19, 2012	Classroom observations/RtI	PBS Team

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

Parent Involvement Goal(s)

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

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *To increase the involvement in academic parental activities*	2012 Current Level of Parent Involvement:* *Approximately 90% of parents participate in some school activity*	2013 Expected Level of Parent Involvement:* *95% of parents participating in activities*	1.1. Parents unable to attend school functions	1.1. Hold Parent report card conferences at the end of the 1st and 3rd 9 weeks.	1.1. Classroom teacher and Principal	1.1.Review Data from Climate Surveys	1.1. Annual Climate Surveys
			1.2.	1.2. Hold Family Reading and STEM nights to increase parent knowledge of curriculum and provide resources for families	1.2. CRT and Literacy Coach	1.2. Review Data from Climate Surveys	1.2. Annual Climate Surveys
			1.3.	1.3. Open Library in evenings for 11 sessions	1.3. Media specialist	1.3. Increase in book check outs	1.3. Destiny

Parent Involvement Professional Development

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *To increase student participation in STEM*	1.1. Families unable to attend	1.1. Hold Family STEM night with materials and resources from Science Center	1.1. CRT and Literacy Coach	1.1. Increase in Families attending	1.1. Sign in sheets
	1.2. No transportation provided	1.2. STEM Club	1.2. Club sponsors	1.2. Attendance at STEM Club meetings	1.2. Attendance sheets
	1.2. Resources and time	1.3. Include STEM activities, problems in math and science lessons	1.3. CRT and Principal	1.3. Increase in students understanding	1.3. Weekly grades

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Problem Based Learning	K-2	Sweeney	Grades K-2	October 19, 2012	Classroom Observations	Teachers, Principal
Problem Based Learning	3-5	Champagne	Grades 3-5	October 19, 2012	Classroom Observations	Teachers, Principal

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

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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
Science Center STEM Family Night	STEM hands on activities	Internal	800
			Subtotal: 800
			Total:800

End of STEM 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)).

<table>
<tr>
<th colspan="3">Additional Goal(s)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1. Additional Goal

Additional Goal #1:

According to the 2012 climate survey, 7.89% (3) parents responded that they "disagree" (2) or "strongly disagree" (1) to the statement "our school provides a safe learning environment." Of early elementary students, 21.43% (3) responded "maybe" to the statement "I am safe at school." None responded that they did not feel safe at school. Other elementary students, 5% (7), responded "do not agree" to the statement "my school is safe and clean." Our goal is to increase the number of students and parents agreeing that our school is safe to 100%.</td>
<td>1.1.</td>
<td>1.1 . Train the faculty and staff and implement the Emergency Response and Crisis Management Plan.</td>
<td>1.1. Safety Coordinator</td>
<td>1.1. Review of Climate Survey Results</td>
<td>1.1. Climate Survey</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1.2.</td>
<td>1.2. Practice the monthly safety protocols incorporating the new Go Kit for every faculty and staff member.</td>
<td>1.2. Safety Committee</td>
<td>1.2. Review of Climate Survey Results</td>
<td>1.2. Climate Survey</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1.3.</td>
<td>1.3. Continue to follow visitor check in procedure, drop off, and pick up procedures including the inclement weather dismissal plan.</td>
<td>1.3. Safety Committee, Faculty and Staff</td>
<td>1.3. Review of Climate Survey Results</td>
<td>1.3.Climate Survey</td>
</tr>
</table>

Note within the goal cell, there is a sub-table:

2012 Current Level :*	2013 Expected Level :*
7.89% (3) of parents, 21.43 % (3) early elementary students, and 5% (7) other elementary students did not agree that our school provides a safe learning environment, that they are safe at school, or that the school is safe and clean.	100% of parents and students will agree that our school provides a safe and clean learning environment.

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

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 Additional Goal #1: According to the 2012 parent PBS survey, an average of 2% (12 parents) indicated that his/her child did not feel safe in the classroom and common areas including cafeteria, hallways, playground and restrooms. Our goal is to increase the number of parents responding that their children feel safe in all areas to 100%.	2012 Current Level :* 2% (12) parents indicated that their children did not feel safe in the classroom and common areas at school. These parent safety concerns centered largely around peer relationships and interactions.	2013 Expected Level :* 100% of parents will indicate that their children feel safe in classrooms and common areas at school.	1.1.	1.1. Continue school wide PBS plan incorporating character education in each classroom along with teaching anti-bullying and positive behavior support at all grade levels.	1.1. PBS Team	1.1. Review PBS Survey Results	1.1. PBS Survey
			1.2.	1.2. Teach common area expectations (i.e. bus line expectations, cafeteria expectations) on the morning announcements and in the classrooms and teach daily words of wisdom and character education on the morning announcements.	1.2. Discipline Committee	1.2. Review PBS Survey Results	1.2. PBS Survey
			1.3.	1.3.	1.3.	1.3.	1.3.

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

46

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

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 Additional Goal #1: *To maintain 100% of classrooms utilizing instructional technology on a daily basis*	2012 Current Level :* *100% of classrooms*	2013 Expected Level :* *100% of classrooms.*	1.1. Funding	1.1. Increase the technology available to each classroom teacher above the use of computers	1.1. Principal	1.1. Monitor lesson plans and Classroom observations	1.1. TEAM
			1.2.	1.2. Provide on campus training in current technology available to classroom teachers	1.2. ILS and Principal	1.2. Monitor Lesson plans and classroom observations	1.2. TEAM
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Strategies	K-5	PBS Team	School-wide	October 19, 2012	Classroom observations/RtI	PBS Team

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

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

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		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
Monitor student achievement Assist with the development of the School Improvement Plan Monitor School Improvement Plan

Describe the projected use of SAC funds.	Amount
Materials for after school remediation	$1700
Professional Development for teachers	$3000

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