

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 1071 Dunedin Elementary School	District Name: Pinellas County Schools
Principal: Kathleen Brickley	Superintendent: Dr. Michael A. Grego Ed.D
SAC Chair: Jeffrey Barnett	Date of School Board Approval: Pending: October 9, 2012

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	Kathleen Brickley	BS VE, MA Ed Lead, Cert-School Principal	6	12	Dunedin El 2011-12: Grade D; Proficiency: Rdg 41%, Math 33%, Writ 84%, Sc 27%; Learning Gains: Rdg 54%, Math 54%; Lowest 25% Gains: Rdg 63%, Math 52%
Assistant Principal	Donna Katsiyannis	BS EI Ed, MA Ed Lead, Rdg and ESOL endorse	2	2	Dunedin El 2011-12: Grade D; Proficiency: Rdg 41%, Math 33%, Writ 84%, Sc 27%; Learning Gains: Rdg 54%, Math 54%; Lowest 25% Gains: Rdg 63%, Math 52%

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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	Darla Ristoff	BS Elem Ed 1-6, MS Reading K-12	0	11	Bardmoor ~ 2011-2012 Grade A - learning gains for the lowest 25% were: reading – 70% and math – 79%
Reading	Lisa Redman	BS Secondary Ed English, Certification K-6	0	0	2011-2012 Reading at Sunset Hills 66% satisfactory-proficient and Writing was 89% satisfactory-proficient. Sunset Hills received a B grade in 2011-2012
Science	Jamie Hite	BS Elem/MS K-9	0	4	2011-2012 Served 7 schools grades A to D; 2010-2011 Pinellas Park El, Grade D to C, Science FCAT 28% to 40% proficient
Math	Francine Neugebauer	Elem Ed 1-6	0	6	Pinellas Park ES 10-11 (C, 72 % Reading, 53% Math, 75% Writing, 45 % Science, 61% Reading, Math Learning Gains, 61 % Learning Gains, Lowest 25%,: 49 % Reading 71% Math Sanderlin IB World School 11-12 (B, 53% Reading; 44% Math, 80% Writing, 50% Science; 66% Reading Learning Gains, 76 % Math Learning Gains, 56% Reading LG for Lowest 25%, 68% Math LG lowest 25%)
RTI Coach	Cynthia Borland	BS Elem Ed 1-6, MA Reading K-12, ESOL Endorse	8	5	Dunedin El 2011-12: Grade D; Proficiency: Rdg 41%, Math 33%, Writ 84%, Sc 27%; Learning Gains: Rdg 54%, Math 54%; Lowest 25% Gains: Rdg 63%, Math 52%

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. Leadership Opportunities	Principal	6/7/2013
2. Mentor Program to support new teachers and teachers changing grade level / subject area.	Lead Mentor	6/7/2013
3. Teacher Inquiry	Teacher Fellow Facilitator	6/7/2013

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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
2	Behavior Specialist, District low prevalence department, USF ASD endorsement classes
2	Awaiting in-state certification (from out of state)

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
47	4.26% (2)	19.15% (9)	31.91% (15)	44.68% (21)	31.91% (15)		14.89% (7)	4.26% (2)	65.96% (31)

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
Cynthia Borland – Lead Mentor	Haleigh Zealy	School-wide experience; Tier 3 monitoring experience	Observation/feedback; Planning standards based lessons; Conferencing; Model and co-teach lessons; Classroom Management
Diana Harper	Meghan Carleton	4 th Grade team leader paired with new 4 th grade teacher	Observation/feedback; Planning standards based lessons; Conferencing; Model and co-teach lessons; Classroom

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			Management
Dana Robinson	Ivonne Alvarez	3 rd Grade team leader paired with new 3 rd grade teacher	Observation/feedback; Planning standards based lessons; Conferencing; Model and co-teach lessons; Classroom Management
Rhonda Burkholder	Ashley Heintz	5 th Grade Team Leader paired with new 5 th grade teacher	Observation/feedback; Planning standards based lessons; Conferencing; Model and co-teach lessons; Classroom Management
Debra Ausdemore	Amy Oelschlaeger	1 st Grade Team Leader paired with new 1 st grade teacher	Observation/feedback; Planning standards based lessons; Conferencing; Model and co-teach lessons; Classroom Management
Laurie Voelker	Lynn Dolence	Trained/experienced primary mentor with new primary teacher	Observation/feedback; Planning standards based lessons; Conferencing; Model and co-teach lessons; Classroom Management
Cate Cross	Rebekah Jansen	Pre-K team leader paired with new Pre-K teacher	Observation/feedback; Planning standards based lessons; Conferencing; Model and co-teach lessons; Classroom Management

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.

<p>Title I, Part A Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.</p>
<p>Title I, Part C- Migrant NA in Pinellas</p>
<p>Title I, Part D The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.</p>

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Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Violence Prevention Programs

NA

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

Housing Programs

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. Administration; MTSS Coach/Specialist, Behavior Specialist; School Psychologist; Social Worker; Educational Diagnostician, School Counselor, ESE team leader, ESOL team leader, Grade Level Team Leaders Content Area Coaches and MTSS Clerk.</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> <ul style="list-style-type: none"> -Facilitator – generates agenda and facilitates team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Technology Specialist – brokers technology necessary to manage and display data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda <p>Meeting time: Alternate Wednesday mornings and Wednesday afternoons meeting on a weekly basis.</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 School Based Leadership Team (SBLT) develops, facilitates the implementation of, and monitors the School Improvement Plan; identifies barriers that could prevent the school from meeting school improvement goals. The SBLT monitors the fidelity and effectiveness of core and supplemental instruction. Also the SBLT manages and coordinates the efforts of all school based teams.</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. The data sources include FAIR, FCAT, Common Assessments and core classroom data for reading, math, science, and writing. Discipline and attendance data is the source for behavior data. The data management system includes SBLT data reviews and grade level data chats, the Tier 2 electronic intervention logs for all grade levels, AIMS web for Tier 3 progress monitoring, resource map for reading and math interventions, data charts for student progress monitoring and all academic and behavioral data related to student success. Supplemental instruction is monitored using Dibels Next.</p>
<p>Describe the plan to train staff on MTSS. The MTSS Coach and Learning Specialist conduct ongoing training and education during curriculum meetings and PLCs on the processes teachers need to use to make core curriculum instruction successful through intervention implementation. The school social worker, psychologist, and behavior specialist will train staff on the MTSS behavior process.</p>
<p>Describe the plan to support MTSS. The SBLT has reconfigured school based processes to include systems of support for core, supplement and intensive systems of support. Teams include the SBLT, content and grade level teams and intensive problem solving provided by student services staff and the MTSS coach.</p>

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, MTSS Coach, Media Specialist, Literacy Coach(es) and a minimum of one representative per grade level.

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

LLT meets monthly to review SIP Reading Goals and to create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - Providing scaffolding that does not preempt or replace text reading by students
 - Developing and asking text dependent questions from a range of question types
 - Emphasizing students supporting their answers based upon evidence from the text
 - Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Math.

The district will provide training and tools for Literacy Leadership Teams.

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

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Math

Public School Choice

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

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

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

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

An orientation is held in the spring to provide information to the parents of incoming Kindergarten students. Resources include meeting the kindergarten teachers, discussing the kindergarten schedule, expectations, and transitions. Parents can visit the classrooms and register their students. Materials will be available, such as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities, ELL, and what to expect at a parent teacher conference. A presentation about our Dual Lang Spanish Immersion program is also provided at this orientation. Kindergarten Teachers will hold an orientation for incoming students and their parents at the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Kindergarten curriculum is shared with parents and how parents can help at home. Parents of our current pre-k students are invited to all parent involvement activities. Preschoolers will be invited during the spring to meet the Kindergarten teachers, learn about the curriculum and readiness activities.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. Communication of purpose for learning	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Classroom Walkthrough Lesson Plans Tier 1 Progress Monitoring
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Improve current level of performance	23% (73)	Decrease level 1&2 from 58% To 48%					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. Need for formative assessment	2a.1. Provide formative assessments to inform instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Classroom Walkthrough Lesson Plans Tier 1 Progress Monitoring
Reading Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	19% (61)	Increase level 4 and 5 by 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
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. Differentiation of instruction	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs, which are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results Walkthroughs Lesson Plans IPI Data
Reading Goal #3a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	53% (106)	100%					

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		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
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.		4a.1. Differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans Classroom Walkthrough Progress monitoring of multiple tiers of support
Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Improve current level of performance	61% (33)	100%				
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>60</u>	44	41	53	58	63 67
Reading Goal #5A: Reduce the achievement gap in reading.						
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

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5B. Student subgroups by ethnicity (White, Black, Hispanic) not making satisfactory progress in reading.							
Reading Goal #5B: Improve current level of performance	2012 Current Level of Performance:* White:66 49% Black: 17 13% Hispanic: 38 28%	2013 Expected Level of Performance:* 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%	5b.1. Differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans Classroom Walkthrough Progress Monitoring for multiple tiers of support
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
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.							
Reading Goal #5C: Improve current level of performance	2012 Current Level of Performance:* 26% (22)	2013 Expected Level of Performance:* 100% of ELL students to make a learning gain An increase in proficiency	5c.1. Differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and	5c.1. Lesson Plans Classroom Walkthrough

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		by 10%				assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Different strategies used and recorded for ELL learners such as graphic organizers, technology, cooperative learning strategies, KWL charts, use of music and other ESOL strategies.	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
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. Differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs). *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners . *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans Classroom Walkthrough Tier 1 Progress Monitoring
<u>Reading Goal #5D:</u> Improve current level of performance	<u>2012 Current Level of Performance</u> 21% 7	<u>2013 Expected Level of Performance:*</u> 100% of all SWD students to make a learning gain An increase in proficiency by 10%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5e.1. Differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans Classroom Walkthrough Tier 1 Progress Monitoring
Reading Goal #5E: Improve current level of performance	2012 Current Level of Performance:* 35% (84)	2013 Expected Level of Performance:* 100% of economically disadvantaged students will learning gain An increase in proficiency by 10%					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.

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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
Primary and Intermediate Reading Coach Support of: guided reading; new second grade reading and writing units; second grade read aloud project; new Common Core State Standards; Differentiation	K-5	Darla Ristoff and Lisa Redman	Reading and Writing Teachers	Ongoing – in classrooms, during planning periods and PLCs	Classroom observations; walkthroughs	Principal and Assistant Principal
Book Study Jan Richardson	K-5	Darla Ristoff and/or Lisa Redman	Reading and Writing Teachers	Complete by June 1, 2013	Self-assessment; Observation; Walkthroughs	Principal and Assistant Principal
Lesson Study	K-5	PLC Facilitators	Reading and Writing Teachers	Ongoing – complete by 6/1/2013	Self-assessment; Coach observation	Principal and Assistant Principal

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 Grades 1-5	Teacher's College Assessments	Title I	\$250.00
FCIM lessons and Macmillan Lessons Grades 3-4-5	Lessons and Consumable materials – assessments, stories, etc.	Title I	\$300.00
Model test taking strategies Grades 3-4-5	FCAT 2.0 Practice Tests: Reading, Math, Science	Title I	\$450.00
Consumable Magazines to support use of complex text	Scholastic News or Time for Kids for all students grades K-5	Title I	\$3500.00
Extended Learning Program	ELP materials	District ELP funds	\$46.20
Reading/writing complex text and Writing to create complex text; Vocabulary direct instruction; Interactive read aloud; At home reading; Classroom Library refresh	Paper, books, Macmillan libraries, charts, reading tools	Title I	\$10,291
Subtotal:			\$14,837.20

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase Fluency and Comprehension through direct instruction, adaptive curriculum and on-going assessment	Imagine Learning Program	Title I	\$7500.00
Technology Technician to maintain computers, projectors, document cameras, Smartboards, Laptops, Netbooks, iPads, Computer Lab, School Server, and other all hardware and software for teachers and students to access the latest technology for to support teaching and learning.	Technology Technician	Title I	\$10,768.95
			Subtotal: \$18,268.95
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study – Teachers work after school for stipends (Approx.80 hours)	Use of complex text to plan lessons using Common Core State Standards.	Title I	\$2254.00
PLC Data Review/Analysis Collaborative Planning with Peers and Literacy Coach(es)	Substitutes for Full Day TDEPLC Data Review/Analysis Collaborative Planning with Peers and Literacy Coach(es)	Title I	\$6939.18
			Subtotal: \$9,193.18
Other			
Strategy	Description of Resources	Funding Source	Amount
Extended Learning	Small Group Instruction (220 hours, \$15/hr)	ELP – Personnel	\$3737.80
Summer Extended Year	(4) Teachers extend learning through June for 1 st grade students below expectations.	Title I	\$8469.00
Multi-Tiered System of Support (MTSS) Personnel	RTI Coach to support Core Academic and Behavior, Tier 2 and Tier 3; Hourly teachers to serve struggling students in need of additional reading instruction. (Tier 3, 2)	Title I	\$119,393.58
			Subtotal: \$131,600.38
			Total: \$173,899.71

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

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. Need for Formative Assessment	1.1. Provide formative assessments to inform differentiation in instruction	1.1. AP who evaluates teacher	1.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Lesson Plans Classroom Walkthrough Progress Monitoring for multiple tiers of support
<u>CELLA Goal #1:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
Improve current level of performance	40%					
Number CELLA tested: 172	69					
		2.1. Differentiation of instruction	2.1. Differentiate Instruction	2.1. AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs English Language Learners (learning readiness and specific learning needs)	2.1. Lesson Plans Classroom Walkthrough

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					*Models, examples and questions are appropriately scaffolded to meet the needs of English Language learners *Teachers provide small group instruction to target specific learning needs that are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.2.	2.2.	2.2.	2.2.	2.2.
<u>CELLA Goal #2:</u>	<u>2012 Current Percent of Students Proficient in Reading :</u>	Standard based instruction	Implement High Yield Instructional Strategies	AP who evaluates teacher	*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough
Improve current level of performance	28% 48					
		2.2	2.2	2.2.	2.2.	2.2.
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.		3.1.	3.1.	3.1.	3.1.	3.1.
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>	Communicate purpose for learning and learning goals in each lesson.	Set and communicate a purpose for learning and learning goals in each lesson	AP who evaluates teacher	Determine Lesson: *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to	Lesson Plans Classroom Walkthrough
Improve current level of performance	26% 44					

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					answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
		2.2.	2.2.	2.2.	2.2.	2.2.

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Imagine Learning	Computer based direct instruction	District ESOL funds	\$7500.00
			Subtotal: \$7500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Multi-Tiered System of Support (MTSS) Personnel	RTI Coach to support Core Academic and Behavior, Tier 2 and Tier 3, for LEP students	Title I	\$7174.58
			Subtotal: \$7174.58
			Total: \$14,674.58

End of CELLA Goals

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Elementary School Mathematics Goals

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

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. Communication of purpose for learning	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Lesson Plans Classroom Walkthrough
<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	73 23%	Decrease in level 1 and 2 from 66% To 56%					
			1a.2. Standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Classroom Walkthrough
			1a.3. Instructional Rigor	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the	1a.3. Classroom Walkthrough Teacher Appraisal Results

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					cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	IPI data
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: Student scoring at or above Achievement Levels 4 and 5 in mathematics.		2a.1. Formative Assessment to inform differentiation	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Classroom Walkthrough Lesson plans Formative data
<u>Mathematics Goal #2a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	11% 34	Increase in level 4 and 5 by 5%				
			2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Differentiation of Instruction	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs in small groups that are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results Classroom Walkthrough Lesson plans State instructional walkthrough
<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	52% (105)	100% of students will make a learning gain					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
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.			4a.1. Differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness	4a.1. Lesson Plans Classroom Walkthrough
<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	50% (27)	100% of students will make a					

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	learning gain				and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs in small groups that are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.		
		4a.2. Intervention supports to address the varying needs of students in mathematics	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *PLC's utilize data to plan for intervention courses *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of PLC's planning for mathematics intervention Lesson Plans Classroom Walkthroughs	
		4a.3.	4a.3.	4a.3.	4a.3.	4a.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 57	35	33	46	51	57	62

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<p><u>Mathematics Goal #5A:</u></p> <p>Improve current level of performance</p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>			5b.1. Differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs in small groups that are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans Classroom Walkthrough
<p><u>Mathematics Goal #5B:</u></p> <p>Improve current level of performance</p>	<p>2012 Current Level of Performance:*</p> <p>White: 49% 52</p> <p>Black: 5% 5</p> <p>Hispanic: 34% 36</p>	<p>2013 Expected Level of Performance:*</p> <p>100% of student subgroups will make learning gains An increase in proficiency by 10%</p>					
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>			5c.1. Differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and	5c.1. Lesson Plans Classroom Walkthrough
<p><u>Mathematics Goal #5C:</u></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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Improve current level of performance	25% (21)	100% of ELL students will make learning gains An increase in proficiency by 10%				skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.			5d.1.	5d.1.	5d.1.	5d.1.	5d.1.
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Differentiation of instruction of instruction	Differentiate Instruction	AP who evaluates teacher	*Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and	Lesson Plans Classroom Walkthrough
Improve current level of performance	18%	100% of SWD students will make learning gains An increase in proficiency by 10%					

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						assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
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. Differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans Classroom Walkthrough
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E: Improve current level of performance	28% (68)	100% of Economically Disadvantaged students will make learning gains An increase in proficiency by 10%					
			5E.2	5E.2	5E.2	5E.2	5E.2
			5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

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Math 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
Classroom Discussions	K-5	Elizabeth Shreero	Grade Level PLC Book Study	Monthly PLCs	Modeling and Co-teaching with Math Coach	Principal and Assistant Principal
MFAS (Math Formative Assessments from CPALMS)	K-2	Elizabeth Shreero	Training, PLC collaborative Planning	Ongoing throughout the year via PLCs	PLC: Planning, Analysis of student work	Principal and Assistant Principal

Math 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
Differentiate Instruction	Math manipulatives, post-it notes, paper, pencils, crayons	Title I	2000.00
			Subtotal: \$2000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician to maintain computers, projectors, document cameras, Smartboards, Laptops, Netbooks, iPads, Computer Lab, School Server, and other all hardware and software for teachers and students to access the latest technology for to support teaching and learning.	Technology Technician	Title I	10,768.95
			Subtotal: \$10,768.95
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study	Book Title: Classroom Discussions: Using math talk to help students learns	Title I funds	\$500.00
Grades 4 & 5	STMath	District	

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Book Study – Teacher stipend paid for after school participation (20 hours)	Classroom Discussions	Title I funds	\$560.00
Self Study	Framework for Teaching: Charlotte Danielson and/or Instructional Strategies: Robert Marzano	Title I funds	\$800.00
Coaching/Instructional strategies	Ms. Math	Title I funds	\$4,492.36
Coaching – Differentiation	Math Coach	District	
			Subtotal: \$6352.36
Other			
Strategy	Description of Resources	Funding Source	Amount
MTSS Coach support	Support of Core instruction (academic and behavior)	Title I	\$14,349.16
			Subtotal: \$16,449.16
			Total: \$33,470.47

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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: Student scoring at Achievement Level 3 in science.			1a.1. Communication of learning goal	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Lesson Plans Classroom Walkthrough
Science Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	21% 22	Decrease the number of level 1 and 2					
			1a.2. Standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by	1a.2. Lesson plan Classroom Walkthrough

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					connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Rigorous instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Lesson plan Classroom Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Student scoring at or above Achievement Levels 4 and 5 in science.		2b.1. Differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data	2b1. Lesson plans Classroom Walkthrough
<u>Science Goal #2a:</u> Improve current level of performance	<u>2012 Current Level of Performance:*</u> 5%	<u>2013 Expected Level of Performance:*</u> Increase the level 4 and 5 students 5%				

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						regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

End of Elementary and Middle School Science Goals

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
Science Coaching	Gr K-5	Jamie Hite	Grade levels K-5, science	Monthly PLCs/Curriculum meetings	Teacher survey/self-assessment, Observation	Jamie Hite

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
Science Units of Study	Hands-on materials	PTA	\$300.00
Science Units of Study	Hands-on materials / consumables	Title I	\$600.00
			Subtotal: \$900.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician to maintain computers, projectors, document	Technology Technician	Title I	\$10768.95

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cameras, Smartboards, Laptops, Netbooks, iPads, Computer Lab, School Server, and other all hardware and software for teachers and students to access the latest technology for to support teaching and learning.			
			Subtotal: \$10,768.95
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$
			Total: \$11,668.95

End of Science Goals

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Writing Goals

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

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. Communication of learning goal	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Lesson Plans Classroom Walkthrough
Writing Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 79% 84 Level 4 and above 20% 21	2013 Expected Level of Performance:* Decrease number of level 1, 2 and 3 students					
			1a.2. Standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by	1a.2. Lesson plan Classroom Walkthrough

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					connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: *Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks *The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks *Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Lesson plan Classroom Walkthrough Teacher Appraisal Results IPI data

End of Writing Goals

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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
Curriculum Planning	Grade 4	Team Leader/Literacy Coach	Grade Level Writing Teachers	After school and/or PLC	Analysis of student work/student assessment	Administrator

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
Response Journaling in reading and content areas (math and science)	Spiral notebooks	Discretionary	\$170.00
Writing materials to support CCSS; increase use of complex text in writing	Paper, pencils, crayons, dictionaries, writing tools	Title I	\$2000.00
			Subtotal: \$2170.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician to maintain computers, projectors, document cameras, Smartboards, Laptops, Netbooks, iPads, Computer Lab, School Server, and other all hardware and software for teachers and students to access the latest technology for to support teaching and learning.	Technology Technician	Title I	\$10,768.95
			Subtotal: \$10,768.95
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study (20 hours)	Plan for lessons using CCSS and NGSSS	Title I	\$600.00
			Subtotal: \$600.00

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Other			
Strategy	Description of Resources	Funding Source	Amount
MTSS Coach support	Support of Core instruction (academic and behavior)	Title I	\$7174.58
			Subtotal: \$7174.58
			Total: \$20,713.53

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: *Expectations are clearly and positively defined *Behavioral expectations are taught and reviewed with all students and staff *Appropriate behaviors are acknowledged *Behavioral errors are proactively corrected *A database for keeping records and making decisions is established *Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Attendance data Suspension data School-wide behavior plan Classroom management plans
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Improve current level of performance	95%	Greater than prior year					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	227	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	217	10% decrease from prior year					
			1.2. Students arrive to school late, leave early, or are absent.	1.2. Notify the parent via attendance letters, telephone calls home	1.2. Social Worker; Child Study Team	1.2. Monitor attendance, number of students arriving late to school;	1.2. Portal/Focus attendance reports

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			and/or parent conferences with the child study team; home visits by social worker			
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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
Communicate with parents and students through charts, phone calls, notes home, etc. the importance of being present for learning	Paper, markers	Title I	\$50.00
Check and Connect Program	Paper, certificate, supplies	Title I	\$50.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$100.00

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: *Expectations are clearly and positively defined *Behavioral expectations are taught and reviewed with all students and staff *Appropriate behaviors are acknowledged *Behavioral errors are proactively corrected *A database for keeping records and making decisions is established *Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Suspension data: ISS/OSS
Suspension Goal #1: Improve current level of performance	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	32	10% decrease from prior year					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	23	10% decrease from prior year					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	65	10% decrease from prior year					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
40	10% decrease from prior year						
			1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior coaching	PreK - 5	Behavior Specialist	All Staff – School-wide	Ongoing	Behavior log/SBLT	MTSS Coach

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

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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 <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Frequent home-school communication in a variety of formats, and allow families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allow families to support and supervise their child's educational progress	1.1. SBLT / Principal	1.1. SBLT to review surveys.	1.1. Sign in sheets Annual parent survey
Improve current level of performance Portal logins by parents	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	28%	Increase by 20%					
			1.2. Frequent home-school communication in a variety of formats, and allow families to support and supervise their child's educational progress	1.2. Provide parent workshops and training to educate parents on use of Portal to monitor child's progress, use a gradual release method to instruct parents on ways to support learning beyond the school day.	1.2. SBLT / Principal	1.2. SBLT to review parent and student feedback.	1.2. Parent surveys Student surveys
			1.3.	1.3.	1.3.	1.3.	1.3.

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Parent Involvement Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Family Involvement	K-5	Team Leader	Instructional Staff- PLC	Grading Period	Team Leaders discuss with SBLT	Principal
Family Involvement activities	K - 5	Cindy Borland	Grade level and school representatives -LLT	Monthly	Review SIP; check for implementation of Reading Strategies	Cindy Borland
Parent Involvement Training	PreK-5	Family Liaison	All Staff	October 2012	Agenda	Karen Barnett

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
Character Education	School Wide book	Title I funds	1000.00
			Subtotal: \$1000.00
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

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Increase parent involvement in training and workshops	Provide food for working families to increase participation.	Title I	\$1000.00
Parent Engagement; Instructional Materials and Supplies	Materials (ex: books) for students and parent resources	Title I	\$4000.00
Daily teacher/parent communication	Student Planners	Title I	\$3000.00
Parent Communication	Postage	Title I	\$350.00
Create flyers, newsletters, Pledge for Success, to communicate with families	Central Printing Services, Paper	Title I	\$2000.00
Family Involvement, communication, family education	Parent/Community Liaison(s)	Title I	\$31,886.05
			Subtotal: \$42,236.05
			Total: \$43,236.05

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1:</p> <p><i>Enter narrative for the goal in this box.</i></p> <p>Improve current level of performance of Math and Science Leadership.</p>	1.1. Disconnect of Math and Science benchmarks and communication	1.1. Merge the Math Leadership and Science Leadership teams to create a school-wide focus on STEM.	1.1. AP Leadership	1.1 STEM Leadership will collaborate and develop grade appropriate STEM activities to enhance Science and Math. STEM Leadership will communicate, monitor and assist grade level STEM activities with their own grade level team.	1.1. Formative Assessments STEM leadership agendas and minutes
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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
STEM lessons	Hands-on materials	Title I	\$500.00
			Subtotal:\$500.00
			Total:\$500.00

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End of STEM Goal(s)

Additional Goal I Wellness (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: Wellness			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Improve current level of performance	2012 Current Level :*	2013 Expected Level :*	A: Complete Healthy School Team not formed	A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	A: Completion of 6 th Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online
	A Data :	A:					
	Meeting Bronze Level on Healthy Schools Inventory	Meeting Silver Level on Healthy Schools Inventory					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional Wellness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Wellness Guidelines	PreK-5	Janessa Bacon and Jennie Donahay	Teachers and Staff	Preschool August 2012	Wellness committee meeting monthly do determine progress following/implementing wellness guidelines	Principal
First Aid/CPR	Any Staff	TBD	All staff invited	June 2013	Staff participants	Principal

Additional Wellness 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
Provide education in First Aid and/or CPR course	Safety/Wellness	Wellness budget	\$100.00
			Subtotal:\$100.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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Additional Goal II Bradley MOU (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: Black Academic Achievement			1.1. Differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans Classroom Walkthrough
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student achievement	Reading level 3 and above:13% (17)	All black students to make learning gains in reading and math					
	Math Level 3 and above: 5% (5)						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional MOU 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
Partnership Reading/Book Study (5 th Grade Students in STEP with selected 3 rd /4 th grade students)	Sunshine State Books	Title 1 Funds	\$100.00
			Subtotal:\$100.00
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: \$100.00

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Additional Goal III Bradley MOU (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: Student Engagement for Black Students			1.1. Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Referral data Suspension data Classroom management plans
<u>Additional Goal #1:</u> There will be an increase in black student engagement	<u>2012 Current Level :*</u> 37% (47) (% of black students receiving referrals)	<u>2013 Expected Level :*</u> Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					

Additional MOU II Goals Professional Development

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

Additional MOU 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:

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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:

Additional Goal V Bradley MOU (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: Black advanced Coursework			1.1. Differentiation of instruction	1.1. STEPS program	1.1. Guidance Counselor	1.1. Pair STEPs students with grade 3 and 4 students for Sunshine State reader book study	1.1. Students enrolled in STEPs
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase percent of black students enrolled in rigorous advanced coursework		Increase from prior year					
There will be an increase in performance of black students in rigorous advanced coursework			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional MOU Goals Professional Development

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

Additional MOU 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)

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Final Budget(Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$173,899.71
CELLA Budget	Total: \$14,674.58
Mathematics Budget	Total: \$33,470.47
Science Budget	Total: \$11,668.95
Writing Budget	Total: \$20,713.53
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total: \$100.00
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: \$43,236.05
STEM Budget	Total: \$500.00
Additional Goals (Wellness)	Total: \$100.00
Additional Goals (Bradley MOU)	Total: \$100.00
	Grand Total: \$298,463.29

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input type="checkbox"/> 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.
The School Advisory Council (SAC) will be instrumental in the development of the School Improvement Plan (SIP). At monthly meetings the SAC will review and discuss the SIP goals and school-wide data, and provide recommendations.

Describe the projected use of SAC funds.	Amount
N/A	