

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Kingsford Elementary School	District Name: Polk County
Principal: Terry Strong	Superintendent: Dr. Sherrie Nickell
SAC Chair: Jerry Delaney	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Terry Strong	<p>B.A. Elementary Education; M. Ed, Educational Leadership</p> <p><u>Certifications:</u> Elementary Education 1-6 Educational Leadership K-12 ESOL Endorsement</p>	0 (17 days)	14	<p><u>Principal of Winston Elementary</u> 2010-2011 / <u>Grade A</u>: Reading Mastery-66%; Math Mastery-65%; Writing Mastery-90%; Science Mastery-30% / <u>AYP</u>: 87%; White subgroup did not make AYP in reading. White, Black, and Economically Disadvantaged subgroups did not make AYP in math. 2009-10 / <u>Grade A</u>: Reading Mastery-55%; Math Mastery-62%; Writing Mastery-87%; Science Mastery-35% / <u>AYP</u>: 87%; White, Black, and Economically subgroups did not make AYP in reading. White subgroup did not make AYP in math. 2008-09 / <u>Grade C</u>: Reading Mastery-57%; Math Mastery-61%; Writing Mastery-82%; Science Mastery-27% / <u>AYP</u>: 74%; Black, Hispanic, ED, and ELL subgroups did not make AYP in reading: White, black, Hispanic, ED, and ELL subgroups did not make AYP in math. 2007-08 / <u>Grade A</u>: Reading Mastery-58%; Math Mastery-73%; Writing Mastery-82%; Science Mastery-36% / <u>AYP</u>: Hispanic, ED, and ELL subgroups did not make AYP in reading: All subgroups made AYP in math. 2006-07 / <u>Grade B</u>: Reading Mastery-55%; Math Mastery-50%; Writing Mastery-67%; Science Mastery-20% / <u>AYP</u>: Black and ED subgroups did not make AYP in reading; SWD subgroup did not make AYP in math 2005-06 / <u>Grade C</u>: Reading Mastery-53%; Math Mastery-40%; Writing Mastery-65% / <u>AYP</u>: Black, ED, and SWD subgroups did not make AYP in reading; White, Black, Hispanic, ED, and SWD subgroups did not make AYP in math. 2004-05 / <u>Grade C</u>: Reading Mastery-58%; Math Mastery-50%; Writing Mastery-86% / <u>AYP</u>: SWD subgroup did not make AYP in reading: Black, Hispanic, ED, and SWD subgroups did not make AYP in math. 2003-04 / <u>Grade C</u>: Reading Mastery-59%; Math Mastery-48%; Writing Mastery-85% / <u>AYP</u>: SWD subgroup did not make AYP in reading; Black and SWD subgroups did not make AYP in math. <u>Assistant Principal of Combee Elementary</u> 2002-03 / <u>Grade B</u>: Reading Mastery-53%; Math Mastery-38%; Writing Mastery-82% 2001-02 / <u>Grade C</u>: Reading Mastery-56%; Math Mastery-52%; Writing Mastery-69% 2000-01 / <u>Grade C</u> 1999-2000 / <u>Grade C</u></p>
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					1998-99 / <u>Grade C</u>
Assistant Principal	TBD				

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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	Charlyne Demidovich	B.S. Education M.Ed. Reading M.Ed. Educational Leadership <u>Certifications:</u> Elementary Education K-6 Reading K-12 Educational Leadership K-12	0	10	2010-2011- Blake Academy-School Letter Grade A 2011-2012- Stephens Elementary-School Letter Grade C
Math	Bradley Hardesty	B.S. Elementary Education M.Ed. Educational Leadership <u>Certification:</u> Elementary Education K-6 Exceptional Student Education K-12 Educational Leadership K-12 ESOL Endorsement	3	1	School maintained a D in the midst of new cut scores. Learning gains and growth did occur.
Science	Cheryl Fogel	A.S. Computer Science B.S. Business Administration M.Ed. Curriculum and Instruction <u>Certifications:</u> Elementary Education K-6 ESOL Endorsement	1	1	School maintained a D in the midst of new cut scores. Learning gains and growth did occur.

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
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1. Hire only teachers who have experience	Terry Strong/ TBD	8/1/12
2. Strategic questions in interviews have led to hiring only those who are appropriately trained and experienced	Terry Strong / TBD	8/1/12
3. Mentoring of teachers new to Kingsford	Leadership team	5/1/13
4.		

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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
Only out of field for ESOL	Teachers are following their ESOL plan of study

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
49	4% (2)	29% (15)	33% (17)	33% (17)	24% (12)	100	6% (3)	2% (1)	75% (38)

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
Charlyne Demidovich	Mallory Miles	First year teacher.	Collaborative planning; resource
Charlyne Demidovich	Joanna Kirkland	First year teacher	Collaborative planning, resource
Charlyne Demidovich	Jessica Pynes	First year teacher	Collaborative planning, resource

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Charlyne Demidovich	Evelyn Weiss	Instructional needs	Collaborative planning, resource
Charlyne Demidovich	Consuelo Ramos	First year teacher	Collaborative planning, resource
Charlyne Demidovich	Amanda Schafer	First year teacher	Collaborative planning, resource

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Title I, Part A, funds school-wide services to Kingsford Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Title I, Part C- Migrant Migrant students enrolled in Kingsford Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.
Title II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Kingsford Elementary are used to purchase Airliners and document cameras.
Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

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Nutrition Programs This school is a location for a summer feeding program for the community.
Housing Programs n/a
Head Start Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from Head Start to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.
Adult Education n/a
Career and Technical Education n/a
Job Training Na/
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Terry Strong, Principal; TBD , Assistant Principal; Rae Argo, Guidance Counselor; Delia Crowder, School Psychologist; Kristine Krug(Primary Rep), Kindergarten; Judith Hardesty(Intermediate Rep), Third Grade Teacher; Clair Hernandez, Teacher of ESE; Bradley Hardesty, Math Academic Intervention Facilitator (AIF).
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? MTSS team will meet monthly to review overall student data and identify students and teachers who should work with the Problem Solving Team. The PST help teachers gather records, student samples, etc. Ultimately both help the teachers in making determinations regarding students' individual needs.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RTI problem-solving process is used in developing and implementing the SIP? The MTSS team assisted in identifying the school's areas of need and anticipated barriers to promote student achievement. The SIP includes components to ensure an ongoing system for meeting the individual needs of students.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Ongoing data spread sheets are kept for each grade level, and include every child in each teacher's class. The data is color-coded by level of need intensity (tiers). The data is utilized initially to set classroom, grade level, and school targets, as well as to delineate iii students. The master data list is kept by the principal and maintained with the help of the Instructional Leadership team. Student data, both benchmark and ongoing assessments are utilized to determine student response to the interventions. Data systems used are Discovery, Genesis, and Ideas.
Describe the plan to train staff on MTSS. Beginning with the first day of teachers' return, MTSS/PBS/ RtI is brought to the forefront, with training/review sessions conducted by the guidance counselor or school psychologist. As the year progresses the PLC meetings, as well as Problem Solving Team, are utilized to continue to reinforce understanding of and utilization of RtI and PBS.
Describe the plan to support MTSS. Monthly meetings will identify systemic issues that may need to be addressed by the PST and the leadership team.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Reading Academic Intervention Facilitator, Principal, Assistant Principal, representatives from primary and intermediate grades. Charlyne Demidovich, Reading Academic Intervention Facilitator (AIF); Terry Strong, Principal; TBD , Assistant Principal; Roberta Stinson, Administrative Intern; Tina Parrish, Kindergarten; Jessica Pynes, First Grade Teacher; Melissa Hatfield, Second Grade Teacher; Third Grade Teacher; Laura Carns, Fourth Grade Teacher; Cindy Spear, Fifth Grade Teacher; Carmen Croy, Media Specialist; Deborah Kulick, Teacher of ESE; Bradley Hardesty, Math Academic Intervention Facilitator (AIF).

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Meet once per month to review grade level and classroom progress monitoring data. After examining data, the team collaborates, evaluates implementation, shares best practices, and facilitates the process of building consensus about implementation.

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

To increase students reading at or above grade level as measured on FCAT and SAT-10. To accomplish this goal: Teachers will monitor struggling students' progress bi-weekly; monitor students' participation in tutorial services after school; communicate with target group's parents about the students' progress. Ongoing progress monitoring, mini-assessments, student data charts, Fast ForWord, Accelerated Reading, and Discovery Education Assessment data will be utilized in conjunction with direct instruction and provide assistance to meet the needs of students in order to develop lifelong readers.

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.

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****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.

Pre-school students visit the kindergarten classrooms prior to the end of the school year to learn of expectations and procedures. The Pre-K liaison communicates with parents to ensure they are successful at school. Our Pre-K teachers also meet with our kindergarten teachers for vertical articulation sessions.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

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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. lack of background knowledge. Need for research based strategies in all classrooms.	1A.1. Use interactive strategies-varying text types, previewing vocabulary (Marzano 6-step), and Learn 360. Teachers will receive ongoing PD to develop research based strategies.	1A.1. Principal, Assistant Principal, and Reading Academic Intervention Facilitator (AIF)	1A.1. Focused Domain Observations (Domain 2: Instructional Delivery and Facilitation)	1A.1. Teacher Evaluation System, Discovery Education Assessment, Teacher made assessment, FCAT 2.0		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the number of students obtaining a level 3 on the FCAT 2.0 Reading Assessment by 10%</i>							
	<i>19% (60)</i>	<i>29% (90)</i>					

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		<p>a. Lack of student engagement</p>	<p>a. Cooperative learning strategies/collaborative pairs with fidelity and rigor, Think-alouds, Interactive notebooks across content areas, CISM (4th and 5th).</p> <p>Teachers will provide differentiated instruction to students based on data analysis within core instruction, centers and triple I (iii) time. Teachers will implement collaborative structures such as “accountable talk” to show, tell, explain and prove reasoning. Teachers will incorporate gradual release of responsibility instructional model into daily instruction.</p>	<p>a. Principal, Assistant Principal, and Reading Academic Intervention Facilitator (AIF)</p>	<p>a. Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation)</p>	<p>a. Teacher Evaluation System, Discovery Education Assessment, Teacher made assessment, FCAT 2.0</p>	
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		<p>b. Minimal time spent with “eyes on text” and active engagement with text. Limited exposure to explicit vocabulary Instruction to determine the meanings of general, specialized, and content –related words and concepts.</p>	<p>1B.1. Independent exploration of the text prior to formal instruction, extended reading passages used all year to develop cognitive endurance, summarization, CISM (4th and 5th) Reading Coach Specialists will collaborate with Reading Coach to support teachers to develop lessons to include vocabulary instruction designed to determine the meanings of general, specialized, and technical content –related words and concepts. Instructional specialists will collaborate with school based coaches to support teachers through coaching cycles,(co-planning, modeling,co-teaching, observing and debriefing) to provide vocabulary instruction focus on determining the meanings of general, specialized, and technical content related words and concepts. Teachers will regularly provide instruction focused on determining the meanings of general, specialized, and technical content- related words and concepts.</p>	<p>1B.1. Principal, Assistant Principal, Reading AIF, Science AIF, and Math AIF</p>	<p>b. Student graph of progress and Focused Domain Observations (Domain 2: Instructional Delivery and Facilitation)</p>	<p>b. Teacher Evaluation System, Discovery Education Assessment, Teacher made assessment, FCAT 2.0</p>	
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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.							
Reading Goal #1B: n/a	2012 Current Level of Performance:*						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.2.Lack of exposure to complex text	2A.2. Reciprocal Teaching, Think Aloud strategies, Accelerated Reader, CAR (Content Area Reading)> Instructional specialist will collaborate with School based Coaches to support teachers through coaching cycles(co- planning, Modeling, co-teaching, observing, and debriefing) to provide vocabulary instruction focused on determining the meanings of general, specialized, and content-	2A.2 Principal, Assistant Principal, Reading AIF, Math AIF, and Science AIF	2A.2. Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation)	2A.2. Teacher Evaluation System, Discovery Education Assessment, Teacher made assessment, FCAT 2.0		
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		related words and concepts.					
<u>Reading Goal #2A:</u> <i>By Spring of 2013, 25% of total students in grade 3, 4, & 5 will achieve Level 4 or 5 on FCAT Reading test.</i>	2.3 writing about content	2.3text-based writing					
	15% (47)	25% (77)					
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.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		
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3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1 Lack of background knowledge	3A.1 During the 120 minute daily reading instruction teachers will use effective teaching strategies such as the following: Explicit instruction Collaborative Structures/ peer tutoring, Graphic Organizers, Specific Text Selection, Elements of Reading Novel units, Thematic approach to instruction, Writing about content Interactive notebooks, and utilization of non-fiction text	3A.1 Principal, Assistant principal, and Reading AIF	3A.1 Focused Domain Observations (Domain 2 Instructional Delivery and Facilitation), walkthroughs, and Lesson Plans with provision of feedback	3A.1 Discovery Education Assessment, Teacher-made assessments, Teacher Evaluation System, FCAT 2.0		
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Reading Goal #3A: <i>By Spring of 2013, 72 % of total students in grades 4 & 5 will make learning gains on FCAT Reading test.</i>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
	62% (115)	72% (133)					
		3A.2 Lack of vocabulary development	3A.2 Marzano 6-Steps to Vocabulary Instruction: 1. Teacher Explanation 2. Students Restate 3. Non-Linguistic Representation 4. Student Engagement 5. Student Discussion 6. Vocabulary Games	3A.2 Principal, Assistant principal, and Reading AIF	3A.2 Focused Domain Observations (Domain 2 Instructional Delivery and Facilitation), walkthroughs, and Lesson Plans with provision of feedback	3A.2 Discovery Education Assessment, Teacher-made assessments, Teacher Evaluation System, FCAT 2.0	

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		3.3. lack of student opportunities for short and extended cross content writing	Reading specialist will collaborate with reading coach to support teachers to plan instruction which includes regular opportunities for short and extended cross content writing including the use of rubrics for evaluation. Instructional specialists will collaborate with school-based coaches to support teachers through coaching cycles (co-planning, modeling, co-teaching, observing and debriefing) focused on incorporating short and extended cross content writing. Teachers will regularly incorporate short and extended cross content writing.		3.3.	3..3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u> n/a.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1 Lack of background knowledge	4A.1 During the 120 minute daily reading instruction teachers will use effective teaching strategies such as the following: Graphic organizers Differentiate d from iii Content related videos or picture clips Manipulati ves such as flash cards or foldables, interactive notebooks, non-fiction text	4A.1 Principal, Assistant principal, and Reading AIF	4A.1 Focused Domain Observations (Domain 2 Instructional Delivery and Facilitation), walkthroughs, and Lesson Plans with provision of feedback	4A.1 Discovery Education Assessment, Teacher-made assessments, Teacher Evaluation System, FCAT 2.0		
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Reading Goal #4A: <i>By Spring of 2013, 73% of Lowest 25% students in grades 4 & 5 will make learning gains.</i>	2012 Current Level of Performance*	2013 Expected Level of Performance*					
	63% (49)	73% (57)					
		4A.2 Lack of vocabulary development	4A.2 Intensive Vocabulary instruction; Elements of Reading, Marzano 6-Steps to Vocabulary Instruction: 1. Teacher Explanation 2. Students Restate 3. Non-Linguistic Representation 4. Student Engagement 5. Student Discussion 6. Vocabulary Games	4A.2 Principal, Assistant principal, and Reading AIF	4A.2 Focused Domain Observations (Domain 2 Instructional Delivery and Facilitation), walkthroughs, and Lesson Plans with provision of feedback	4A.2 Discovery Education Assessment, Teacher-made assessments, Teacher Evaluation System, FCAT 2.0	
		4.3	4.3.		4.3	4.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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Reading Goal #4B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 72% are NOT proficient	65% are not proficient	54% are not proficient	49% are not proficient	43% are not proficient	38% are not proficient	32% are not proficient
<u>Reading Goal #5A:</u> <i>Reduce the number of non-proficient students by 10%</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: lack of background knowledge and vocabulary development Black: lack of background knowledge and vocabulary development Hispanic: lack of vocabulary development and background knowledge Asian: lack of vocabulary development and background knowledge	5B.1. Intensive Vocabulary instruction; Elements of Reading, Marzano 6-Steps to Vocabulary Instruction: 1. Teacher Explanation 2. Students Restate 3. Non-Linguistic Representation 4. Student Engagement 5. Student Discussion 6. Vocabulary Games Graphic organizers Content related videos or picture clips Manipulatives such as flash cards or foldables, interactive notebooks, exposure to non-fiction text	5B.1. Principal, Assistant principal, and Reading AIF	5B.1. Focused Domain Observations (Domain 2 Instructional Delivery and Facilitation), walkthroughs, and Lesson Plans with provision of feedback	5B.1. Discovery Education Assessment, Teacher-made assessments, Teacher Evaluation System, FCAT 2.0		
<u>Reading Goal #5B:</u> <i>Reduce the number of non-proficient student subgroups by ethnicity overall by 50%</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					

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	Enter numerical data for current level of performance in this box. White:47% (42) Black:73% (16) Hispanic:72% (136) Asian:100% (2) American Indian:	Enter numerical data for expected level of performance in this box. White: 23.5% (21) Black:36.5% (8) Hispanic:36% (68) Asian:50% (1) American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Lack of vocabulary development and background knowledge	5C.1. During the 120 minute daily reading instruction teachers will use effective teaching strategies: LFS vocabulary strategies; previewing and activating, Word Splash, ESOL strategies: realia, language rich videos, when needed presentation of material in home language, Graphic organizers Pictures, Collaborative Structures Fast ForWord software, Interactive notebooks	5C.1. Principal, Assistant principal, and Reading AIF	5C.1. Focused Domain Observations (Domain 2 Instructional Delivery and Facilitation), walkthroughs, and Lesson Plans with provision of feedback	5C.1. Discovery Education Assessment, Teacher-made assessments, Teacher Evaluation System, FCAT 2.0		
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Reading Goal #5C: <i>Reduce the number of English Language Learners (ELL) not making satisfactory progress in reading by 50%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	81% (106)	40.5% (53)					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Limited exposure to instructional core curriculum	5D.1. Provide full instruction on core curriculum to students with disabilities (SWD)	5D.1. Principal, Assistant principal, and Reading AIF	5D.1. Focused Domain Observations (Domain 2 Instructional Delivery and Facilitation), walkthroughs, and Lesson Plans with provision of feedback	5D.1. Discovery Education Assessment, Teacher-made assessments, Teacher Evaluation System, FCAT 2.0		
<u>Reading Goal #5D:</u> <i>Reduce the number of students with disabilities (SWD) not making satisfactory progress by 50%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	94% (29)	47% (14)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1 Lack of background knowledge and vocabulary development	5E.1 During the 120 minute daily reading instruction teachers will use effective teaching strategies: Collaborative structures, Writing in the content areas, content area reading (CAR), previewing and activation strategies, and graphic organizers	5E.1 Principal, Assistant principal, and Reading AIF	5E.1 Focused Domain Observations (Domain 2 Instructional Delivery and Facilitation), walkthroughs, and Lesson Plans with provision of feedback	5E.1 Discovery Education Assessment, Teacher-made assessments, Teacher Evaluation System, FCAT 2.0		
Reading Goal #5E: <i>Reduce the number of economically disadvantaged students not making satisfactory progress in reading by 50%</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					

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	68% (196)	34% (98)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Focus	K-5	Gonyea	PLCs (all grades) and vertical teams	8/15/12	Vertical team work, PLC’s	Gonyea
LLI Literacy Training	K-2	Reading AIF	K,1,2 teachers	11/2012	PLC’s, early release	Gonyea, Reading AIF

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
SRA	Reading intervention kits	Title 1	Already purchased
Elements of Reading	Reading intervention kits	Title 1	Already Purchased
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Brain Pop	Online resource	Title 1	\$1700
Florida Studies Weekly	Magazine resource	Title 1	\$1500
National Geographic Explorer	Magazine Resource	Title 1	\$2000
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing to Achieve	Handouts/training	None	n/a
FOCUS book Study	Books	Title 1	Already purchased
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Instructional Staff (para professionals)		Title 1	50% para total cost including benefits (Strong)
Subtotal:			
Total:			

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. Limited use and exposure to the English language	1.1. Extended Learning Opportunities, ESOL Backpacks, formal planning with use of ESOL Instructional Strategies	1.1. Leadership Team	1.1. Focus Domain Observations (Domain 2 Instructional Delivery and Facilitation), Walkthroughs, Lesson plans with provision of feedback	1.1. CELLA Assessment, Teacher Evaluation System	
<u>CELLA Goal #1:</u> <i>Increase the number of students proficient by 3% school wide</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	41% (98)					

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		1.2. lack of background knowledge and vocabulary	1.2. Teachers will use research based instructional strategies: LFS previewing and activation Elements of Reading, Marzano 6-Steps to Vocabulary Instruction: 1. Teacher Explanation 2. Students Restate 3. Non-Linguistic Representation 4. Student Engagement 5. Student Discussion 6. Vocabulary Games Graphic organizers, Content related videos, or picture clips, vocabulary in context	1.2. Leadership Team	1.2. Focus Domain Observations(Domain 2 Instructional Delivery and Facilitation), Walkthroughs, Lesson plans with provision of feedback	1.2. CELLA Assessment, Teacher Evaluation System
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	1.1 Limited use and exposure to the English language	1.1. Extended Learning Opportunities, ESOL Backpacks, formal planning with use of ESOL Instructional Strategies	1.1. Leadership Team	1.1. Focus Domain Observations, Walkthroughs, Lesson plans with provision of feedback	1.1. CELLA Assessment, Teacher Evaluation System	

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CELLA Goal #2: <i>Increase the number of students proficient by 3% school wide</i>	2012 Current Percent of Students Proficient in Reading:					
	30% (72)					
		1.2. lack of background knowledge and vocabulary development	1.2. Teachers will use research based instructional strategies: LFS previewing and activation, Content area writing, Content Area Reading (CAR), Marzano 6-Steps to Vocabulary Instruction: 1. Teacher Explanation 2. Students Restate 3. Non-Linguistic Representation 4. Student Engagement 5. Student Discussion 6. Vocabulary Games Advanced Graphic organizers, Content related videos, or picture clips, vocabulary in context	1.2. Leadership Team	1.2. Focus Domain Observations (Domain 2 Instructional Delivery and Facilitation), Walkthroughs, Lesson plans with provision of feedback	1.2. CELLA Assessment, Teacher Evaluation System
		1.3.	1.3.	1.3.	1.3.	1.3.

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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.	1.1. lack of background knowledge and vocabulary development	1.1. Teachers will use research based instructional strategies: Content area writing, Content Area Reading (CAR), Scaffolding, Graphic organizers, Summarization, Collaborative Structures (KAGAN), Vocabulary in context	1.1. Leadership team	1.1. Focus Domain Observations (Domain 2 Instructional Delivery and Facilitation), Walkthroughs, Lesson plans with provision of feedback	1.1. CELLA Assessment, Teacher Evaluation System	
<u>CELLA Goal #3:</u> <i>Increase the number of students proficient by 3% school wide</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	26% (61)					
		1.2. Limited use and exposure to the English language	1.2. Extended Learning Opportunities, ESOL Backpacks, formal planning with use of ESOL Instructional Strategies, scaffolding	1.2. Leadership team	1.2. Focus Domain Observations (Domain 2 Instructional Delivery and Facilitation), Walkthroughs, Lesson plans with provision of feedback	1.2. CELLA Assessment, Teacher Evaluation System
		1.3.	1.3.	1.3.	1.3.	1.3

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CELLA Budget (Insert rows as needed)

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

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		

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.Lack of background knowledge/skills	1A.1. Use of Content Area Reading (CAR), Utilization of CRA Model (Concrete, Representational, and Abstract), Integration of Collaborative Pairs and Structures (KAGAN), Interactive notebook, Writing across the content areas, Vocabulary in context (Marzano 6-step), Authentic Literacy, and previewing Action Step: Student achievement will increase when teachers provide	1A.1 Principal, Assistant Principal, and Math Academic Intervention Facilitator	1A.1. Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback	1A.1. Teacher Evaluation System, Discovery Education assessments, Teacher made assessments, FCAT 2.0		
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		explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts.					
		Task #1: Reading Specialists will collaborate with Reading Coach to support teachers to develop lessons to include vocabulary instruction designed to determine the meanings of general, specialized, and					

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		technical content- related words and concepts.					
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		Task #2: Instru ctional Specialists will collaborate with School- based Coaches to support teachers through coaching cycles (co- planning, modeling, co- teaching, observing, and debriefing) to provide vocabulary instruction focused on determi ning the meanings of general, speciali zed, and technical content- related					
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		words and concepts.					
		Task #3: Teachers will regularly provide vocabulary instruction focused on determining the meanings of general, specialized, and technical content-related words and concepts.					

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Mathematics Goal #1A:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
<i>By Spring of 2013, 30% of total students in grades 3, 4, & 5 will achieve a level 3 on the Math FCAT 2.0.</i>							
	20% (62)	30% (78)					
		1A.2 Number operations	1A.2 Utilization of Inquiry- based lessons, STEM, Writing across the content areas, embedding of Higher- order thinking questions within instruction, Concrete Representation al, and Abstract Model (CRA), and Content Area Reading (CAR)	1A.2. Principal, Assistant Principal, and Math Academic Intervention Facilitator	1A.2. Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback	1A.2. Teacher Evaluation System, Discovery Education assessments, Teacher made assessments, FCAT 2.0	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> <i>n/a</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Elementary School Mathematics Goals

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

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		
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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Lack of student access to extension and refining opportunities	2A.1. Integrate Content Area Reading (CAR), Concrete, Representa tional, and Abstract Model (CRA), Present students with multiple opportunities for extending and refining: Error- Analysis, Constructing Support, Abstracting, Analyzing Perspectives, Inductive and Deductive Reasoning, develop and implement STEM and inquiry- based activities, Advanced Graphic Organizers,	2A.1 Principal, Assistant Principal, and Math Academic Intervention Facilitator	2A.1. Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation), Monitoring Lesson Plans with provision of feedback	2A.1. Discovery Education Assessments (DEA), Chapter tests, Teacher- made assessments, Teacher Evaluation System		
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		<div>and use of Interactive Notebook. Teachers will provide differentiated instruction to students based on data analysis within core instruction, centers and triple I (iii) time.</div> <div>Task #1: Reading Specialists will collaborate with Reading Coach to support teachers to develop lessons to include vocabulary instruction designed to determine the meanings of general, specialized,</div>					
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		and technical content- related words and concepts.					
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		Task #2: Instru ctional Specialists will collaborate with School- based Coaches to support teachers through coaching cycles (co- planning, modeling, co- teaching, observing, and debriefing) to provide vocabulary instruction focused on determi ning the meanings of general, speciali zed, and technical content- related					
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		words and concepts.						
		Task #3: Teachers will regularly provide vocabulary instruction focused on determining the meanings of general, specialized, and technical content-related words and concepts.						

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<u>Mathematics Goal</u> <u>#2A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance*</u>					
<i>By Spring of 2012 21% of total students in grades 3, 4, & 5 will achieve a level 4 and above on the Math FCAT 2.0.</i>							
	11% (35)	21% (54)					

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		2A.2. Lack of Professional development for teachers specifically with Go Math! series and effective utilization of manipulatives	<p>2A.2. Provide professional development for the integration and proper usage of manipulatives and integration of Go Math! series with fidelity and rigor.</p> <p>Action Step: Student achievement will increase when teachers provide students with research-based reading strategies in all classrooms.</p> <p>Task #1: Teachers will participate in ongoing professional development and/or reading endorsement/certification to increase knowledge and application of research-based strategies.</p> <p>Task #2: Instructional Specialists will collaborate with School-based Coaches to support teachers through coaching cycles (co-planning, modeling, co-teaching, observing and debriefing) to include research based reading strategies during instruction.</p> <p>Task #3: Teachers will regularly incorporate research based reading strategies during instruction.</p>	2A.2. Principal, Assistant Principal, and Math Academic Intervention Facilitator	2A.2. Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans, Mandatory Follow-up with professional development	2A.2. Teacher Evaluation System	
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			Action Step: Student achievement will increase when teachers provide students with research-based reading strategies in all classrooms.				
			Task #1: Teachers will participate in ongoing professional development and/or reading endorsement/ certification to increase knowledge and application of research-based strategies.				
			Task #2: Instructional Specialists will collaborate with School-based Coaches to support teachers through coaching cycles (co-planning, modeling, co-teaching, observing and debriefing) to include research based reading strategies during instruction.				
			Task #3: Teachers will regularly incorporate research based reading strategies during instruction.				
			Action Step: Student achievement will increase when teachers provide students with research-based reading strategies in all classrooms.				

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			<p>Task #1: Teachers will participate in ongoing professional development and/or reading endorsement/certification to increase knowledge and application of research-based strategies.</p> <p>Task #2: Instructional Specialists will collaborate with School-based Coaches to support teachers through coaching cycles (co-planning, modeling, co-teaching, observing and debriefing) to include research based reading strategies during instruction.</p> <p>Task #3: Teachers will regularly incorporate research based reading strategies during instruction.</p>				
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1 Lack of background knowledge/ skills	3A.1 Integrate Content Area Reading (CAR), Concrete, Representa tional, and Abstract Model (CRA), Utilization of Inquiry- based lessons, STEM, Writing across the content areas, embedding of Higher- order thinking questions and use of Interactive Notebook. Teachers will incorporate literature (Marilyn Burns) in the math block.	3A.1 Principal, Assistant Principal, and Math Academic Intervention Facilitator	3A.1 Focused Domain Observation(Domain 2: Instructional Delivery and Facilitation), Monitoring Lesson Plans with provision of feedback	3A.1 Teacher Evaluation System, Discovery Education assessmen ts		
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		Action Step: Student achievement will increase when students are afforded regular opportunities for short and extended cross content writing.					
		Task #1: Reading Specialist will collaborate with Reading Coach to support teachers to plan instruction that includes regular opportunities for short and extended cross content writing.					

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		<p>Task #2: Instructional Specialists will collaborate with School-based Coaches to support teachers through coaching cycles (co-planning, modeling, co-teaching, observing and debriefing) focused on incorporating short and extended cross content writing.</p>					
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		Task #3: Teachers will regularly incorporate short and extended cross content writing.					
Mathematics Goal #3A: <i>By Spring of 2013, 63% of total students in grades 4 & 5 will make learning gains on the Math FCAT 2.0.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	53%(98)	63%(108)					
		3A.2	3A.2	3A.2	3A.2.	3A.2.	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1 Lack of background knowledge/ skills	4A.1. Utilization of Think- Aloud strategies, Concrete Representa tional, and Abstract Model (CRA), Writing Across the Content Areas, Previewing, Inquiry- based lessons, Collaborativ e Structures (KAGAN), Content Area Reading (CAR) <i>GO Math!</i> Interventions (Strategic and Intensive) <i>Compass</i> <i>Odyssey</i> DIP (5 th Grade only). Teachers will incorporate literature	4A.1 Principal, Assistant Principal, and Math Academic Intervention Facilitator	4A.1 Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation), Monitoring Lesson Plans with provision of feedback	4A.1 Teacher Evaluation System, Discovery Education assessments		
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		(Marilyn Burns) in the math block.					
Mathematics Goal #4A: <i>By Spring of 2013, 63% of the lowest 25% students in grades 4 & 5 will make learning gains on Math FCAT 2.0.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	53% (41)	63% (48)					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal</u> <u>#4B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance*</u>					
N/A <i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 75% are not proficient	69% are not proficient	56% are not proficient	50% are not proficient	45% are not proficient	39% are not prof.	33% are not prof.
<u>Mathematics Goal #5A:</u> <i>By Spring 2013, the percentage of students not making AMOs will be reduced by 10% based upon FCAT</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Lack of background knowledge and vocabulary development Black: Lack of background knowledge and vocabulary development Hispanic: Lack of background knowledge and vocabulary development Asian: Lack of background knowledge and vocabulary development	5B.1 Utilization of Think-Aloud strategies, Concrete Representational, and Abstract Model (CRA), Writing Across the Content Areas, Previewing, Inquiry-based lessons, Collaborative Structures (KAGAN), Content Area Reading (CAR), graphic organizers	5B.1 Principal, Assistant Principal, and Math Academic Intervention Facilitator	5B.1 Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation), Monitoring Lesson Plans with provision of feedback	5B.1 Teacher Evaluation System, Discovery Education assessments		
<u>Mathematics Goal #5B:</u> <i>Reduce the number of non-proficient student subgroups by ethnicity overall by 50% on the Math FCAT 2.0.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: 58% (52) Black: 73% (16) Hispanic: 73% (139) Asian: 100% (2) American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: 29% (26) Black: 36.5% (8) Hispanic: 36.5% (69) Asian: 50% (1) American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Lack of vocabulary development and background knowledge	5C.1. Writing Across the Content Areas, Content Area Reading (CAR), Previewing, Marzano 6-step Vocabulary, LFS Vocabulary in Context, Collaborative Structures, and Graphic Organizers, and Scaffolding for students, development and utilization of Cloze activities	5C.1 Principal, Assistant Principal, and Math Academic Intervention Facilitator	5C.1 Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation), Monitoring Lesson Plans with provision of feedback	5C.1 Teacher Evaluation System, Discovery Education assessments		
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Mathematics Goal #5C:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
<i>By Spring 2013, the percentage of ELLs not making progress will be reduced by 50%on the Math FCAT 2.0.</i>							
	79% (104)	39.5%(57)					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Student access to grade level appropriate material	5D.1 Provide full instruction on core curriculum to students with disabilities (SWD)	5D.1. Principal, Assistant Principal, and Math Academic Intervention Facilitator	5D.1. Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation), Monitoring Lesson Plans with provision of feedback	5D.1. Teacher Evaluation System, Discovery Education assessments		

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Mathematics Goal #5D:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
<i>By Spring 2013, the percentage of Students with Disabilities not making progress will be reduced by 50% on the Math FCAT 2.0.</i>							
	90% (28)	45% (14)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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 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 Lack of vocabulary development and background knowledge	5E.1 Writing Across the Content Areas, Content Area Reading (CAR), Previewing, Marzano 6-step Vocabulary, LFS Vocabulary in Context, Collaborative Structures, Graphic Organizers, Scaffolding for students, development and utilization of Cloze activities	5E.1 Principal, Assistant Principal, and Math Academic Intervention Facilitator	5E.1 Focused Domain Observation (Domain 2: Instructional Delivery and Facilitation), Monitoring Lesson Plans with provision of feedback	5E.1 Teacher Evaluation System, Discovery Education assessments, Teacher developed assessments		

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Mathematics Goal #5E:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
<i>By Spring 2013, the percentage of students who are economically disadvantaged not making satisfactory progress will be reduced by 50% on the FCAT 2.0.</i>							
	71% (205)	30.5%(102)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional							
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Learning Community (PLC) or PD Activities <div>Please note that each strategy does not require a professional development or PLC activity.</div>						
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
Interactive Notebooks	K-5	Bradley Hardesty (Math AIF) and Cheryl Fogel (Science AIF)	School-wide-Math, Reading, and Science	8/15/2012	Vertical team meetings, providing and sharing of students samples, Facilitated Discussion incorporating teachers' experiences utilizing the Interactive Notebook	Principal, Assistant Principal, Math AIF, Reading AIF, and Science AIF
Effective Use of Manipulatives	K-5	Bradley Hardesty (Math AIF)/Jami Yost	PLC- Math	TBA	Lesson submission and review, Focus Domain Observations	Principal, Assistant Principal, and Math AIF
Go Math! Series Application and Utilization	K-5	Bradley Hardesty (Math AIF)	PLC- Math	TBA	Lesson submission and review, Focus Domain Observations, and Collaborative Planning	Principal, Assistant Principal, and Math AIF
Concrete, Representational, and Abstract	K-5	Bradley Hardesty (Math AIF)	PLC-Math	TBA	Lesson submission and follow-up meeting with student samples; Facilitated teacher discussion	Principal, Assistant Principal, and Math AIF
Writing to Achieve In Mathematics (Refresher)	K-5	Bradley Hardesty (Math AIF)	PLC-Math	TBA	Lesson submission and follow-up meeting with student samples; Facilitated teacher discussion	Principal, Assistant Principal, and Math AIF

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Marilyn Burns Math sets	Literature based on math concepts	Title 1	\$15,000
Subtotal:\$15,000			
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
Instructional Para Professionals		Title 1	50% total cost of paras including benefits
Subtotal: N/A			
Total: N/A			

End of Mathematics Goals

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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		

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1.Lack of background knowledge/skills	1A.1Utilize Misconceptions in Science Probes, Implementation of a Science Lab accessible to K-5 with the primary focus on Grades 3-5 Communicating with students through Interactive Notebook, Student Engagement through science labs focused on the Nature of Science and traditional content. Science STEM Specialist will collaborate with Science Coach to support teachers during common	1A.1Principal, Assistant Principal, and Science AIF	1A.1 Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback	1A.2 Discovery Education Assessments, Teacher created Assessments, National Geographic Text Chapter tests, Teacher Evaluation System		
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		planning to unpack benchmarks and develop tasks, assessments, and assignments, and assignments aligned with standards. Science STEM Specialist will collaborate with Science Coash to support teachers through coaching cycles, co – Planning, modeling, , Co-teaching, observing and debriefing to effectively increase student engagement in rigour tasks, assessments and					
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		assignments aligned with standards.\T eachers will regularly engage students in rigorous tasks, assessments, and assignments aligned with standards.					
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Science Goal #1A: <i>By Spring of 2013, 55% of all 5th grade students will score Level 3 on Science FCAT 2.0.</i>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
	28% (24)	55% (48)					
		1A.2. Student Engagement	1A.2Implement Student Interactive Notebook, Hot Questions/Stem Questions, Collaborative structures (KAGAN)	1A.2. Principal, Assistant Principal, Science AIF,	1A.2. Focused Domain Observations (Domain 2: Instructional Delivery and Facilitation), Walkthroughs, Lesson Plan with provision of feedback	1A.2. Discovery Education Assessments, Teacher created Assessments, National Geographic Text Chapter tests, Teacher Evaluation System	

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		1A.3. Lack of exposure to complex text	1A.3. Content area reading in new National Geographic Florida adopted texts, Comprehensive Instructional Sequence Model, and Content Area Writing. Student achievement will increase when students are afforded regular opportunities for short and extended cross content writing incorporating appropriate science content vocabulary Science/STEM specialist will collaborate with Science Coach to support teachers through coaching cycles,(co- planning, modeling, co-teaching, observing and debriefing) focused on incorporating short and extended cross content writing. Teachers will regularly incorporate short and extended cross content writing with appropriate science content vocabulary.	1A.3. Principal, Assistant Principal, and Science AIF	1A.3. Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback	1A.3. Student 's response to UEQ/LEQ's in Interactive Notebook, Teacher Evaluation System, FCAT 2.0 (5 th Grade), Teacher created Assessments, Chapter Tests in National Geographic Texts	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Science Goal #1B: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1.Lack of background knowledge in Science	2.1. Utilize Misconceptions in Science Probes, Implementation of a Science Lab accessible to K-5, Content Area Reading (CAR), Writing in the Content Areas	2A.1 Principal, Assistant Principal, and Science AIF	2A.1. Communicating with students through the Interactive Notebooks, Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback	2A.1 Discovery Education Assessments, Teacher created Assessment Teacher Evaluation System, FCAT 2.0 (5 th Grade), Chapter Tests in National Geographic Text		
<u>Science Goal #2A:</u> <i>By Spring of 2013, 18% of 5th grade students will achieve Level 4 and above on Science FCAT 2.0.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	12%(11)	18%(15)					

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		2A.2. Low Student Engagement	2A.2 Implementation of a Science Lab accessible to K-5, The primary focus on grades 3-5, Implement Student Interactive Notebook Hot Questions/ Stem Questions, and Collaborative Structures (KAGAN)	2A.3 Principal, Assistant Principal, Science AIF	2.1. Walkthroughs/Lab Times, Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback	2.1. Student's response to UEQ/LEQ'S IN Interactive Notebook, Teacher created Assessment Teacher Evaluation System	
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		<p>2A.3 Lack of exposure to complex text.</p> <p>Level of Inquiry</p>	<p>2A.3 Content Area Reading In new National Geographic Florida Adopted Texts Comprehensive Instructional Sequence Model, Writing to Achieve. Science/STEM specialist will collaborate with Science coach and Senior Coordinator of the Elementary Science to deliver professional development to teachers on “accountable talk” to show, tell, and explain and prove reasoning during modeled instruction and guided practice.</p> <p>Science/STEM specialist will collaborate with Science Coach to support teachers through coaching cycles(co-plan, model, co-teach, observe, debrief), and engage students in “accountable talk” to show, tell, explain and prove reasoning during modeled instruction and guided practice.</p> <p>Teachers will implement and engage students in “accountable talk” to show, tell, explain, and prove reasoning during modeled instruction and guided practice.</p>	<p>2A.3 Principal, Assistant Principal, Science AIF</p>	<p>2A.3 Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback</p>	<p>2A.3 Students’ response to UEQ/ LEQ in Interactive Notebook, Teacher Created Assessments, Chapter tests in National Geographic Text, Teacher Evaluation System, and FCAT 2.0 (5th Grade)</p>	
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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: <i>Enter narrative for the goal in this box.N/A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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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
Misconceptions in Science	K-5 Science	Milt Huling	Certified Teachers K-5	08/15/2012	Collaborative Planning with all grade levels in Science	Leadership team/Science AIF
Interactive Notebooks	K-5 ,Science	Fogel	Certified Teachers K-5	08/15/2012	PLCs and Student Samples	Leadership team/Science AIF

Science Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science Lab		Title 1	\$26,2515.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Science AIF		Title 1	\$26,2515.00
			Subtotal: \$53040.00
Total:\$53040.00			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1 Limited background knowledge and vocabulary development	1A.1 During the daily 45 minute writing block teachers will use effective strategies from Write Reflections program: Advanced Graphic Organizers, Vocabulary in Context, Writing in the content areas, and Comprehensive Instructional Sequence Model, and Extension and Refining activities: Writing to explain, classify, compare, contrast, and abstracting. Exposure to complex narrative text	1A.1. Principal, Assistant Principal, Reading Academic Intervention, Math Academic Intervention Facilitator, and Science Intervention Facilitator	1A.1 Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback	1A.1 Teacher Evaluation System and FCAT Writes		
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<u>Writing Goal #1A:</u> <i>By Spring of 2013, 80% of 4th grade students will achieve a Level 3.0 or higher on the FCAT writing assessment</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	70% (64)	80% (73)					

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		<p>1A.2 Lack of exposure to writing conventions</p>	<p>1A.Action Step: Student achievement will increase when teachers provide students with research-based reading strategies in all classrooms.</p> <p>Task #1: Teachers will participate in ongoing professional development and/or reading endorsement/certification to increase knowledge and application of research-based strategies.</p> <p>Task #2: Instructional Specialists will collaborate with School-based Coaches to support teachers through coaching cycles (co-planning, modeling, co-teaching, observing and debriefing) to include research based reading strategies during instruction.</p> <p>Task #3: Teachers will regularly incorporate research based reading strategies during instruction.</p> <p>To support teachers in creation of standards based writing rubrics.</p>	<p>1A.2. Principal, Assistant Principal, Reading Academic Intervention, Math Academic Intervention Facilitator, and Science Intervention Facilitator</p>	<p>1A.2. Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback</p>	<p>1A.2 Teacher Evaluation System and FCAT Writes</p>	
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		1A.3. Understanding FCAT Rubric	1A.3. Professional Development in understanding Rubric and clear understanding of how to utilize rubrics for scoring student responses. The Writing Team will work with EACH individual child in understanding and utilizing the rubric to evaluate their own writing.	1A.3. Principal, Assistant Principal, Reading Academic Intervention Writing Team	1A.3. Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback	1A.3 Teacher Evaluation System and FCAT Writes	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1		
Writing Goal #1B: N/A <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

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

Writing Budget (Insert rows as needed)

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

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

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Attendance	1.1 Lack of parental understanding about the importance of students being present on time	1.1 Communicate and ensure attendance policies are understood by all stakeholders, continuous communication in various forms, such as written communication, Ed-connect messages, and face-to-face contact, newsletters, letters, PBS incentives, monthly school-wide assemblies.	1.1 Classroom teachers, Attendance Manager, Visiting Teacher, Principal, Assistant Principal, and Leadership Team, and school social worker.	1.1. Monitor attendance data provided through Genesis	1.1. District Attendance report		
Attendance Goal #1: <i>By Spring 2013 the attendance rate of our students will increase by 1%</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	96%	97%					

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	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>200</i>	<i>150</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>45</i>	<i>30</i>					
		1.2. Lack of consistent communication with parents.	1.2. All teachers will communicate through the use of Student Agendas to parents as needed.	1.2. Classroom Teachers, Administration.	1.2. Parent conferences.	1.2. Title 1 Survey.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
School Student Agendas	Title 1	Title1	\$6000.00
Subtotal: \$6000.00			
Total: \$6000.00			

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End of Attendance Goals

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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. Lack of student engagement in the learning environment	1.1. Establish and implement Positive Behavior Systems (PBS) with fidelity, promote highly effective instructional strategies within the classroom: Collaborative structures (KAGAN), Inquiry-based lessons, STEM, and the use of the Interactive Notebook	1.1. Classroom Teachers, Positive Behavior Systems Team (PBS), Principal, Assistant Principal, and Leadership team	1.1. Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation and Domain 3: Managing Student Behavior and Learning Environment), and Monitoring Genesis monthly reports.	1.1. Teacher Evaluation System and District Suspension Report		

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Suspension Goal #1: <i>By Spring 2013, suspensions of students will be reduced by 10%</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	15	N/A					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	10	N/A					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	39	35					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	20	18					
		1.2. Lack of student self-efficacy and accountability	1.2. Establish and implement Positive Behavior Systems (PBS) with fidelity, student data chats with goal setting and self-reflecting, and accountable talks	1.2. Classroom Teachers, Positive Behavior Systems Team (PBS), Principal, Assistant Principal, and Leadership team	1.2. Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation and Domain 3: Managing Student Behavior and Learning Environment) and Monitoring Genesis monthly reports.	1.2. Teacher Evaluation System and District Suspension Report	

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		1.3. Select teachers not implementing PBS with Fidelity	1.3. Establish and implement Positive Behavior Systems (PBS) with fidelity, student data chats with goal setting and self-reflecting, and accountable talks	1.3. Classroom Teachers, Positive Behavior Systems Team (PBS), Principal, Assistant Principal, and Leadership team	1.3. Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation and Domain 3: Managing Student Behavior and Learning Environment) and Monitoring Genesis monthly reports.	1.3. Teacher Evaluation System and District Suspension Report	
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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
	PBS Training	K-5	PBS Team	Grade Levels, school wide	Monthly PBS Team	School-wide Behavior Plan
						Principal, AP, Leadership Team, PBS Team

Suspension Budget (Insert rows as needed)

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

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

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		

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1. Parent Involvement	1.1.	Increased family events including a science night, math night, reading night	1.1. Evaluations, attendance	1.1.. Evaluations, attendance	1.1. leadership team		
	1.1.						
	1.1.						
	1.1.						
	1.1.						
	1.1.						

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Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
<i>Increase parent involvement by 10% *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
	20%	30%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
School Agendas	School Specialty Agendas	Title 1	\$6000.00
			Subtotal: \$6,000.00
Total:			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Integrate Science, Math, and Technology through Science Lab (3 rd – 5 th)	1.1. Limited background knowledge and vocabulary.	1.1. Collaborative planning through PLC's and asynchronous technology used to help teachers think and plan ways to support each other in the fields of Science, Technology, and Math. – 5 th Grade	1.1. Principal, Assistant Principal, Science AIF	1.1. Focus Domain Observation (Domain 2: Instructional Delivery and Facilitation), Lesson Plans with provision of feedback	1.1.1 Discovery Education Assessments Teacher created Assessment Teacher Evaluation System, FCAT 2.0 (5 th Grade), Chapter Tests in National Geographic Text
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each						
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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

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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
Subtotal:			
Total:			

End of STEM Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Additional Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional						
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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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total: \$6000.00
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

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Grand Total: \$6000.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- 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.
Quarterly meetings, review of SIP Plan, review school budget, identify school needs.

Describe the projected use of SAC funds.	Amount
Technology needs, Classroom needs.	TBD

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