

Florida Department of Education



DRAFT School Improvement Plan (SIP)

Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Advantage Academy of Math and Science at Waterstone	District Name: Miami Dade County Public Schools
Principal: Nathaniel Grasch (Governing Board Chair)	Superintendent: Alberto Carvalho
SAC Chair: Estelle Strader	Date of School Board Approval: pending

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	Melissa P. Aguilar	BS in Special Education K-12 MS in Reading Education <u>Certification:</u> Educational Leadership	1	8	12 11 10 09 08
					<u>School Grades</u> A A A A -
					<u>AYP</u> N Y N N
					<u>High Stds Reading</u> 79 76 70 67
					<u>High Stds in Math</u> 77 72 66 64
					<u>Lrng Gains Read</u> 69 73 68 67
					<u>Lrng Gains Math</u> 71 66 69 69
					<u>Gains R 25</u> 68 67 71 61
					<u>Gains M 25</u> 64 63 73 73

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)
Math Coach	Teresita Nieves	Bachelor of Music Performance Masters in Science in Curriculum and Instruction in Mathematics Education <u>Certification:</u> Middle School Mathematics (5-9)	2	3	12 11 10 09 08 <u>School Grades</u> A A A A - <u>AYP</u> N Y N N <u>High Stds Reading</u> 79 76 70 67 <u>High Stds in Math</u> 77 72 66 64 <u>Lrng Gains Read</u> 68 73 68 67 <u>Lrng Gains Math</u> 71 66 69 69 <u>Gains R 25</u> 68 67 71 61 <u>Gains M 25</u> 64 63 73 73

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Reading Coach	Pamela Picasso Alarcon	Bachelor in Science in Political Science Master in Science in Reading Education Certification Elementary Education K-6 ESOL K-12 Reading K-12	1	1	12	11	10	09	08
					<u>School Grades</u>	A	A	A	A
					<u>AYP</u>	N	Y	N	N
					<u>High Stds Reading</u>	79	76	70	67
					<u>High Stds in Math</u>	77	72	66	64
					<u>Lrng Gains Read</u>	68	73	68	67
					<u>Lrng Gains Math</u>	71	66	69	69
					<u>Gains R 25</u>	68	67	71	61
					<u>Gains M 25</u>	64	63	73	73

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Provide salaries commensurate with district pay scale.	Governing Board	August 2012
2. Employer will pay 90% of employee health costs.	Governing Board	August 2012
3. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview. Applicants are interviewed by appropriate personnel including the Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable.	Principal	April 2012, as needed
4. Soliciting referrals from current employees	Principal	April 2012
5. Working with local universities to provide opportunities for internships and service learning hours	Principal/Assistant Principals	September 14, 2012

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	N/A

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
14	50% (7)	35% (5)	15% (2)	0% (0)	8% (1)	100% (14)	8% (1)	0%	100%

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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lorraine Ross	Elizabeth Gonzalez	Ms. Ross is an experienced Kindergarten teacher and the grade level Lead Teacher.	Lesson planning and data driven curriculum planning and instruction. Modeling of instruction.
Lindley Butler	Monica Guinart	Ms. Butler has successfully taught Kindergarten for 4 years and 2 nd grade for 1 year.	Lesson planning and data driven curriculum planning and instruction. Modeling of instruction.
Patricia Marchand	Milagros Rodriguez	Ms. Marchand has successfully taught Kindergarten for 2 years and 1 st grade for 1 year.	Lesson planning and data driven curriculum planning and instruction. Modeling of instruction.
Patricia Marchand	Elizabeth Guier	Ms. Marchand has successfully taught Kindergarten for 2 years and 1 st grade for 1 year.	Lesson planning and data driven curriculum planning and instruction. Modeling of instruction.
Lorraine Ross	Jessica Ferrare	Ms. Ross is an experienced Kindergarten teacher and the grade level Lead Teacher.	Lesson planning and data driven curriculum planning and instruction. Modeling of instruction.

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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 N/A
Title I, Part D N/A
Title II N/A
Title III N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
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. Principal, Reading Coach, Math Coach, Assistant Principals, Guidance Counselor, Dean of Students, Science Lead Teacher, Language Arts Department Head and the ESE Program Specialist.
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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The Leadership Team will: <ol style="list-style-type: none">1. Monitor academic and behavior data evaluating progress by addressing the following important questions:<ul style="list-style-type: none">• What will all students learn? (curriculum based on standards)• How will we determine if the students have learned? (common assessments)• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)• How will we respond when students have learned or already know? (enrichment opportunities).2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.3. Hold regular team meetings.4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? <ol style="list-style-type: none">1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through frequent data gathering and data analysis.2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.3. The Leadership Team will provide levels of support and interventions to students based on data.
MTSS Implementation

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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.

1. Data will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional development
 - create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment/PMRN
- Baseline and Post Test Review
- EDUSOFT Managed data
- CELLA assessments
- In-house Reading, Writing, Math and Science assessments
- SESAT-2
- Student grades

Behavior

- Student Case Management System
- In-house behavior database using our school-wide discipline plan
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the RtI problem solving, data analysis process;
2. Providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns.

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Describe plan to support MTSS.

Frequent needs assessments will take place so as to support any areas with needed professional development. A focus on the FCIM will allow the MTSS to implement plans of action, evaluate their effectiveness, and make any necessary changes and adjustments.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Melissa Aguilar (Principal) , Vania Capote (School Counselor) and Leila Ibanez (ESE Program Specialist), Pamela Picasso-Alarcon (Reading Coach), Marissa Muriel (Language Arts Department Head), Dominique Diaz (Science Lead Teacher), Virginia DiMichele (Dean of Students).

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

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT analyzes the data, assists in changing curriculum to meet the needs of the students, and identifies students for remediation. Intervention is given to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored on a monthly basis through assessments and progress monitoring.

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

School wide the students will be using Ticket to Read, FCAT Explorer, KidBiz, and Accelerated Reader to improve fluency and reading comprehension. School will provide incentives to students who reach predetermined individual goals.

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.

N/A

****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?

N/A

****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?

N/A

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?

N/A

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](#).

N/A

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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		

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1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Students will come into Kindergarten at various levels. A large majority of our students will not have complete letter recognition, letter-sound relationships and grade level appropriate vocabulary.	1a.1. During pre- reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and their relationships. During Reading instruction students will participate in a variety of vocabulary development activities that would enhance their word knowledge. Students will dissect vocabulary through exploration activities. Implement Reading Racer daily data driven decoding and fluency checks.	1a.1. Literacy leadership team MTSS/RTI Team	1a.1. Fluency Checks and Reading Racers will assist us in monitoring and tracking students letter- sound recognition and site word development. Reading Racers is done weekly. (FCIM)	1a.1. Formative: Pre and Post Test Weekly Mini Assessments Weekly Student Portfolio Summative: 2012-2013 SESAT		
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Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2011-2012 SESAT Reading Test indicate that 90% of the students achieved Level 5 or higher. Our goal for 2012-2013 school year is to increase the number of Level 5 or higher by 2 percentage point to 92%.							
	90% (96)	92% (224)					
		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. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A		
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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 and 5 in reading.	1a.1. Students will come into Kindergarten at various levels. A large majority of our students will not have complete letter recognition, letter-sound relationships and grade level appropriate vocabulary.	1a.1. During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and their relationships. During Reading instruction students will participate in a variety of vocabulary development activities that would enhance their word knowledge. Students will dissect vocabulary through exploration activities. Implement Reading Racer daily data driven decoding and fluency checks.	1a.1. Literacy leadership team MTSS/RtI Team	1a.1. Fluency Checks and Reading Racers will assist us in monitoring and tracking students letter-sound recognition and site word development. Reading Racers is done weekly. (FCIM)	1a.1. Formative: Pre and Post Test Mini Assessments Weekly Student Portfolio Summative: 2012-2013 SESAT		

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Reading Goal #2a: The results of the 2011-2012 SESAT Reading Test indicate that 48% of the students achieved Levels 8 & 9 or higher. Our goal for 2013 school year is to increase the number of Level 8 & 9 by 1 percentage point to 49%.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	48% (51)	49% (119)					
		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. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A		
Reading Goal #2b: 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.	3a.1.	3a.1.	3a.1.	3a.1.		
<u>Reading Goal #3a:</u>	<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>					
		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 reading.	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A		
<u>Reading Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	

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		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		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<u>Reading Goal #4a:</u>	<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>					
		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 reading.	4b.1. N/A	4b.1. N/A	4b.1. N/A	4b.1. N/A	4b.1. N/A		
<u>Reading Goal #4b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							

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	N/A	N/A					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. 5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. 5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u>	<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> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</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.	
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.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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.		
<u>Reading Goal #5D:</u>	<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>					
		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		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Reading Goal #5E:	<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>					
		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						
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Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Training	K	Reading Coach	Reading and Language Arts Teachers	August 26, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Principal
Reading Racers	K	Reading Coach	Reading and Language Arts Teachers	August 14, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Principal

Reading 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
Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-based Budget	\$200.00
Implementation of vocabulary development lessons	Reading Racers	School-based Budget	\$100.00
Subtotal: \$300.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of Mimio Board lesson	Mimio Board Lessons	School-Based Budget	\$100.00
Subtotal: \$100.00			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$400.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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. ELL students lack vocabulary to gain comprehension from listening.	1.1. English Language Learners will receive in-school intervention. This intervention will teach strategies that help students determine meanings of words by using context clues.	1.1. Literacy Leadership Team MTSS/RtI Team	1.1. Monthly classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM)	1.1. Summative: CELLA 2013	

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CELLA Goal #1: Our goal is to increase the percentage of English Language Learners who are proficient in Oral Skills (listening and speaking) on CELLA by 3% in the 2012-2013 school year.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	23% (7)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. ELL students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	2.1. English Language Learners will also receive in school reading intervention. This intervention will teach reading strategies that help students determine meanings of words by using context clues.	2.1. Literacy Leadership Team MTSS/RtI Team	2.1. Monthly classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM)	2.1. CELLA 2013	
CELLA Goal #2: Our goal is to increase the percentage of English Language Learners who are proficient in Reading on CELLA by 3% in the 2012-2013 school year.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	6% (2)					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
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. ELL students lack grammar and convention skills to write in simple complete sentences and paragraphs.	2.1. English Language Learners will also receive in school writing intervention. This intervention will teach grade level specific grammar and convention skills that will help students write following proper writing conventions.	2.1. Literacy Leadership Team MTSS/RtI Team	2.1. Monthly classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM)	2.1. Formative: Baseline and Interim Assessments Student work samples using rubrics, mini assessments and teacher observations CELLA 2013	
<u>CELLA Goal #3:</u> Our goal is to increase the percentage of English Language Learners who are proficient in Writing on CELLA by 3% in the 2012-2013 school year.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	6% (2)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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
Implementation of vocabulary development lessons	ELL Vocabulary Cards	School based budget	\$100.00

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Subtotal: \$100.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of FCRR center activities	Paper and lamination	School based budget	\$150.00
Subtotal: \$150.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$250.00			

End of CELLA Goals

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						
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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		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Many students come into kindergarten with little mathematical concepts number sense concepts	1a.1. Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and basic concepts of multiplication and Algebraic Thinking. The focus will be more on teaching the Mathematical Concept and assessing both students Math fluency and application.	1a.1. MTSS/RtI Team	1a.1. Monthly review of formative assessments to ensure that the students are showing progress and adjust teaching as necessary. Conduct grade level and department meetings to gather information and feedback from the instructional staff and adjust instruction as necessary. (FCIM)	1a.1. Formative: Pre Test and Post Test Monthly Bi-weekly assessments Summative: 2013 SESAT		
<u>Mathematics Goal #1a:</u> The results of the 2011-2012 SESAT Math Test indicate that 65 % of the students achieved Levels 5 or higher. Our goal for 2012-2013 school year is to increase the number of Level 5 or higher by 3 percentage point to 68%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	65% (107)	68% (165)					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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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.		
Mathematics Goal #1b:	<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.	
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. Many students come into kindergarten with little mathematical concepts number sense concepts	2a.1. Students will apply the math concepts learned to real-world problems.	2a.1. MTSS/RtI Team	2a.1. Monthly review of formative assessments to ensure that the students are showing progress and adjust teaching as necessary. Conduct grade level and department meetings to gather information and feedback from the instructional staff and adjust instruction as necessary. (FCIM)	2a.1. Formative: Baseline and Interim Assessments Bi-weekly assessments Summative: 2013 SESAT		

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<u>Mathematics Goal #2a:</u> The results of the 2011-2012 SESAT Math Test indicate that 9% of the students achieved Levels 8 & 9 or higher. Our goal for 2012-2013 school year is to increase the number of Level 8 & 9 or higher 1 percentage point to 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	9% (10)	10% (24)					
		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. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A	2b.1. N/A		
<u>Mathematics 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 mathematics.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	X	X					
		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. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A	3b.1. N/A		
<u>Mathematics 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 mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<u>Mathematics Goal #4a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	X	X					
		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. N/A	4b.1. N/A	4b.1. N/A	4b.1. N/A	4b.1. N/A		
<u>Mathematics Goal #4b:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	

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		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</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 subgroup:	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.	5B.1.	5B.1.	3a.1.	3a.1.		

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Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</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.	
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.		
Mathematics Goal #5C:	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>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		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.		
<u>Mathematics Goal #5D:</u>	<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>					
		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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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Mathematics Goal #5E:	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>					
		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 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
Scoring High	Scoring High (K-2) for SESAT	EESAC Funds	\$275.00
Subtotal: \$275.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Implementation of virtual Math Manipulatives	LCD Procedures	EESAC Funds	\$100.00
Subtotal: \$100.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Total: \$375.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. The area of deficiency as noted on the in-house Science Assessment was the Scientific Method.	1a.1. Students will be engaged in activities and Science labs that allow them to apply the steps to the Scientific Method. Cross-curricular activities will nurture each child’s investigative instincts.	1a.1. RTI Leadership team	1a.1. Monthly review of formative assessments to ensure students are making adequate progress and adjust teaching as required as per FCIM.	1a.1. Formative Bi- weekly Assessments. Summative Post-Assessment.		

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Science Goal #1a: AAMS has expanded the number of Kindergarten students. Based on an in-house Science Assessment 20% students demonstrated proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	20%	25%					
		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 Level 4, 5, and 6 in science.	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A		
Science Goal #1b: 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.	
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 science.	2a.1. The area of deficiency Among students in the top 25% demonstrated weakness in creating a conclusion based a lab experiment.	2a.1. Students will be engaged in lab activities specifically to identify the components which lead to a creating a conclusion.	2a.1. RTI Leadership team	2a.1. Monthly review of formative assessments to ensure students are making adequate progress and adjust teaching as required as per FCIM.	2a.1. Formative Bi- weekly Assessments. Summative Post-Assessment.		
Science Goal #2a: AAMS has expanded the number of Kindergarten students. Based on an in-house Science Assessment 20% students demonstrated proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	20%	25%					
		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. N/A	2b.1. N/A	2.1. N/A	2b.1. N/A	2b.1. N/A		
Science Goal #2b: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013Expected 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	

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 <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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of New Science Curriculum	K	Science Lead	School-wide	October 2012	Student Lab Journals Lesson Plans	Principal

Science Budget (Insert rows as needed)

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

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Implementation of hands-on, real-world Science lessons	AIMS Students and Teacher Kits (K)	School-based budget	\$300.00
Implementation of New Science Curriculum	Science Fusion	School-based budget	\$2,000.00
Subtotal: \$2,300.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Implementation of virtual labs	Virtual manipulatives and LCD projectors	School-based budget	\$100.00
Subtotal: \$100.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Data chats on Science Data	Data Chat sheets and Edusoft data	School-based budget	\$100.00
Subtotal: \$100.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2,500.00			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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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		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. The area of deficiency as noted on the in- house Writing Assessment was being able write a complete sentence with a simple subject and predicate with grade level appropriate spelling conventions.	1a.1. Students will be engaged in activities specifically to identify proper structure of a simple sentence. Students will be engaged in activities specifically to apply grade level appropriate spelling conventions such as phonics rules and basic spelling rules.	1a.1. RTI Leadership team Language Arts Department Head	1a.1. Continuous administrative walk-through evaluations (formal & informal). Administer and score monthly writing prompts to monitor student progress and adjust instruction as indicated. (FCIM)	1a.1. Formative District Writing Pre-tests Mini Assessments		
<u>Writing Goal #1a:</u> The results of the 2012 District Writing Post-test indicate that 5% of the students achieved proficiency. Our goal for the 2012-2013 school year is to maintain 10% proficiency.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	5%	10%					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A	1b.1. N/A		
<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.	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementing the Common Core Writing Standards	Language Arts K	Language Department Chair	School-wide	August 2012	Lesson plans and Sample writing	Language Arts Department Chair Principal

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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
Implementing the Common Core Writing Standards	Common Core Writing Standards	School-Based Budget	\$100.00
Implementing CraftPlus Daily Writing Lessons	CraftPlus Daily Writing Program	School-based Budget	\$4,000.00
Subtotal: \$4,100.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of interactive boards for peer editing activities and writing lessons	LCD Projector Bulbs	School-based budget	\$200.00
Subtotal: \$200.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Review how to implement Common Core Writing Standards	Common Core K-5 Writing Standards	School-based budget	\$50.00
Subtotal: \$50.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$4,350.00			

End of Writing Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. New Arrival and dismissal procedures will take time for to acclimate and get adjusted	1.1. Continue to work with community to establish the new arrival and dismissal procedures that facilitate the flow of traffic reducing the number of tardies. Use sign-in /check-out system to monitor tardies and recognize students with perfect attendance each quarter. Issuance of parent letter that will inform parents of their child's attendance records and the district's attendance policies. Implement a class incentive for 100% attendance goals quarterly.	1.1. Leadership Team	1.1. Observation and monitoring of traffic and attendance records.	1.1. Attendance records Parent Survey Completion of evaluation charts		

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Attendance Goal #1: The Average Daily Attendance Rate for 2011-2012 was 96.54 %. Our goal for the 2012-2013 school year is to increase the attendance rate to 97.02%. In addition, our goal is to decrease the number of excessive absences (10 or more) and excessive tardies (10 or more) by 5%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	95.22% (103)	95.72% (103)					
	<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>					
	37	35					
	<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>					
	7	7					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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
Class 100% incentives per quarter & Information regarding new procedures	Paper for quarterly attendance goals coloring pages & arrival/dismissal procedures flyers	PTSO funds	\$100.00
Subtotal: \$100.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Scan ID badges in order to assist in the flow of tardies	ID badge and barcode reader	School-based budget	\$300.00
Subtotal: \$300.00			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Parental Involvement = Success	Parent nights to discuss positive outcomes of parental involvement and strategies to be involved parents	PTSO funds	\$100.00
Subtotal:\$100.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$500.00			

End of Attendance Goals

Suspension Goal(s)

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

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

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1. Suspension	I.1. Due to the expansion of students, new students and parents may not be familiar with the Student Code of Conduct.	I.1. Parent Workshops to increase parental involvement. Continuation of recognition programs such as Student of the Month, Do The Right Thing, Lessons on Character Education in an effort to take a proactive approach to discipline using videos. School-wide implementation of discipline plan.	I.1. Leadership Team	I.1. Review of suspension report	I.1. Suspension Report.		
Suspension Goal #1: The number of in-school suspensions in the 2011-2012 school year was 2.8%. Our goal for the 2012-2013 school year is to decrease the total number of in school suspensions to less than 1%. The number of out-of-school suspensions in the 2010-2011 school year was 15%. Our goal for the 2012-2013 school year is to decrease the total number of out-of-school suspensions to 5.8%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	2	2					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	2	2					

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	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	9	8					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	7	6					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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	PLC Leader	PD Participants (e.g. , PLC, subject, grade level or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Discipline Plan	K	Dean of Students	School-wide	August 16, 2012	School-Wide Plan documentation	Decrease in suspensions and detentions

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			
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funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
School-wide implementation of: Do the Right Thing, Character Education and Students of the Month	Student rewards, recognition and incentives	SAC funds	\$200.00
Subtotal: \$200.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Show videos that pertain to character education	Purchase enough TVs and DVD players to ensure 1 per grade level	School-based budget	\$100.00
Subtotal: \$100.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Classroom Management	School-wide discipline plan and procedures	School-based budget	\$150.00
Subtotal: \$150.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$450.00			

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	Problem- solving Process to Dropout Prevention						

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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. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A		
N/A	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	N/A	N/A					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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

Dropout Prevention 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:			

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

Total:			
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End of Dropout Prevention Goal(s)

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 Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	I.1. Parents are unfamiliar with the availability of opportunities for parental involvement.	I.1. Use the Black Board Connect call out system to invite parents to school sponsored activities. Give incentives for parents to attend such activities. Work closely with our PTSO to further enhance communication and participation of parents in school activities. Parents received orientation packet to familiarize them with the school website. Provide parents with options on volunteering as room parents	I.1. Leadership Team	I.1. Monthly review of volunteer Spreadsheet and sign in sheets for events. Send updates on completed parent volunteer hours.	I.1. Volunteer Spreadsheet and data from Raptor.		
	93% of the parents completed their volunteer hours by contributing time to the school. Our goal is that 94% of parents complete their volunteer hours.	<u>2012 Current level of Parent Involvement.*</u>	<u>2013 Expected level of Parent Involvement.*</u>				
	93%	94%					
		I.2.	I.2.	I.2.	I.2.	I.2.	
		I.3.	I.3.	I.3.	I.3.	I.3.	

Parent Involvement Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Homeroom Parent Procedures	Grades K-5	Administration	One designated parent per Homeroom	October 2012	Parent Exit Survey	Principal & PSTO

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
Implementation of Homeroom Parent	Homeroom Parent assists in communicating classroom needs, events and volunteer opportunities.	PTSO Funds	\$200.00
Subtotal: \$200.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online Assessment Programs	In Student Portal MDCPS and pay for handout information	SAC funds	\$100.00

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Subtotal: \$100.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training of PTSO so that parents can hear from other parents	Handouts	SAC funds	\$100.00
Subtotal: \$100.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$400.00			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<p>Increase the use of technology by</p> <p>Increase the usage of the Mac labs within the instructional lessons.</p> <p>Increase the understanding of the scientific process by promoting the Science Fair participation.</p>	<p>1.1</p> <p>The need for ongoing technology Professional Development.</p>	<p>1.1.</p> <p>Integrate technology to enhance lessons.</p> <p>Use activities such as Science Fairs and weekly Science Labs to reinforce the Scientific Process and Scientific Thinking</p> <p>Increase the implementation of virtual labs in science using manipulatives and LCD projectors.</p> <p>Increase the implementation of virtual manipulatives in math by promoting the participation of Mathematics.</p>	<p>1.1.</p> <p>Leadership team.</p>	<p>1.1.</p> <p>Continuous administrative walk-through evaluations (formal & informal).</p>	<p>1.1.</p> <p>Science in-house assessment SESAT Math 2013</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a</p>						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integration of Mimio in the classroom	Cross-Curricular	Hired Trainer	K-5	August 2012 Planning Days	Lesson plans and walktroughs	Administrative Team

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
Integrating Mimio in the classroom	Manuals and presentations	School-based budget	\$1,500.00
Subtotal: \$500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Total: \$500.00			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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: N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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CTE Professional Development

<div>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</div> <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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
N/A	N/A	N/A	N/A
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:			

End of CTE Goal(s)

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.		

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Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level :*	2013 Expected Level :*					
	<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 Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

Include only school-based funded			
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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)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: \$400.00

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CELLA Budget	
	Total: \$250.00
Mathematics Budget	
	Total: \$375.00
Science Budget	
	Total: 2,500.00
Writing Budget	
	Total: \$4,350.00
Attendance Budget	
	Total: \$500.00
Suspension Budget	
	Total: \$450.00
Dropout Prevention Budget	
	Total: \$0
Parent Involvement Budget	
	Total: \$400.00
STEM	
	Total: \$500.00
	Grand Total: \$9,725.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes

No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Monitor implementation of SIP Plan.
Monitor progress through review of assessment data.

Describe the projected use of SAC funds.	Amount
In an attempt to support the mission and vision of the school and increase student achievement, SAC funds may be used to purchase student incentives for attendance and demonstration of positive behavior. Incentives include supplies for pizza, pop corn and Snow Cone parties, stickers, pencils, goodie bags, certificates.	\$200.00

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SAC funds may be used to purchase teacher resource materials and books and supplies to further develop our school library. Exemplar text books, more library books for students in grades K-1, one-year membership to Accelerated Reader.	\$1,000.00
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