

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Mill Creek Elementary School	District Name: St. Johns County School District
Principal: Amanda L. Riedl	Superintendent: Dr. Joseph Joyner
SAC Chair: Gina Cirrilo and Carolyn Ramsay	Date of School Board Approval: 11/13/2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Amanda L. Riedl	BA - K – 8, Physical and Health Education, MS - Educational Leadership, ED Specialist - Education Leadership MO - Education Leadership K – 8, FL – Educational Leadership	First Year	9 Years	2008 – 2009 – Met AYP – CA and MA - Made a 13% increase in Communication Arts – 58% - 71% and Made a 9% increase in MA – 62% - 71% 2009 - 2010 – Met AYP – CA and MA – Made 3% increase in Communication Arts – 71% - 74% and Made a 12% increase in MA – 71% - 83% 2010 - 2011 – 7/8 Subgroups Met AYP 2011 – 2012 – 3 rd grade scored 1 st in district in Communication Arts/ 2 nd in district in Math; 4 th scored 1 st in district in Math Still Waiting on AYP information
Assistant Principal	Gene Bennett	BA, MS	2 Years, 2 Months	11	A School and AYP met 05-06, 06-07, 07-08, 08-09 09-10, 10-11 A School, 11 – 12 A School

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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)
Language Arts/Literacy Coach	Sheree McArthur	BS in Elementary Education, Certified Elementary Ed 1 – 6, ESOL and Reading Endorsed, MS Curriculum and Instruction	4 years, 2 months	5	07-08 A School 08-09 A School, Five Star and Golden School Awards *Several subgroups did not make AYP 09-10 A School, Five Star School and Golden School Awards 10-11 A School, Five Star School and Golden School Awards 11 – 12 A School, Five Star School and Golden School Awards

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. New Teacher Induction and Mentor Program	Principal, Asst. Principal	May 2013
2. Professional Development	Principal, Asst. Principal, Building Leadership Team, ILC	May 2013
3. PATS System	Principal	Upon Posting
4. Collaborative Planning and Reflective Feedback	Principal, Asst. Principal, Building Leadership Team, ILC	May 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

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
54	4% (2)	16% (18)	38% (17)	44% (4)	40% (21)	100% (54)	12% (4)	8% (2)	82% (36)

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
Susan Babish	Jennifer Ashley – Beginning Teacher	Mentee will learn from highly qualified teachers within the school	Grade level meetings, Monthly mentor meetings

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

Amanda Riedl, Principal

Gene Bennett – Assistant Principal

Sheree McArthur – ILC

Shelley Serafin – School Counselor

Lauren Hobbs – School Psychologist

Classroom Teachers

Darren Taglirini – Behavior Specialist

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Literacy Coach:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

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Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 RTI team will be an active, integral part of the SIP to help insure the academic success of all student populations at Mill Creek. Data will be collected by teachers on a weekly or bi-weekly basis (depending on if they fall below the 25% or 10%), reviewed and monitored on a weekly basis. Specific attention will be placed on sub groups that did not achieve AYP. The team will also focus on students that have been identified as needing additional assistance to maintain current FCAT levels.

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. Tier I: The core team will look at attendance reports through eSchoolPlus and academic reports through Discovery Ed, STAR Reading and MATH and FCAT, Leveled Reading Passages. Data WILL BE TRACKED USING STAR Reading and STAR Math.

Describe the plan to train staff on MTSS. Staff will be trained by grade level teams during WATT (We're All in This Together!) Collaborative Planning. Each grade team will review progress monitoring data each month, share interventions, and analyze data to determine instructional needs. Resource department will provide lessons in Art, Music, P.E., Technology, Media Class to support learning goals. Progress monitoring during WATT and through individual teacher conferences with Principal

Describe the plan to support MTSS. Professional Development will be provided during the teacher's common plan time and on in-service days. The MTSS team will also evaluate additional professional development needs during the weekly MTSS weekly team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT). Amanda Riedl, Principal Gene Bennett, Assistant Principal Sheree McArthur, Instructional Literacy Coach Susan Babish, 3 rd Grade Teacher Gina Cirrilo, 3 rd Grade Teacher Ruth Emmans, 2 nd Grade Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will give support to faculty to implement initiatives, will monitor progress towards goals and will evaluate the efficacy of the initiatives stated below.
What will be the major initiatives of the LLT this year? The major initiatives will include implementing Instructional Focus Calendars and Bi Weekly Grade Level Planning which will focus lesson plan development in conjunction with the curriculum maps and meeting the Sunshine State Standards.

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.

****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. Providing a universal re-teaching time to target students functioning in the lowest 25%. Small guided groups in reading.	1A.1. Securing funding to support small group instruction for the lowest 25% beginning during the first week of school	1A.1. Principal, Classroom Teachers, ILC	1A.1 Needs Assessment Survey Weekly Progress Monitoring	1A.1 Progress Monitoring: STAR Reading Discovery Education, /reading A-Z.		

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<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
30% of all students will score level 3 or above on the FCAT2.0 Reading							
	26%	30%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A.					
		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 in reading.	2A.1. Providing targeted aligned instruction to students below the 25% in guided reading groups.	2A.1. Provide a structure that exists for all students to receive researched based instruction in their areas of need. Securing funding to support small group instruction for the lowest 25% beginning during the first week of school	2A.1. Amanda Riedl	2A.1. Confering Notes, Weekly Progress Monitoring, Needs Assessments, CFA	2A.1. Progress Monitoring: STAR Reading Discovery Education, /reading A-Z.		
Reading Goal #2A: <i>60% of all students will achieve above proficiency levels 4 and 5 on the FCAT 2.0 Reading Assessment.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	47%	60%					

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		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
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>					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		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		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Providing a universal re-teaching time to target students functioning in the lowest 25%. Small guided groups in reading.	3A.1. Provide a structure that exists for all students to receive researched based instruction in their areas of need. Securing funding to support small group instruction for the lowest 25% beginning during the first week of school	3A.1. Amanda Riedl	3A.1. Conferring Notes, Weekly Progress Monitoring, Needs Assessments, CFA	3A.1. 1 Progress Monitoring: STAR Reading Discovery Education, /reading A-Z.		
<u>Reading Goal #3A:</u> 80% of our students will make learning gains in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	77%	80%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	

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		3A.3.	3A.3.	3A.3.	3A.3.	3A.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>					
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Providing a universal re-teaching time to target all students below the 25% everyday with research based interventions.	4.1. Securing funding to support small group instruction for the lowest 25% beginning during the first week of school.	4A.1. Principal, ILC, Classroom Teachers	4A.1 Needs Assessment Survey	4A.1. Progress Monitoring: STAR Reading Discovery Education, /Reading A-Z		
Reading Goal #4A: 80% of our lowest 25% of students will make learning gains in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68%	80%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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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.		
<u>Reading Goal #4B:</u> N/A.	2012 Current Level of Performance.*	2013 Expected Level of Performance.*					
	N/A	N/A					
		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 <i>27%</i>						
<u>Reading Goal #5A:</u> N/A							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> <i>Pending State Providing Data</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Pending State Providing Data</i>	<i>Pending State Providing Data</i>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: 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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		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 reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal #5E:</u> <i>Pending data</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending Data</i>	<i>Pending Data</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</p> <p>Please note that each strategy does not require a professional development or</p>							
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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
Reader's Workshop/Writer's Workshop/ Building a Literacy Structure	K – 5	Principal, ILC, Building Leadership Team	PreK - 5	Wednesdays: Early release (Bi-Monthly), Weekly Collaboration, After School hours computer participation	Completion of coursework, attendance at PLC, classroom observations	Principal, ILC, Building Leadership Team
Reading Comprehension Study	K – 5	Principal, ILC, Building Leadership Team	PreK - 5	Wednesdays: Early release (Bi-Monthly) Weekly Collaboration, After School hours computer participation	Completion of coursework, attendance at PLC, classroom observations	Principal, ILC, Building Leadership Team
Marzano	Principal	Principal, ILC	PreK – 5	Wednesday: Early Release	Attendance at Collaboration Meeting, Classroom Practice	Administration

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase conceptual understanding of reading comprehension	Comprehension Strategies that Work, Comprehension Connections, Lucy Calkins Readers’/Writer’s Workshop/	SAI Funds	\$3,204
Text Complexity/Text Dependent Questions	CCCS/ Text Complexity Rubric/Authentic Literature	SAC Funds	3000.00
Subtotal:6204.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase Reading Comprehension/ Fluency	Reading A - Z, RAZ Kids, Study Island, STAR Reading, Discovery Education	0	
Subtotal: 0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Train Staff to disaggregate reading data	Star Reading, Discovery Ed		
Train staff to analyze reading behaviors	Fountas and Pinnell BAS, DRA, Star Reading		
Subtotal:0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Literacy Night with Dinner	Actively engage parents in reading strategies at home		
Subtotal:0.00			
Total:\$6204.00			

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. Identifying those students below the 25% to target specified language interventions.	1.1. Provide a 30 minute time daily for Language interventions.	1.1 Principal, ILC, Counselor.	1.1. Language Assessment	1.1. Language for Learners Assessment, Discovery Education, STAR Reading	
CELLA Goal #1: <i>80% of students will score proficient in listening/speaking.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	72%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		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	

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2. Students scoring proficient in reading.	2.1. Identify those students that score below the 25 and 10% to provide targeted interventions.	2.1. Provide 30 minutes daily for reading interventions beyond their daily instruction.	2.1. Principal, ILC, Counselor	2.1. Needs Assessment Survey, Progress Monitoring	2.1. Language for Learners Assessment, Discovery Education, STAR Reading	
CELLA Goal #2: <i>55% of students will score proficient in reading.</i>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	50%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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.	2.1. Identify students that score below the 25% to target interventions.	2.1. Provide organizers that help students break down the writing process.	2.1. Principal, ILC, Counselor, Classroom Teachers	2.1. Needs Assessment Survey, Quick Writes	2.1. Writing Rubrics, Published Writing Pieces	
CELLA Goal #3: <i>50% of students will score at proficient in writing.</i>	2012 Current Percent of Students Proficient in Writing :					
	44%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
Increase conceptual understanding of reading comprehension	Comprehension Strategies that Work, Comprehension Connections, Lucy Calkins Readers’/Writer’s Workshop/		
Text Complexity/Text Dependent Questions	CCCS/ Text Complexity Rubric/Authentic Literature		
Writer’s Workshop	Lucy Calkins Units of Study		
6 Traits	6 Trait Materials/Mentor Text		
Reader Mastery	Reading Mastery Materials		
Language for Learners	Language for Learners Materials		
Subtotal:0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone	Classroom Computers, Home Computers		
Subtotal:0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Train Staff to disaggregate reading data	Fountas and Pinnell BAS, STAR Reading		
Train staff to analyze reading behaviors	Running Records, Reading Probes, Fountas and Pinnell BAS		
Subtotal:0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Teacher Training on Kidspiration, Typing program, developing scoring	Classroom Computers, Computer programs that enhance and improve writing and typing		

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Subtotal:0.00			
Total:0.00			

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Student number sense, fluency and problem solving Proficiency.	1A.1. Tier 1 Number Sense Activities, Fluency Probes, Data Notebooks, Vertical Conversations	1A.1. Principal, ILC	1A.1. Teacher Assessment of Number Sense Understanding	1A.1. Discovery Ed, Fluency Probes, FASTT Math, Investigations, Envisions, Assessments; Study Island		
<u>Mathematics Goal #1A:</u> <i>30% of students will score at level 3 in Math.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	30%	33%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	

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		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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 mathematics.	2A.1. Student number sense, fluency and problem solving proficiency	2A.1. Tier 1 Number Sense Activities, Fluency Probes, Data Notebooks. Vertical Conversations	2A.1. Principal, ILC	2A.1. Teacher Assessment of Number Sense Understanding	2A.1. Discovery Ed, Fluency Probes, FASTT Math, Investigations, Envisions, Assessments; Study Island		
<u>Mathematics Goal #2A:</u> <i>45% of students will score level 4 or 5 in Math</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	37%	45%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal</u> #2B: N/A	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		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		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Student number sense, fluency and problem solving proficiency	3A.1. Tier 1 Number Sense Activities, Fluency Probes, Data Notebooks. Vertical Conversations	3A.1. Principal, ILC	3A.1. Teacher Assessment of Number Sense Understanding	3A.1. Discovery Ed, Fluency Probes, FASTT Math, Investigations, Envisions, Assessments; Study Island		
<u>Mathematics Goal #3A:</u> <i>80% of students will make gains in math.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	77%	80%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal</u> #3B: N/A	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
	N/A	N?					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Student number sense, fluency and problem solving proficiency	4A.1. Tier 1 Number Sense Activities, Fluency Probes, Data Notebooks. Vertical Conversations	4A.1. Principal, ILC	4A.1. Teacher Assessment of Number Sense Understanding	4A.1. Discovery Ed, Fluency Probes, FASTT Math, Investigations, Envisions, Assessments; Study Island		
<u>Mathematics Goal #4A:</u> <i>65% of the lowest 25% of our students will make gains in math.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61%	65%					
		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							
	N/A	N/A					
		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 <u>27%</u>		27%	23%	20%	17%	14#
<u>Mathematics Goal</u> #5A: <i>In six years, Mill Creek will reduce their achievement gap by 50%.</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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Pending State Provided Data</i>							
	<i>Pending State Provided Data</i> White: Black: Hispanic: Asian: American Indian:	<i>Pending State Provided Data</i> White: Black: Hispanic: Asian: 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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> N/A.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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<u>Mathematics Goal</u> <u>#5D:</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							
	N/A	N/A					
		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.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Pending State Provided data</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Pending State Provided Data</i>	<i>Pending State Provided Data.</i>					
		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 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
TERC Training	PreK – 5	TERC Trainer/ Principal	School - wide	Wednesdays: Early release (Bi-Monthly), Weekly Collaboration, After School hours computer participation	Completion of coursework, attendance at PLC, classroom observations	Principal, ILC, Building Leadership Team
Inquiry Based Math Instruction	PreK-5	Principal	School - wide	Wednesdays: Early release (Bi-Monthly), Weekly Collaboration, After School hours computer participation	Completion of coursework, attendance at PLC, classroom observations	Principal, ILC, Building Leadership Team

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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
Inquiry Based Learning	Investigations/DMI materials		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
STAR math, Study Island, manipulatives	Math Facts in a Flash, FASTT Math, Study Island, classroom computers, Envisions online, Investigations		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Train staff on instructional strategies for teaching problem solving, higher level mathematical applications, STAR Math, and other online math tools, including Study Island	Math Facts in a Flash, FASTT Math, Study Island		
Making Sense of Math with Elementary Students	Manipulatives, Investigations	SAC	\$4000.00
Subtotal:\$4000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Night with a Mathematician	Educate and train parents on how to actively engage in math strategies with their students		
Subtotal:			

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Total:2000.00			
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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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Teachers at every grade level will teach science daily	1A.1. Teachers will teach the science core curriculum at every grade level, Science Professional development and lesson plan monitoring, use of Lab for experiments	1A.1. Principal, ILC	1A.1. Benchmark Tests and Teacher observation	1A.1. Discovery Science Education, Science Walkthrough Observation,		
<u>Science Goal #1A:</u> <i>37% of students will score level 3 in Science.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	34%(56)	37%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B	1B.1.	1B.1.	1B.1.		
<u>Science Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>						
	N/A	N/A					
		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. Teachers at every grade level will teach science daily	2A.1. Teachers will teach the science core curriculum at every grade level, Science Professional development and lesson plan monitoring, use of Lab for experiments.	2A.1. Principal, ILC	2A.1. Benchmark Tests and Teacher observation	2A.1. Benchmark Tests and Teacher observation		
Science Goal #2A: <i>35% of students will score at a level 4 or 5 on the FCAT.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29%(49)	35%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	N/A	N/A					
		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
Grade levels will embed Science concepts and text in Language Arts.	PreK - 5	Administrative Team	School wide	Weekly Grade level Collaboration, Grade Level WATT Wednesdays	Observations, Discovery Education Science, Science Notebooking	Principal, ILC, Building Leadership Team
Grade levels will work vertically to identify key components at each grade level.	PreK - 5	Administrative Team	School wide	Weekly Grade level Collaboration, Grade Level WATT Wednesdays	Observations, Discovery Education Science, Science Notebooking	Principal, ILC, Building Leadership Team

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

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Increase Science Inquiry lessons with Science Lab experiments. Journal problem solving process	National Geographic series, Science Lab, Discovery Ed, Brain Pop		0
Subtotal: 0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Continue integration of computer science technology into lessons/curriculum, Discovery Education	Pearson SuccessNet		0
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Observe teaching science at every grade level. Vertical team planning how to best integrate science across all curriculum areas\ Water Odyssey Training Use of Science Lab for Experiments	National Geographic Series, Science lab, Pearson Success Net		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total: 0			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Tutoring for the lowest 25% of students using small group instruction	1A.1. Securing funding or Specialized volunteers to support small group instruction in writing beginning in October, 2011	1A.1. Principal, ILC	1A.1.	1A.1. District Writing Prompts, FCAT Writes, Published Writing Pieces		
Writing Goal #1A: 80% of students will score at level 3 in Writing.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	77%	80%					

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		1A.2. Create a writing curriculum that identified grade level benchmarks.	1A.2.	1A.2. Principal, ILC	1A.2. Need Assessment	1A.2. District Writing Prompts, FCAT Writes, Published Writing Pieces	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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
Focus on building units of studies with a focus on different genres.	PreK – 5	ILC, Leadership Team, Principal	School – wide	Release Days in Fall/ Winter, Weekly grade level collaboration, WATT grade level Collaboration	Published units of study, Vertical Alignment	Principal, ILC
Build a common instructional language and structure for teaching writing.	PreK – 5	ILC, Leadership Team, Principal	School Wide	Release Days in Fall/ Winter, Weekly grade level collaboration, WATT grade level Collaboration	Published units of study, Vertical Alignment	Principal, ILC

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
Writer’s Workshop	Lucy Calkins Unit of study		
6 Traits	6 Trait materials/ Mentor Text		

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Subtotal: 0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Publishing writing pieces	Classroom Computers, Computer programs that enhance and improve writing and typing skills		
Inspiration, Typing Program	improve writing and typing skills		
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher Training on Kidspiration, Typing program, developing scoring rubrics, writing units of study	Classroom Computers, Computer programs that enhance and improve writing and typing skills		
Subtotal: 0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Writing Club/Living a Writerly Life	Target those students that are developing writers to engage in an active writing experience once a week		
Subtotal: 0			
Total: 0			

End of Writing Goals

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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		
1. Attendance	1.1 Lack of motivation by parents and students to attend school and arrive on time.	1.1. Perfect Attendance Reward Program	1.1. Shelley Serafin-Guidance Counselor	1.1. Increase in classes that have perfect attendance	1.1. eSchoolPlus		
<u>Attendance Goal #1:</u> To increase student attendance rate by 1%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					

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	.96% (1032)	.97% (752) Total number (752) decreased due to reduction in school population from 1075 in 2010-2011 to 775 in 2012-2013					
	<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>					
	304	94					
	<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>					
	83	52					
		1.2. Parental contact through letters/ phone calls	1.2. Shelley Serafin-Guidance Counselor Classroom Teachers Administration	1.2. Shelley Serafin-Guidance Counselor Classroom Teachers Administration	1.2. Decreasing Absences and Tardies	1.2. eSchoolPlus	
		1.3. Attendance Contracts	1.3. MTSS Team	1.3. MTSS Team	1.3. Decreasing Absences and Tardies	1.3. eSchoolPlus	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Back to School Night, Open House, eSchoolPlus	Pre-K – 5	Leadership Team	School-wide	August, Sept. 13, Leadership Team	Attendance Records	Counselor, Data Operator, Administrative Team

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
Back to School Night	School Building, Staff Members		
Open House	Classroom Teachers, Administrative Team		
Subtotal: 0			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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PAS	Parent Assist for grade access, Smart Boards, Mobi, etc.		
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
eSchoolPlus, Smart Technology	Computers, SmartBoards, Mobi		
Subtotal: 0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total: 0			

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	1.1. Inadequate classroom management plans	1.1. Review of classroom management plans	1.1. Darren Tagliarini, Behavior Specialist Gene Bennett, Assistant Principal	1.1.Review of Behavior Referrals	1.1. Behavior Referrals		
Suspension Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	§	§					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	§	§					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	§	§					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	13	5					
		1.2. None	1.2.. Individualized Behavior Plans, Behavior Intervention Plans (BIP), Functional Behavior Assessments (FBA)	1.2.MTSS Team	1.2.MTSS Behavior Process	1.2. Behavior Referrals	
		1.3	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Creating Effective Classroom Management Plans	PreK - 5	Gene Bennett, Assistant Principal Darren Tagliarini, Behavior Specialist	Classroom teachers	RTI meeting with targeted teachers	Classroom behavior data, classroom observations	Gene Bennett, Assistant Principal Darren Tagliarini, Behavior Specialist

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
Assess using FBA, On-Task Observations,	Functional Behavior Assessment		
Subtotal: 0			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Documentation on Computers	Computers		
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Train staff in behavior techniques	Positive Behavior Program		
Subtotal: 0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total: 0			

End of Suspension Goals

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Parent obligation outside School.	1.1. Provide parent nights.	1.1. Classroom Teachers, ILC, Administrative Team	1.1. Keeping Track	1.1. Keeping Track		
<u>Parent Involvement Goal #1:</u> <i>85% of Mill Creek parents will volunteer.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	80%	85%					
		1.2. None	1.2. Involve parents in the instructional day.	1.2. Classroom Teachers, Administrative Team	1.2. Keeping Track	1.2. Keeping track	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development						
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(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
PTA, Volunteer Room Parents, Helping Hands	PreK – 5	Volunteer Coordinator, PTA Officers	School-wide	On-going throughout the year	Volunteer Statistics, School Sign in	Volunteer Coordinator

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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
Keeping Track	Computer Database		0
Subtotal: 0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Keeping track	Computer Database		
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Preplan meetings, PTA Meetings	Staff and PTA		
Subtotal: 0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Total: 0			

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: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	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 <small>Please note that each Strategy does not require a</small>						
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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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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a</small>						
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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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CTE 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 CTE 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. Appropriate school-wide character education plan to teach and model the pillars of character.	1.1. Guidance Counselor will teach character lessons as a resource.	1.1. Guidance Counselor	1.1. Number of students receiving gold coins and character counts awards	1.1. Character Counts hall of fame Student Tracking of Big Gold Coins		
Additional Goal #1: <i>80% of our students will receive a Character Counts Award.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					

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	750	624					
		1.2. Mobility	1.2. Students are recognized in the CAFÉ for Character Counts.	1.2. Guidance Counselor, CAFÉ Crew	1.2. Student Tracking of Big Gold Coins	1.2. Café Award	
		1.3. None	1.3. Character Counts Celebration at the end of each month.	1.3. Guidance Counselor	1.3. Increase in the number of students being recognized	1.3. Character Counts Hall of Fame	

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
School-Wide Character Counts recognition program	Pre- k - 5	Guidance Counselor	Classroom Teachers, Staff, Administration	Monthly Meetings	On-going conversations about good character behavior	Guidance Counselor, Administration
CAFÉ Awards	Pre-K - 5	CAFÉ Crew	Classroom Teachers, Staff, Administration	September 2012	Increase in positive behavior in the CAFE	CAFÉ Crew, Administration

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

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:\$6204.00
CELLA Budget	Total:
Mathematics Budget	Total:\$4000.00
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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Grand Total:\$10,204.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input 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.
Revision of by-laws, proposals for staff development, SIP plan and development, monitor school improvement through data conversations, facilitating voting process for the distribution of school recognition funds, monthly grade level updates of instructional practices at SIP meeting

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Describe the projected use of SAC funds.	Amount
Staff Development /Math	2800.00
Individual Teacher Development based on SIP goals	