FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP)

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Madeira Beach Fundamental K-8	District Name: Pinellas County Schools
Principal: Mr. Chris Ateek	Superintendent: Michael Grego, Ed. D.
SAC Chair: Mrs. Laura Brickey	Date of School Board Approval: Pending: October 9, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

 $\underline{Florida\ Comprehensive\ Assessment\ Test\ (FCAT)/Statewide\ Assessment\ Trend\ Data}(Use\ this\ data\ to\ inform\ the\ problem-solving\ process\ when\ writing\ goals.)$

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	CHRISTOPHER ATEEK	B.A. Ele. Ed/ M.Ed. Leadership	4	9	Mr. Ateek has served as an educator in Pinellas County for 15 years. Principal of Madeira Beach Fundamental: Grade A
Assistant Principal	KRISTINA BAUMAN	B.S. in Ele. Ed/ M, Ed. Leadership	11	4	Mrs. Bauman has served as a teacher, curriculum specialist, and Asst. Principal of Madeira Beach Fundamental Grade A
Assistant Principal	KEILA VICTOR	B.S. Agricultural Bus. M. Ed. Leadership	4	6	Mrs. Victor has served as an educator in Pinellas County for 14 years. Assistant Principal of Madeira Beach Fundamental: Grade A

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Literacy Staff	Michelle Tibbs Brown	English, Reading, Masters in Curriculum and Instruction, Principal's	0	3 years in Florida; 6 years total	Prior FACT performance: was at center; therefore, did not have traditional AYP data. % of students meeting/ exceeding for the past three years was 7%, 8%, and 9%
Reading Staff Developer	Mary Lynn Musher	Bachelor of Arts; Master of Education, Instructional Systems; Elementary Education K-6; Reading Endorsement	0	2	Served prior two years as an embedded literacy coach at Calvin Hunsinger, a K-12 EBD center that does not receive a school grade. The majority of students scored below grade level on the 2012 FCAT 2.0 Reading test, consistent with all prior years, with a 7 point drop in learning gains. Priority School Improvement Plan goals for 2011-12 were to increase independent reading and provide literacy enrichment. Successes in these areas include: 50% of elementary students participated in a take-home independent reading program, up from 0% previous year; 100% of middle school reading classes instituted regular in-class independent reading, up from 50% previous year; Students in the only high school, regular diploma reading class increased average independent reading time by 600%; For the first time, both an elementary and a middle school Battle of the Books team competed at the county level; Three students submitted writing to the Cross Creek Chronicle, the Pinellas County annual elementary literary magazine. One was published.

Highly Effective Teachers

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

De	scription of Strategy	Person Responsible	Projected Completion Date
1.	Attend Job Fairs (Recruit)	Principal	On-going as vacancies occur
2.	Posting Vacancies both on the School Board Website and on the School Marquee (Recruit)	Principal	On-going as vacancies occur
3.	Assigned leadership roles and responsibilities (Retention)	School Based Leadership Team	On-going throughout school yr.

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
1% (1)	Teachers will complete coursework, or exams making them certified, and highly qualified to teach the subject area they will teach in the 2012-2013 school year

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
85	7.06% (6)	10.59% (9)	37.65% (32)	44.71% (38)	45.88% (39)		17.65% (15)	9.74% (83)	21.18% (18)

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.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lauren Grimsley	Pat Spudie	new teacher	Collaborative Partner to "touch-base" regularly
Michael Myers	Jane Davis	new teacher	Collaborative Partner to "touch-base" regularly
Kate Trealese	David Tagliarini	new teacher	Collaborative Partner to "touch-base" regularly
Kendall Williams	Grace Nohlgren	new teacher	Collaborative Partner to "touch-base" regularly
Molly Woestmann	Angie Parmentier	new teacher	Collaborative Partner to "touch-base" regularly
Jessica Rogers	Cindy Webb	transferred from another school	Collaborative Partner to "touch-base" regularly
Holly Slaughter	Lorna Cole	transferred from another school	Collaborative Partner to "touch-base" regularly
Kim Sabiel Nash	Genessa Kolosey	transferred from another school	Collaborative Partner to "touch-base" regularly
Rachel Morrison	Chenese Bush	transferred from another school	Collaborative Partner to "touch-base" regularly

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Title I, Part C- Migrant

NA in Pinellas

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Nutrition Programs

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

Housing Programs

Head Start

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

Adult Education

Career and Technical Education

Job Training

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Chris Ateek, Principal, Kristina Bauman, Assistant Principal, Keila Victor, Assistant Principal, Malinda Motte, Guidance Counselor, Cindy Gavin, Guidance Counselor, Leanne Forgione, Guidance Counselor, Cori Fahey, Guidance Counselor, Jennifer Purcell, VE, Paula Phillips, School Psychologist, Suzanne Corry-Lovett, Social Worker

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate

MTSS efforts? The Madeira Beach Fundamental School School-Based MTSS/RtI Team meets once every two weeks during the 2012-2013 year. These meetings are scheduled for Thursdays. When necessary, these meetings include the guidance counselors, academic team members, school social worker and psychologist. The School Psychologist or school-based MTSS leadership team coordinator would facilitate the MTSS leadership team meetings, asking for input from the academic staff, which includes classroom observations and gathering of data for specific identified behaviors. The School Psychologist would share any recent information from psychological testing and assist in analyzing the data presented by the staff. All school-based MTSS leadership team members, including the appropriate grade level counselor and VE liaison would discuss possible interventions that may assist the student, depending on his/her individual needs. A plan of action would then be made to collect data based on new interventions with a follow-up meeting scheduled. The school-based MTSS leadership team will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

MTSS leadership team functions

- -Facilitator generates agenda and leads team discussions
- -Data Manager(s)/Data Coach(es) assist team in accessing and interpreting (aggregating/disaggregating) the data
- -Technology Specialist brokers technology necessary to manage and display data
- -Recorder/Note Taker documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
- -Time Keeper -helps team begin on time and ensures adherence to agreed upon agenda

Meeting time: Every other Thursday

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP).

The school-based MTSS leadership team plays a role in assisting all staff in developing positive and appropriate interventions to assist all students. The school-based MTSS leadership team will continue to focus on helping economically disadvantaged students and students with disabilities to improve their academic success, both within the classroom and on standardized tests. The school-based MTSS leadership team partners with instructional staff and students' families to ensure that interventions are working. **Describe how the RtI problem-solving process is used in developing and implementing the SIP?** Academic Data is used to differentiate instruction, and place students accordingly.

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.

Academic data is collected (FCAT 2.0, FAIR, Common Assessments) Behavior data is collected monitoring student detentions, and referrals (EDS system). Student Organization data is collected monitoring student demerits.

Academic data will is entered into a schedule determined by the district office, data created as part of the fundamental guidelines is entered within 24 hours of being issued. Support staff personnel enter district discipline, academic and attendance data into the PORTAL/ FOCUS System as required by district policy. The concerns unique to the fundamental practices (middle grades demerits) are tracked through a school-based database of which the faculty has direct access to.

Describe the plan to train staff on MTSS. Staff trainings will occur at several levels. A school meeting schedule has been developed that includes faculty, grade level teams/ departments, and professional learning opportunities

Describe the plan to support MTSS.

The district provides formal MTSS training. Listed below are training sessions for the current school year involving administrators, guidance counselors as well as other members of the MTSS.

- 1) Secondary Rti-B training sessions scheduled will have Assistant Principal attend.
- 2) SBLT Training meetings are planned for the entire SBLT
- 3) Primary/ Secondary Tier III Intervention Coordinator Training: Sessions scheduled will have guidance counselors attend.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Chenese Bush, Lorna Cole, Keila Victor, Sarah Cavaliere, Jane Davis, JaVonda Bryant, Stephen Ross Genessa Kolosey, Nancy Millichamp, Bette Groves, Twain Hammond

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

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

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

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

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

Support for text complexity

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

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.

*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?

- The MBFS Literacy Leadership Team assists in teaching literacy strategies to all disciplines. Our team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
- MBFS has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
- Teacher appraisal has a provision for teaching reading strategies in all subject areas. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

*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.

Kindergarten Teachers hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals		Pr	oblem-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
Achievement Level 3 in reading. Reading Coal #1a: 2012 2013Expected	standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson		1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class	1a.1. Walkthrough & Lesson Plans

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	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson 1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are	1a.3. Walkthrough Teacher Appraisal Results

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Improve current level of		eading. 2013Expecte d Level of Performance	standard based	1b.2. Implement High Yield Instructional Strategies	1b.2. AP who evaluates teacher		1b.2. Walkthrough
						*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			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		Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

"Guiding Questions", identify and define areas in need of improvement for the following group:				Monitoring	Strategy	
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading. Reading Goal #2a: Current Improve current level of performanc Performanc Performanc e:* 49% (574) Increase level 4 and 5 in reading.		2013Expecte d Level of Performance :* Increase level 4 and 5	Lack of differentiation of instruction	2a.1. AP who evaluates teacher		2a.1. Walkthrough
		by 5%			informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	
				2a.2.		2a.2.
				2a.3		2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2b: 2012 2013Expecte Current d Level of Performance		Lack of differentiation of instruction	2b.1. AP who evaluates teacher		2b1. Walkthrough	

performance	Performanc e:* #N/A	Increase level 7 by 5%	2b.2. 2b.3		2b.2. 2b.3		
Based on the achievement of "Guiding Questic	lata, and refe	erence to	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	wing group:						
3a. FCAT 2.0: Percer Learning Gains in r Reading Goal #3a: Improve current level of performance	•	2013Expecte d Level of Performance	3a.1. Lack of student engagement	3a.1. Differentiate Instruction		Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when

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	71% or 763 students	100%	3a.2.	3a.2.	3a.2.	diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 3a.2.	applicable 3a.2.
			3a.3.	3a.3.	3a.3.	3a3.	3a.3.
3b. Florida Alternatof students making reading. Reading Goal #3b: Improve current level of performance		U	3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable

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		T	•		1		
						*These small groups are flexible and	
						change with the content, project and	
						assessments	
						*Students are provided opportunities	
						to demonstrate or express knowledge	
						and understanding in different ways,	
						which includes varying degrees of	
						difficulty.	
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the	analysis of s	tudent	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
achievement of	•		Barrier	June 87	Responsible for	Effectiveness of	27414412511 1002
"Guiding Question			Durrier		Monitoring	Strategy	
areas in need o					Williams	Strategy	
	wing group:	itt for the					
			4a.1.	4a.1.	4- 1	4a.1.	4- 1
4a.FCAT 2.0: Percer					4a.1. AP who evaluates		4a.1.
Lowest 25% making	g learning ga	ins in	Lack of	Differentiate			Lesson Plans & Walkthrough
reading.		I	differentiation of	Instruction	teacher	by student interests, cultural	
Reading Goal #4a:	<u>2012</u>	2013Expecte	instruction			background, prior knowledge of	
	<u>Current</u>	d Level of				content, and skill level	
Improve current	<u>Level of</u>	Performance				*Content materials are appropriately	
level of	<u>Performanc</u>	<u>.*</u>				scaffolded to meet the needs of	
performance	<u>e:*</u>					diverse learners (learning readiness	
	61% or 165	100%				and specific learning needs)	
	students					*Models, examples and questions are	
						appropriately scaffolded to meet the	
						needs of diverse learners *Teachers	
I		Ī	I	ĺ		provide small group instruction to	
						target specific learning needs.	
						target specific learning needs. *These small groups are flexible and	
						target specific learning needs.	

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	4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	Create intervention that support core instructional goals and objectives	4a.2. SBLT	*SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
	4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment:	4b.1.		4b.1.		4b.1.
Percentage of students in Lowest 25%	Lack of	Differentiate	AP who evaluates	Content materials are differentiated	Lesson Plans & Walkthrough
making learning gains in reading.	differentiation of	Instruction	teacher	by student interests, cultural	
Reading Goal #4b: 2012 2013Expecte	instruction			background, prior knowledge of	
<u>Current</u> <u>d Level of</u>				content, and skill level	
Improve current <u>Level of</u> <u>Performance</u>				*Content materials are appropriately	

level of performance	Performanc e:* NA	100%	Insufficient intervention supports exist to		4ab.2. SBLT	*SBLT utilizes data to plan for a sufficient number and variety of intervention courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
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	4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
	40.3	40.3.	40.3.	40.3.	40.3.	
Based on Ambitious but Achievable Annual	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Measurable Objectives (AMOs), Reading	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2010-2017
and Math Performance Target						
Č	86	89	<mark>92</mark>	04	<mark>97</mark>	100
Achievable Annual	00	<mark>09</mark>	<mark>92</mark>	94	97	100
Measurable 83 Objectives						
(AMOs). In six						
year school will						
reduce their						
achievement gap						
~ =						
by 50%.	1					
Reading Goal #5A:						
Enter narrative for the goal in this box.						
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Eva	luation Tool
achievement data, and reference to	Barrier		Responsible for	Effectiveness of		
"Guiding Questions", identify and define			Monitoring	Strategy		
areas in need of improvement for the						
following subgroup:						
5B. Student subgroups by ethnicity (White,	5b.1.	5b.1.	5b.1.	5b.1.	5b.1.	
Black, Hispanic, Asian, American Indian) not	White:	Differentiate	AP who evaluates	Content materials are differentiated	Lesson Plans &	walkthrough
•	Black:	Instruction	teacher	by student interests, cultural		Ü
	Hispanic:			background, prior knowledge of		
	Asian:			content, and skill level		
	American Indian:			*Content materials are appropriately		
	Lack of			scaffolded to meet the needs of		
	differentiation of			diverse learners (learning readiness		
	instruction			and specific learning needs)		
				*Models, examples and questions are		
				appropriately scaffolded to meet the		
			ĺ	needs of diverse learners *Teachers		

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				provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
				unneuty.	
Improve current level of performance	Current Level of Performanc e:* White:753 83% Black: 37 4% Hispanic: 61 7%	2013Expecte d Level of Performance :* 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%			
	1%				

	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
	differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways,	5c.1. Lesson Plans & Walkthrough
	5C.2.	5C.2.	5C.2.	which includes varying degrees of difficulty. 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	5d.1.	5d.1.	5d.1.	5d.1.	5d.1.

making satisfactory pr	making satisfactory progress in reading.		Lack of differentiation of	Differentiate Instruction	AP who evaluates teacher	Content materials are differentiated by student interests, cultural	Lesson Plans & Walkthrough
Improve current level of performance	Level of Performance:* 63% or 42	2013 Expected Level of Performance:* 100% of all SWD students to make a learning gain An increase in proficiency by 10%	instruction			background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5D.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 Disa not making satisfactor			5e.1. Lack of	5e.1. Differentiate	5e.1. AP who evaluates		5e.1. Lesson Plans & Walkthrough

Reading Goal #5E:	2012	2013Expected	differentiation of	Instruction	teacher	by student interests, cultural	
	<u>Current</u>	<u>Level of</u>	instruction			background, prior knowledge of	
Improve current level	Level of	Performance:*				content, and skill level	
of performance	Performa					*Content materials are appropriately	
	nce:*					scaffolded to meet the needs of	
	69%	100% of				diverse learners (learning readiness	
	percent	economically				and specific learning needs)	
	or 193	disadvantage				*Models, examples and questions are	
	students	d students				appropriately scaffolded to meet the	
		will learning				needs of diverse learners *Teachers	
		gain				provide small group instruction to	
		An increase				target specific learning needs.	
		in proficiency				*These small groups are flexible and	
		by 10%				change with the content, project and	
						assessments	
						*Students are provided opportunities	
						to demonstrate or express knowledge	
						and understanding in different ways,	
						which includes varying degrees of	
						difficulty.	
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.									
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring				
Reading/ LA Professional Learning community	Reading Language Arts department	Tiffany Boggs	Reading/ LA department	•	Minutes of each meeting will be used to monitor action taken and results of action	Kristina Bauman				
K-5 curriculum meetings	K-5	Kristina Bauman	K-5 classroom teachers	1x per month	Data collection, classroom walk thru	Kristina Bauman				
School-Wide	All Faculty	Administrator	School-wide: Training or information that may impact more than one grade level or subject area.	O O	Maintaining a highly qualified faculty and high performing staff.	Administrator				
Subject Area or grade level Research/Workshops/ Conventions: Items dealing with State, Nation-wide or Global focuses	All grades				Trade Day or In-service Point Forms with feedback.	Principal's Secretary and/or Professional Education facilitators				
WICOR/ AVID strategies	All grades	AVID teachers with district support	School-wide	Monthly PLC Meeting	Walkthroughs to monitor use of AVID strategies	Administrator/ AVID teachers				

Reading Budget (Insert rows as needed)

Include only school funded activities/mate	rials and exclude district funded activities/mat	erials.		
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
To use Evidence-based Program(s)/Materials(s) to increase reading proficiency.	Authentic literature, Great Leaps, Quick Read texts, gathering rugs, Leveled Books for differentiated instruction	School Improvement Funds	\$0.00	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
To use technology to increase reading proficiency.	LCD projectors, document cameras, smart boards	School Improvement Funds	\$0.00	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
To provide teachers and staff professional development opportunities in reading/ Language Arts	TDEs for teachers to further professional development, Providing funding for teachers wishing to attend professional development activities	School Improvement Funds	\$0.00	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
]			Subtotal:
				Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA	A Goals		Problem-Solving	g Process to Increase l	Language Acquisition	
English at grade level in a	h and understand spoken manner similar to non-ELL lents.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficies	nt in Listening/Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: Improve current level of performance Number CELLA tested: 8	2012 Current Percent of Students Proficient in Listening/Speaking: 88%	Lack of differentiation of instruction	Provide formative assessments to inform differentiation in instruction	teacher	Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	Walkthrough
		2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction		2.1. Content materials are	2.1. Lesson Plans & Walkthrough

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		1.3.	1.3.	1.3.	*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 1.3.	1.3.
	grade level text in a manner a-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficience CELLA Goal #2: Improve current level of performance	ent in Reading. 2012 Current Percent of Students Proficient in Reading: 50%	2.2. Insufficient standard based instruction	2.2. Implement High Yield Instructional Strategies	2.2. AP who evaluates teacher	2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by	2.2. Walkthrough

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					connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English similar to non	at grade level in a manner -ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficie	nt in Writing.	3.1.	3.1.	3.1.	3.1.	3.1.
Improve current level of	2012 Current Percent of Students Proficient in Writing: 50%	Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	AP who evaluates teacher		Walkthrough & Lesson Plans

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				*Focuses and/or refocuses	
				class discussion by referring	
				back to the learning	
				goal/essential question	
				*Includes a scale or rubric	
				that relates to the learning	
				goal is posted so that all	
				students can see it	
				*Teacher reference to the	
				scale or rubric throughout	
				the lesson	
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

CELLA buuget (misert 10ws as needed)				
Include only school-based funded activit	ties/materials and exclude district funded	d 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 CELLA Goals

Elementary School Mathematics Goals

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

Elementary Ma	athematics	Goals		Problem-Solving Process to Increase Student Achievement					
data, and reference to identify and defi	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: Le Improve current :* level of performance 38	012 Current evel of erformance	20125	standard based	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	AP who evaluates teacher		1a.1. Walkthrough & Lesson Plans		
			12	1a.2.	1a.2.	*Teacher reference to the scale or rubric throughout the lesson	1a.2.		
			Insufficient	1a.2. Implement High Yield Instructional Strategies		1a.2. Determine: *Lesson focuses on essential	1a.2. Walkthrough		

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	l			1 . 1	
	instruction			learning objectives and goals by	
				specifically stating the purpose	
				for learning, lesson agenda and	
				expected outcomes	
				*Student readiness for learning	
				occurs by connecting	
				instructional objectives and	
				goals to students' background	
				knowledge, interests, and	
				personal goals, etc.	
				*Explicit Instruction; Modeled	
				Instruction; Guided Practice	
				with Teacher Support and	
				Feedback; Guided Practice with	
				Peer Support and Feedback; and	
				Independent Practice occur	
				_	
	1a.3.	1a.3.	1a.3.		1a.3.
	Insufficient	Increase instructional rigor	AP who evaluates	Evidence of:	Walkthrough
	standard based		teacher	Teachers provide instruction	Teacher Appraisal Results
	instruction			which is aligned with the	
				cognitive complexity levels of	
				standards and benchmarks	
				The cognitive complexity of	
				models, examples, questions,	
				tasks, and assessments are	
				appropriate given the cognitive	
				complexity level of grade-level	
				standards and benchmarks	
				Students are provided with	
				appropriate scaffolding and	
				supports to access higher order	
				questions and tasks	
1b. Florida Alternate Assessment: Students	1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
scoring at Levels 4, 5, and 6 in mathematics.	Insufficient	Implement High Yield	AP who evaluates	Determine:	Walkthrough

#1b:	Level of Performance .*	Level of Performance:* Decrease in level 1,2 and 3	instruction	Instructional Strategies 1b.2.	teacher 1b.2.		1b.2. 1b.3.
Developed to the second	·						
Based on the analys data, and reference			Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
identify and de	efine areas in	need of			Monitoring	Strategy	
improvement fo			0 4	0 1	0 4	0 4	2 1
2a.FCAT 2.0:Students	_			2a.1.			2a.1.
Achievement Levels Mathematics Goal #2a: Improve current level	2012 Curren Level of Performance	t 2013 Expecte		Provide formative assessments to inform differentiation in instruction	AP who evaluates teacher	Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction	Walkthrough

of performance	44%	Increase in		Ι	I	*Teachers facilitate effective	
or performance	111 /0	level 4 and 5				classroom discussions and tasks	
	F1 F						
	515	by 5%				that elicit evidence of learning	
						*Teachers collect both formal	
						and informal data regarding	
						students' learning and provide	
						feedback regularly to students	
						regarding their personal	
						progress throughout the lesson	
						cycle	
						*Teachers utilize data to modify	
						and adjust teaching practices	
						and to reflect on the needs and	
						progress of students	
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate				2b.1.		2b.1.	2b1.
scoring at or above Le	evel 7 in math	ematics.		Provide formative			Walkthrough
Mathamatica Carl	2012 Carrent	2012Evmosts	differentiation of	assessments to inform	teacher	*Teachers regularly assess	
Mathematics Goal	2012 Current		instruction	differentiation in instruction		students' readiness for learning	
<u>#2b:</u>		d Level of				and achievement of knowledge	
, , ,		Performance				and skills during instruction	
Improve current level		-				*Teachers facilitate effective	
of performance	#N/A	Increase in				classroom activities and tasks	
		level 7 by 5%				that elicit evidence of learning	
						*Teachers collect both formal	
						and informal data regarding	
						students' learning and provide	
						feedback regularly to students	
						regarding their personal	
						regarding their personal	

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			2b2. 2	b.2.	2b.2.	progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of studentsaligned to FAA access points 2b.2.	2b.2.
			202.	U.Z.	£U.£.	<i>LU.L.</i>	20.2.
			2b.3 2	b.3	2b.3	2b.3	2b.3
Based on the analysis data, and reference t identify and def improvement for	to "Guiding Q fine areas in n	Questions", leed of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percenta Learning Gains in mat		s making	3a.1. Lack of student	3a.1. Differentiate Instruction	3a.1. AP who evaluates		3a.1. School Summary of
#3a: Improve current level of performance	Performance :* 69% or 749 students	d Level of	engagement		teacher	*Content materials are appropriately scaffolded to	observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable

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						*These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			За.З.	3a.3.	3a3.		3a.3.
3b. Florida Alternate				3b.1.	3b.1.		3b.1.
students making Lear	ning Gains i	n		Differentiate Instruction	AP who evaluates		School Summary of
mathematics.	1		engagement		teacher		observation section of
		2013Expecte					teacher appraisal results
#3b:	<u>Level of</u>	<u>d Level of</u>				prior knowledge of content, and	
		<u>Performance</u>					IPI data when available
Improve current level	·*	.*				*Content materials are	
of performance	NA	100% of					State instructional
		students will					walkthrough when
		make				learners (learning readiness and	applicable
		learning				specific learning needs)	
		gains				*Models, examples and	
						questions are appropriately	
						scaffolded to meet the needs of	
						diverse learners *Teachers	
						provide small group instruction	
						to target specific learning needs.	
						*These small groups are flexible	
						and change with the content,	
						project and assessments	

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				3b.2.	3b.2.		3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysi data, and reference identify and de improvement for	to "Guiding Ques fine areas in need	stions", l of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
#4a: Improve current level	2012 Current 2013 Level of d Le Performance * NA 1000 stuce make	3Expecte evel of		4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	Content materials are	4a.1. Lesson Plans & Walkthrough

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	Insufficient intervention supports	4a.2. Create intervention that support core instructional goals and objectives		*SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is	and intervention teachers communicating and planning;
				aligned with core instructional goals/objectives	
				*Core content materials and subject matter are integrated	
				within intervention courses *Intervention strategies are	
				reinforced in core classes *Interventions are integrated	
				and aligned across all providers	
				*Effectiveness of intervention	
				courses are evaluated by	
				reviewing student success in core courses	
	4a.3.	4a.3.	4a.3.	4a.3.	4a.3
4b. Florida Alternate Assessment: Percentage of			4b.1.	4b.1.	4b.1.
students in Lowest 25% making learning gains			AP who evaluates	Content materials are	Lesson Plans &
in mathematics.	of instruction		teacher	differentiated by student	Walkthrough

### Level of Performance Per	Mathematics Goal	2012 Current	2013Expecte				interests, cultural background,	
Improve current level of performance Performance							Č	
Improve current level of performance MA 100% of students will make a learning gain	l l		_					
level of performance NA 100% of students will make a learning gain learning learning readiness and specific learning needs. "These small group istruction to target specific learning needs. "These small group istruction to target specific learning needs. "These small group istruction to target specific learning needs. "These small groups are flexible and change with the content, project and assessments "Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. Learning fain diverse to subject to address the support core instruction that intervention that intervention teachers intervention teachers intervention and core teachers learning needs. These small groups are flexible and change with the content, project and assessments "Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty are project and season		r errormanee.	.*					
students will make a learning gain specific learning readiness and specific learning reeds) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. Insufficient intervention supports exist to address the varying needs of 4b.2. Create intervention all goals and objectives #Ab.2. Ab.2. Ab.2. These small group instruction and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. SBLT *SBLT utilizes data to plan for a sufficient number and variety of and intervention teachers intervention courses ommunicating and intervention and core teachers planning;		N/A	<u>-</u> 100% of					
make a learning gain learning gain learning readiness and specific learning needs) Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners "Teachers provide small group instruction to target specific learning needs. "These small groups are flexible and change with the content, project and assessments "Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2.	lever of periormance							
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scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2.							_	
diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. 4b.2. Ab.2. 4b.2. Create intervention that intervention supports sexist to address the varying needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small group instruction to target specific learning needs. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. *BBLT utilizes data to plan for a Evidence of core teachers sufficient number and variety of and intervention teachers intervention courses communicating and planning;								
provide small group instruction to target specific learning needs. "These small groups are flexible and change with the content, project and assessments "Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. Insufficient Create intervention that intervention supports exist to address the varying needs of provide small group instruction to target specific learning needs. "These small group are flexible and change with the content, project and assessments "Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. SBLT SBLT willizes data to plan for a sufficient number and variety of and intervention teachers intervention courses communicating and planning;								
to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. Insufficient intervention supports exist to address the varying needs of to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. SBLT *SBLT tutilizes data to plan for a Evidence of core teachers sufficient number and variety of and intervention teachers intervention courses communicating and planning;								
*These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2.								
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project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. 4b.2. Insufficient intervention supports exist to address the varying needs of project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2. 4b.2. SBLT *SBLT utilizes data to plan for a sufficient number and variety of and intervention teachers intervention courses communicating and planning;								
Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2.								
opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2.							r 1	
express knowledge and understanding in different ways, which includes varying degrees of difficulty. 4b.2.								
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ways, which includes varying degrees of difficulty. 4b.2.								
degrees of difficulty. 4b.2.								
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Insufficient Create intervention that intervention supports support core instructional exist to address the varying needs of Create intervention that SBLT *SBLT utilizes data to plan for a Evidence of core teachers sufficient number and variety of and intervention teachers intervention courses communicating and *Intervention and core teachers planning;							·	
intervention supports support core instructional exist to address the varying needs of support core instructional goals and objectives sufficient number and variety of and intervention teachers intervention courses communicating and *Intervention and core teachers planning;							4b.2.	4b.2.
exist to address the goals and objectives intervention courses communicating and varying needs of *Intervention and core teachers planning;				Insufficient	Create intervention that	SBLT	*SBLT utilizes data to plan for a	Evidence of core teachers
varying needs of *Intervention and core teachers planning;				intervention supports	support core instructional		sufficient number and variety of	and intervention teachers
				exist to address the	goals and objectives		intervention courses	communicating and
students across				varying needs of			*Intervention and core teachers	planning;
communicate and plan together become rains &				students across			communicate and plan together	Lesson Plans &
academic and regularly Walkthroughs				academic and			regularly	Walkthroughs
engagement areas *Intervention curriculum is				engagement areas			*Intervention curriculum is	
aligned with core instructional							aligned with core instructional	
goals/objectives								
*Core content materials and							~ /	
subject matter are integrated								
within intervention courses								
*Intervention strategies are								
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1							reinforced in core classes	

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	4b.3.	4b.3.	4b.3.	*Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses 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%. Mathematics Goal #5A: Improve current level of performance		84	86			91
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	Evaluat	tion Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	Content materials are	5b.1. Lesson Plans Walkthrough	

Mathematics Goal	2012	2013Expected	Hispanic:			interests, cultural background,	
#5B:	Current		Asian:			prior knowledge of content, and	
mob.	Level of		American Indian:			skill level	
Improve current level			Lack of differentiation			*Content materials are	
of performance	e:*		of instruction			appropriately scaffolded to	
or periormance	<u>c. </u>	100% of	of mistraction			meet the needs of diverse	
	83%	student				learners (learning readiness and	
						`	
	753	subgroups				specific learning needs)	
		will make				*Models, examples and	
	Black:	learning gains				questions are appropriately	
	4%	An increase in				scaffolded to meet the needs of	
	39	proficiency by				diverse learners *Teachers	
		10%				provide small group instruction	
	Hispanic:					to target specific learning needs.	
	6%	:				*These small groups are flexible	
	58					and change with the content,	
						project and assessments	
	Asian:					*Students are provided	
	3%					opportunities to demonstrate or	
	7					express knowledge and	
						understanding in different	
	American					ways, which includes varying	
	Indian:					degrees of difficulty.	
	1%						
	7						
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysi	is of student	achievement	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
data, and reference			1	e,	Responsible for	Effectiveness of	
identify and define areas in need of				Monitoring	Strategy		
improvement for the following subgroup:					0,		
		5c.1.	5c.1.	5c.1.	5c.1.	5c.1.	
	0 0		Lack of differentiation	Differentiate Instruction	AP who evaluates	Content materials are	Lesson Plans &
Mathematics Goal #5C		2013Expecte			teacher		Walkthrough
	Current	d Level of				interests, cultural background,	
Improve current level	Level of	Performance				prior knowledge of content, and	
improve current level	20 Y C1 O1	- CITOTITIUTICE			l .	μ	

of performance	Performanc	.*				skill level	
*	<u>e:*</u>	Ė				*Content materials are	
	<u>e. </u>					appropriately scaffolded to	
	75% or 12	100% of ELL				meet the needs of diverse	
	students	students will				learners (learning readiness and	
		make				specific learning needs)	
		learning				*Models, examples and	
		gains				questions are appropriately	
		An increase				scaffolded to meet the needs of	
		in				diverse learners *Teachers	
		proficiency				provide small group instruction	
		by 10%				to target specific learning needs.	
						*These small groups are flexible	
						and change with the content,	
						project and assessments	
						*Students are provided	
						opportunities to demonstrate or	
						express knowledge and	
						understanding in different	
						ways, which includes varying	
						degrees of difficulty.	
		l	5C.2.	5C.2.	5C.2.	· ·	5C.2.
			5C.3.	5C.3.	5C.3.		5C.3.
Based on the analysis	of students	alai arrama am t	Anticipated Barrier		Person or Position	Process Used to Determine	Evaluation Tool
data, and reference to			Anticipated barrier	Strategy	Responsible for	Effectiveness of	Evaluation 1001
identify and defi					Monitoring		
improvement for the					Monitoring	Strategy	
5D. Students with Disa			5d.1.	5d.1.	5d.1.	5d.1.	5d.1.
making satisfactory pro				Differentiate Instruction	AP who evaluates		Lesson Plans &
	012 Current		of instruction	Differentiate histraction	teacher		Walkthrough
			or monucuon		leacher	interests, cultural background,	vvaikuitougit
	<u>erformance</u>	Expected Level of				prior knowledge of content, and	
		Performance				skill level	
Improve current level : of performance	-	.*				*Content materials are	
_	49/ or 26	100% of				appropriately scaffolded to	
	4% or 36					meet the needs of diverse	
S	tudents	SWD				learners (learning readiness and	
		students will				rearriers (rearring reaumess and	

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		5D.2.	5D.2.	5D.2.		5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
data, and reference identify and def	s of student achievement to "Guiding Questions", fine areas in need of he following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
making satisfactory pr	U	Lack of differentiation	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	Content materials are	5e.1. Lesson Plans & Walkthrough

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Disadvant	ı			learners (learning readiness and	
ged				specific learning needs)	
students				*Models, examples and	
will make				questions are appropriately	
learning				scaffolded to meet the needs of	
gains				diverse learners *Teachers	
An increas	е			provide small group instruction	
in				to target specific learning needs.	
proficiency	,			*These small groups are flexible	
by 10%				and change with the content,	
				project and assessments	
				*Students are provided	
				opportunities to demonstrate or	
				express knowledge and	
				understanding in different	
				ways, which includes varying	
				degrees of difficulty.	
	5E.2	5E.2	5E.2	5E.2	5E.2
	5E.3	5E.3	5E.3	5E.3	

Math Professional Development

	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.										
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring					
Math Professional Learning community	Math department	Mickey Marckese	Math department	•	Minutes of each meeting will be used to monitor action taken and results of action	Keila Victor					
K-5 curriculum meetings	K-5	Kristina Bauman	K-5 classroom teachers	1x per month	Data collection, classroom walk thru	Kristina Bauman					
School-Wide	All Faculty	Administrator	School-wide: Training or information that may impact more than one grade level or subject area.	_	3) Maintaining a highly qualified faculty and high performing staff.	Administrator					

Subject Area or grade level Research/Workshops/ Conventions: Items dealing with State, Nation-wide or Global focuses	All grades	Subject area supervisors State Curriculum Developers	Depending on topic, all faculty and staff may be included.	As Scheduled by District Level ProEd facilitator, subject area supervisor or admin. team	Trade Day or In-service Point Forms with feedback.	Principal's Secretary and/or Professional Education facilitators
WICOR/ AVID strategies	All grades	AVID teachers with district support	School-wide	Monthly PLC Meeting	Walkthroughs to monitor use of AVID strategies	Administrator/ AVID teachers

Algebra 1 End-of-Course (EOC) Goals (this section needs to be completed by all schools that have students taking the Algebra I EOC)

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

Algebra	EOC Goals	S		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				
1. Students scoring at Achievement Level 3 in Algebra.		1a.1. Insufficient standard based instruction		1a.1. AP who evaluates teacher		1a.1. Walkthrough & Lesson Plans				
Algebra Goal #1: Improve current level of		2013Expected Level of Performance:*		learning goals in each lesson		standard or benchmark and to the district/school pacing guide				
performance	` '	Decrease level 1 and 2				*Begins with a discussion of desired outcomes and learning				
						goals *Includes a learning goal/essential question				
						*Includes teacher explanation of how the class activities relate to the learning goal and				
						to answering the essential question *Focuses and/or refocuses				
						class discussion by referring				

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				back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
		1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
		1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	Teachers provide instruction	1a.3. Walkthrough Teacher Appraisal Results

Based on the analysis of stude to "Guiding Questions", ide improvement for 2. Students scoring at or 4 and 5 in Algebra.	entify and define the following g	areas in need of roup:	Lack of differentiation	Strategy 2b.1. Provide formative assessments to inform	Person or Position Responsible for Monitoring 2b.1. AP who evaluates teacher		Evaluatio 2b1. Walkthrough	n Tool
Improve current level of	2012 Current Level of Performance:* 31% (70)	2013Expected Level of Performance:* Increase level 4 and 5 by 5%	of histraction	differentiation in instruction		students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points		
				2.2.	2.2.	2.2.	2.2.	
Based on Ambitious but Objectives (AMOs),Reading an			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Algebra Goal #3A:	Baseline data 20		84%	87%	90%	94%	97%	100%
Improve current level of performance Based on the analysis of student achievement data, and reference		Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluatio	n Tool	
to "Guiding Questions", ide	entify and define area	as in need of	7 interpated barrier	ышсду	Responsible for	Effectiveness of		
•	he following subgro	-			Monitoring	Strategy		
3B. Student subgroups b	, , , , , , , , , , , , , , , , , , ,		5b.1.		5b.1.		5b.1. Lesson Plans &	ρ.
Hispanic, Asian, America satisfactory progress in A		ıking	Lack of differentiation of instruction	Differentiate Instruction	AP who evaluates teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content,	Walkthrough	x
Algebra Goal #3B: Improve current level of performance	Pending release of demographic data from the state :	2013Expected Level of Performance:* 100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of all				and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments		

Based on the analysis of student a to "Guiding Questions", identif	chievement data	, and reference	5B.3. Anticipated Barrier	5B.3. Strategy	5B.3. Person or Position Responsible for	*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 5B.3. Process Used to Determine Effectiveness of	3B.2. 3B.3. Evaluation Tool
improvement for the f					Monitoring	Strategy	
Improve current level of performance	2012 Current Level of Performance:* Pending release of demographic data from the state	2013Expected Level of Performance:*	5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher		5c.1. Lesson Plans & Walkthrough
			5C.2.	5C.2.	5C.2.	degrees of difficulty. 5C.2.	3C.2.
			PC.2.	PC.2.	PC.2.	DC.2.	50.2.

			5C.3.	5C.3.	5C.3.	5C.3.	3C.3.
Based on the analysis of student a to "Guiding Questions", identif improvement for the f	y and define are	as in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.		5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student	5d.1. Lesson Plans & Walkthrough
	2012 Current Level of Performance:* Pending release of demographic data from the state	SWD students to make a learning gain Increase proficiency of SWD students by 10%				interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
				5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.

Based on the analysis of student a			Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to	Evaluation Tool
to "Guiding Questions", identify					Monitoring	Determine	
improvement for the	following subgro	up:				Effectiveness of	
						Strategy	
3E. Economically Disadvant	taged student	s not	5e.1.	5e.1.	5e.1.	5e.1.	5e.1.
making satisfactory progres	s in Algebra.			Differentiate Instruction	AP who evaluates teacher	Content	Lesson Plans & Walkthrough
71 0	Ü		of instruction			indicinals are	waiktiiiougii
Algebra Goal #3E:	2012 Current	2013Expected				differentiated by	
I I I I I I I I I I I I I I I I I I I	Level of	Level of				student interests,	
Improve current level of performance	Performance:*	Performance:*				cultural	
Pen rele	Pending	100% of				background,	
	_	Economically				prior knowledge	
	demographic	Disadvantage				of content, and	
	data from the	d students to				skill level	
	State	make a				*Content	
						materials are	
		learning gain				appropriately	
		T				scaffolded to	
		Increase				meet the needs of	
		proficiency of				diverse learners	
		Economically				(learning	
		Disadvantage				readiness and	
		d students by				specific learning	
		10%				needs) *Models,	
						examples and	
						questions are	
						*	
						appropriately scaffolded to	
						meet the needs of	
						diverse learners	
						*Teachers	
						provide small	
						group instruction	
						to target specific	
						learning needs.	
						*These small	
						groups are	
						flexible and	
						change with the	
						content, project	
						and assessments	
	1			1	<u>I</u>	and assessineills	

				*Students are provided	
				opportunities to	
				demonstrate or	
				express	
				knowledge and	
				understanding in	
				different ways,	
				which includes	
				varying degrees	
				of difficulty.	
	5E.2	5E.2	5E.2	5E.2	3E.2.
	5E.3	5E.3	5E.3		3E.3

End of Algebra EOC Goals

Math Budget (Insert rows as needed)

Include only school funded activities/mate	rials and exclude district funded activities/mate	rials.	
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
To use Evidence-based Program(s)/Materials(s) to increase math proficiency.	Authentic literature for class libraries, gathering rugs, Leveled Books for differentiated instruction, Teacher manuals, Pacing Calendar, Algorithms, hands on math manipulatives	School Improvement Funds	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
To use technology to increase math proficiency.	LCD projectors, document cameras, smart boards	School Improvement Funds	\$0.00
	1	1	Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

To provide teachers and staff professional	TDEs for teachers to further professional	School Improvement Funds	\$0.00
development opportunities in	development,		
mathematics	Providing funding for teachers wishing to		
	attend professional development activities		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Math Goals

Elementary and Middle School Science Goals

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

Elementary and M	Iiddle Science (Goals		Problem-Solving	Process to Increase S	Student Achievement	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define			Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
areas in need of improven					Monitoring	Strategy	
1a.FCAT 2.0: Students scoring at Achievement Level 3 in			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
science.	science.		Insufficient standard	Set and communicate a	AP who evaluates	Determine Lesson:	Walkthrough & Lesson
				purpose for learning and	teacher	*Is aligned with a course	Plans
Science Goal #1a:	2012 Current	2013Expected		learning goals in each		standard or benchmark and	
	Level of	Level of		lesson		to the district/school pacing	
Improve current level of	Performance:*	Performance:*				guide	
performance	41%	Decrease the				*Begins with a discussion of	
	160	number of				desired outcomes and	
		level 1 and 2				learning goals	
						*Includes a learning	

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				goal/essential question *Includes teacher	
				explanation of how the class	
				activities relate to the	
				learning goal and to	
				answering the essential	
				question	
				*Focuses and/or refocuses	
				class discussion by referring	
				back to the learning	
				goal/essential question	
				*Includes a scale or rubric	
				that relates to the learning	
				goal is posted so that all	
				students can see it	
				*Teacher reference to the	
				scale or rubric throughout	
				the lesson	
		1a.2.	1a.2.		1a.2.
		Implement High Yield	AP who evaluates		Walkthrough
	based instruction	Instructional Strategies	teacher	*Lesson focuses on essential	
				learning objectives and goals	
				by specifically stating the	
				purpose for learning, lesson	
				agenda and expected	
				outcomes	
				*Student readiness for	
				learning occurs by	
				connecting instructional objectives and goals to	
		•		ioniectives and goals to	
				students' background	
				students' background knowledge, interests, and	
				students' background knowledge, interests, and personal goals, etc.	
				students' background knowledge, interests, and personal goals, etc. *Explicit Instruction;	
				students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided	
				students' background knowledge, interests, and personal goals, etc. *Explicit Instruction;	

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					Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	teacher	Evidence of: Teachers provide instruction	1a.3. Walkthrough Teacher Appraisal Results
1b.Florida Alternate Assessi	nent: Students scoring at	1b.1.	1b.1.	1b.1.	supports to access higher order questions and tasks	1b.1.
Level 4, 5, and 6 in science.	Ŭ		Set and communicate a purpose for learning and	AP who evaluates teacher		Walkthrough & Lesson Plans
Science Goal #1b: Improve current level of performance	2012 Current Level of Performance:* Performance:* #N/A Decrease the number of level 1,2, and 3		learning goals in each lesson		standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question	

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						*Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.		1b.2.
			1b.3.	1b.3.			1b.3.
Based on the analysis of stureference to "Guiding Que areas in need of improvements."	stions", identifent for the follo	y and define wing group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scori Levels 4 and 5 in science.	ng at or above		Lack of differentiation	2b.1. Provide formative	AP who evaluates	Determine:	2b1. Walkthrough
Improve current level of	<u>Level of</u> <u>Performance:*</u> 24%	2013Expected Level of Performance:* Increase the level 4 and 5 students 5%		assessments to inform differentiation in instruction	teacher	*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their	

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			2a.2.	2a.2.	2a.2.	personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points 2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
Improve current level of	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* Increase the level 7 by 5%	Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	Petermine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
			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

Science Professional Development

	Profession	-	ent (PD) aligned with Strategies note that each strategy does not re	· ·	ning Community (PLC) or PD Activity popment or PLC activity.	ies
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Professional Learning community	Science department	Heather Butler	Science department	-	Minutes of each meeting will be used to monitor action taken and results of action	Keila Victor
K-5 curriculum meetings	K-5	Kristina Bauman	K-5 classroom teachers	1x per month	Data collection, classroom walk thru	Kristina Bauman
School-Wide	All Faculty	Administrator	School-wide: Training or information that may impact more than one grade level or subject area.	0	3) Maintaining a highly qualified faculty and high performing staff.	Administrator
Subject Area or grade level Research/Workshops/ Conventions: Items dealing with State, Nation-wide or Global focuses	All grades		Depending on topic, all faculty and staff may be included.	As Scheduled by District Level ProEd facilitator, subject area supervisor or admin. team	Trade Day or In-service Point Forms with feedback.	Principal's Secretary and/or Professional Education facilitators
WICOR/ AVID strategies	All grades	AVID teachers with district support	School-wide		Walkthroughs to monitor use of AVID strategies	Administrator/ AVID teachers

Science Budget

Evidence-based Program(s)/Materials(s)				
	I D			
Strategy	Description of Resources	Funding Source	Amount	
To use Evidence-based	Authentic literature for class libraries,	School Improvement Funds	\$0.00	
Program(s)/Materials(s) to increase	gathering rugs, Leveled Books for			
science proficiency.	differentiated instruction, consumable			
	materials for labs and hands on instruction			
				Subtotal
Technology				Subtotal
Strategy	Description of Resources	Funding Source	Amount	
To use technology to increase	LCD projectors, document cameras, smart	School Improvement Funds	\$0.00	
Scientific proficiency.	boards			
		1		Subtotal
Professional Development				Subtotal
Professional Development Strategy	Description of Resources	Funding Source	Amount	Subtotal
Strategy To provide teachers and staff professional	TDEs for teachers to further professional	Funding Source School Improvement Funds	Amount \$0.00	Subtotal
Strategy	TDEs for teachers to further professional development,	-		Subtotal
Strategy To provide teachers and staff professional	TDEs for teachers to further professional development, Providing funding for teachers wishing to	-		Subtotal
Strategy To provide teachers and staff professional	TDEs for teachers to further professional development,	-		Subtotal
Strategy To provide teachers and staff professional	TDEs for teachers to further professional development, Providing funding for teachers wishing to	-		
Strategy To provide teachers and staff professional development opportunities in science	TDEs for teachers to further professional development, Providing funding for teachers wishing to	-		
Strategy To provide teachers and staff professional development opportunities in science Other	TDEs for teachers to further professional development, Providing funding for teachers wishing to attend professional development activities	School Improvement Funds	\$0.00	
Strategy To provide teachers and staff professional development opportunities in science	TDEs for teachers to further professional development, Providing funding for teachers wishing to	-		
Strategy To provide teachers and staff professional development opportunities in science Other	TDEs for teachers to further professional development, Providing funding for teachers wishing to attend professional development activities	School Improvement Funds	\$0.00	Subtotal
Strategy To provide teachers and staff professional development opportunities in science Other	TDEs for teachers to further professional development, Providing funding for teachers wishing to attend professional development activities	School Improvement Funds	\$0.00	Subtotal Subtotal Total

End of Science Goals

Writing Goals

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

V	Vriting 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: 1a. FCAT: Students scoring at Achievement Level3.0				Strategy 1a.1.	Person or Position Responsible for Monitoring 1a.1.	Process Used to Determine Effectiveness of Strategy 1a.1.	Evaluation Tool 1a.1.		
and higher in writing	_		Insufficient standard	Set and communicate a	AP who evaluates	Determine Lesson:	Walkthrough & Lesson		
Improve current level of performance	2012 Current Level of Performance:* 94% 83 Level 4 and above 43% 38	2013Expected Level of Performance:* Decrease number of level 1,2 and 3 students	based instruction	purpose for learning and learning goals in each lesson	teacher	*Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the	Plans		

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

	1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher		1a.2. Walkthrough
	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3.	1a.3. Walkthrough Teacher Appraisal Results

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

Improve current level of performance	or higher in writi 2012 Current Level of Performance:* #N/A Level 7 and	ng. 2013Expected Level of Performance:* Decrease number of level 1,2 and 3 students	Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	*Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1b.1. Walkthrough & Lesson Plans
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

Ī		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

End of Writing Goals

Writing Professional Development

	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities									
		Please r	note that each strategy does not re	equire a professional develo	pment 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				
Reading/ LA Professional Learning community	Reading Language Arts department	Tiffany Boggs	Reading/ LA department	1x per month	Minutes of each meeting will be used to monitor action taken and results of action	Kristina Bauman				
K-5 curriculum meetings	K-5	Kristina Bauman	K-5 classroom teachers	1x per month	Data collection, classroom walk thru	Kristina Bauman				
School-Wide	All Faculty	Administrator	School-wide: Training or information that may impact more than one grade level or subject area.	ű.	3) Maintaining a highly qualified faculty and high performing staff.	Administrator				
Subject Area or grade level Research/Workshops/ Conventions: Items dealing with State, Nation-wide or Global focuses	All grades	Subject area supervisors State Curriculum Developers	Depending on topic, all faculty and staff may be included.		Trade Day or In-service Point Forms with feedback.	Principal's Secretary and/or Professional Education facilitators				
WICOR/ AVID strategies	All grades	AVID teachers with district support	School-wide	Monthly PLC Meeting	Walkthroughs to monitor use of AVID strategies	Administrator/ AVID teachers				

Writing Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)	D : :: (B	E II C	1	
Strategy	Description of Resources	Funding Source	Amount	
To use Evidence-based	Authentic literature for class libraries,	School Improvement Funds	\$0.00	
Program(s)/Materials(s) to increase	gathering rugs, Leveled Books for			
writing proficiency.	differentiated instruction, Composition			
	booklets			
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
To use technology to increase writing	LCD projectors, document cameras, smart	School Improvement Funds	\$0.00	
proficiency.	boards			
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
To provide teachers and staff professional	TDEs for teachers to further professional	School Improvement Funds	\$0.00	
development opportunities in writing	development,	_		
	Providing funding for teachers wishing to			
	attend professional development activities			
			<u> </u>	Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of Writing Goals

Civics End-of-Course (EOC) Goals(required in year 2014-2015)

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

Civics 1	EOC Goals		Problem-Solving 1	Process to Increase	Student Achievement	:
Based on the analysis of studen "Guiding Questions", identify an for the fo		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
for the fo 1. Students scoring at Accivics. Civics Goal #1: Establish baseline level of	llowing group: chievement I	 1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	Strategy 1a.1. Determine Lesson:	1a.1. Walkthrough & Lesson Plans
		1a.2. Insufficient standard	1a.2. Implement High Yield	1a.2. AP who evaluates teacher	back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson 1a.2. Determine:	1a.2. Walkthrough
			Instructional Strategies		*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and	

					goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	Evidence of:	1a.3. Walkthrough Teacher Appraisal Results
to "Guiding Questions", ide	nt achievement data, and reference ntify and define areas in need of the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students scoring at or 4 and 5 in Civics.	above Achievement Levels	2a.1. Insufficient standard based instruction	2a.1. Set and communicate a purpose for learning and learning goals in each lesson	2a.1. AP who evaluates teacher	*Is aligned with a course standard or benchmark and to	2a.1. Walkthrough & Lesson Plans
Civics Goal #2: Establish baseline level of performance	2012 Current Level of Performance:* not available Improved from baseline				the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question	

				*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3	2.3	2.3	2.3	2.3

Civics Professional Development

Profe	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
			Please note that each Strategy does no	ot require a professional developmo	ent or PLC activity.				
PD Content /Topic and/or PLC Focus Grade Level/Subject Level/Subject PD Facilitator and/or PLC subject PLC Leader PD Facilitator (e.g., PLC, subject, grade level, or school-wide) PD Participants (e.g., PLC, subject, grade level, or school-wide) Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings) Person or Position Responsi Monitoring						Person or Position Responsible for Monitoring			

Civics Budget(Insert rows as needed)

_	Civies Duaget (miser to we 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 Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: 1. Attendance 1.1. Lack of student engagement Attendance Goal #1: 2012 Current Attendance Rate:* Improve current level Rates:* of performance 95% Greater than prior year 2012 Current Number of Students with Excessive Absences Absences Absences Absences (10 or more) Attendance Goal #1: 2013 Expected Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Strategy In I.1. Lack of student Positive behavior supports SBLT Determine: Expectations are clearly and positively defined Suspension Number of In-School Suspension Number of Students students and staff Number of out-of-school Students and staff Number of Out-of-school Students with all suspended In-School Students with Excessive Absences Absences (10 or more)	when using percen	itages, include i	he number of studen	nts the percentage represents next to the percentage (e.g. 70% (35)).					
"Guiding Questions", identify and define areas in need of improvement: 1. Attendance 1. Attendance Goal #1: 2012 Current Attendance Rate." 1. Attendance Goal #1: 2012 Current Attendance Rate." 95% Greater than prior year 2012 Current Excessive Absences (10 or more) 1. 0% decrease from prior year 2012 Current Students with Excessive Exces	Attendance Goal(s)			Problem-solving Process to Increase Attendance					
Lack of student Attendance Goal f1: 2012 Current Attendance Improve current level Rate:* of performance 1003 Expected Attendance Students with Excessive Absences (10 or more) 10% decrease from prior year 2012 Current Number of Students with Excessive Absences (10 or more) 10% decrease from prior year 2012 Current Number of Students with Excessive Tardies (10 or more) 10% decrease from prior year 2013 Expected Number of Students with Excessive Tardies (10 or more) 10% decrease from prior year 10 termine: Expectations are clearly and positively defined Suspension Number of Students are taught and reviewed with allsuspended In-School Students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted Students with Excessive Tardies (10 or more) 10% decrease from prior year 10 to more) 10% decrease from prior year	"Guiding Questions"	", identify and o	define areas in need			Responsible for Monitoring	Effectiveness of Strategy		
Attendance Goal #1: Attendance Hater	1. Attendance								
prior year	Improve current level of performance	Attendance Rate:* 95% 2012 Current Number of Students with Excessive Absences (10 or more) 507 2012 Current Number of Students with Excessive Tardies (10 or	Attendance Rate:* Greater than prior year 2013 Expected Number of Students with Excessive Absences (10 or more) 10% decrease from prior year 2013Expected Number of Students with Excessive Tardies	engagement	are in place in the form of an effective school wide		positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are	Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell	
		0		1 2	1.2	1 2	1 2	1.2	

2012-2013School Ir	iprovement Plan	(SIP)-Form	SIP-1
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1.3.	1.3.	1.3.	1.3.	1.3.

	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.								
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g., PLC, subject, grade level,	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			

Attendance Budget(Insert rows as needed)

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

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

End of Attendance Goals

Suspension Goal(s)

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

			its the percentage represents fiext to the percentage (e.g. 70% (55)).					
Suspension Goal(s)		Problem-solving Process to Decrease Suspension						
						_		
Based on the analysis	s of suspension da	ata, and reference	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
to "Guiding Questi	ons", identify and	define areas in			Responsible for	Effectiveness of		
need	d of improvement	:			Monitoring	Strategy		
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.	
			Lack of Student	Positive behavior supports	SBLT	Determine:	Decrease in	
Suspension Goal #1:	2012Total	2013 Expected	Engagement	are in place in the form of		Expectations are clearly and	Number of In-School	
		Number of		an effective school wide		positively defined	Suspension	
level of performance	School School	In- School		behavior plan		Behavioral expectations are	Number of Students	
	Suspensions	<u>Suspensions</u>				taught and reviewed with all	suspended In-School	
	0	10% decrease				students and staff	Number of out-of-school	
		from prior year				Appropriate behaviors are	suspensions	
	2012Total	2013 Expected	1			acknowledged	Number of Students	
l		Number of				Behavioral errors are	suspended out-of-school	
	Students	Students				proactively corrected	Number of alternative bell	
		Suspended				A database for keeping	assignments	
	*	In -School				records and making	Number of students	
	0	10% decrease	1			decisions is established	assigned to alternative bell	
	•	from prior year				Data-based monitoring and	schedule	
	2012Number of	2013 Expected				adaptations to the plan are		

Out-of-School	Number of				regularly conducted	
<u>Suspensions</u>	Out-of-School					
	<u>Suspensions</u>					
16	10% decrease					
	from prior year					
	2013 Expected					
	Number of					
	<u>Students</u>					
*	<u>Suspended</u>					
Out- of- School	Out- of-School					
5	10% decrease					
	from prior year					
			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				Target Dates and							
and/or PLC Focus	Crada	PD Facilitator	PD Participants	Schedules		Dawson or Position Dosmonsible for					
		and/or	(e.g., PLC, subject, grade level,	(e.g., Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring					
	Level/Subject	PLC Leader	or school-wide)	Schedules (e.g., frequency		Worldoring					
				of meetings)							
	*	PD Content /Topic	Please n PD Content /Topic and/or PLC Focus Grade Level/Subject PD Facilitator and/or	Please note that each Strategy does not represent the each Strategy does not represen	PD Content /Topic and/or PLC Focus Grade Level/Subject PD Content /Topic and/or PLC Focus Grade Level/Subject PD Facilitator PD Participants (e.g. , PLC, subject, grade level, or school-wide) PLC Leader PLC Hat each Strategy does not require a professional development of the prof	Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus Grade Cevel/Subject Content /Topic and/or PLC Focus Grade Level/Subject PD Facilitator PD Participants (e.g. , PLC, subject, grade level, PLC Leader or school-wide) PLC Leader or school-wide) Function a professional development or PLC activity. Target Dates and Schedules (e.g. , Early Release) and Strategy for Follow-up/Monitoring Schedules (e.g., frequency)					

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

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

End of Suspension Goals

<u>Dropout Prevention Goal(s)</u>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				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool	
areas in need of improvement:			Monitoring	Strategy		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.	
	Students lack skills to	Implement High Yield	Principal		Walkthrough and teacher	
Dropout Prevention Goal #1:	plan for future	Instructional Strategies			appraisal	
*Please refer to the percentage of students who dropped out	aspirations and create					
during the 2011-2012 school year.	educational goals					

Improve current level of performance	Dropout Rate:* pending 2012 Current Graduation Rate:* pending	2013 Expected Dropout Rate:* 10% decrease from prior year 2013 Expected Graduation Rate:* Improve rate from prior year				
			1.2. 1.3.	1.2. 1.3.	1.2. 1.3.	1.2. 1.3.

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

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:
			Total:

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	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
reference to "Guiding Questions", identify and define			Responsible for	Effectiveness of		
areas in need of improvement:			Monitoring	Strategy		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.	
	Lack of frequent home-	Provide frequent home-	SBLT			
Parent Involvement Goal #1:	school communication	school communication in a				
*Please refer to the percentage of parents who participated in	in a variety of formats,	variety of formats, and				
school activities, duplicated or unduplicated.	and allows for families	allows for families to				
	to support and	support and supervise				

	2012 Current	2013 Expected	supervise their child's	their child's educational			
Improve current level of	<u>level of</u>	<u>level of</u>	educational progress	progress			
performance	<u>Parent</u>	<u>Parent</u>					
	Involvement:*	Involvement:*					
Portal logins by parents	97,631	Increase by					
		20%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity										
	Please note that each Strategy does not require a professional development or PLC activity.										
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	(e.g., PLC, subject, grade level,	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 Involvement Budget

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

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

End of Parent Involvement Goal(s)

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	
STEM Goal #1: To increase the number of students enrolled in middle grades Robotics elective courses.	Student interest – lack of information	Informational sessions, Course leveling		elective course	Robotics Teacher lesson plans. End of course satisfaction survey	

1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
		Please n	ote that each Strategy does not r	equire a professional develo	opment or PLC activity.				
PD Content /Topic				Target Dates and					
and/or PLC Focus	C J.	PD Facilitator	PD Participants	Schedules		Dansan an Daaitian Daaranailala faa			
	Grade Level/Subject	and/or	(e.g., PLC, subject, grade level,	(e.g., Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring			
	Level/Subject	PLC Leader	or school-wide)	Schedules (e.g., frequency					
				of meetings)					

STEM Budget (Insert rows as needed)

Include only school-based f	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:
Description of Resources	Funding Source	Amount
		Subtotal:
		Total:
	Description of Resources	Description of Resources Funding Source

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			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:	1.1.	1.1.			1.1.
Enter narrative for the goal in this box.					
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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

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	(e.g., PLC, subject, grade level,	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	

CTE Budget(Insert rows as needed)

CIE budget(Insert Tows as freeded)			
Include only school-based funded activities	s/materials and exclude district funded activit	ies /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)

Additional Goal I Wellness (s)

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

When asing percentages, include the number of student		Problem-Solving Process to Increase Student Achievement					
Additional Goal(s)							
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Additional Goal: Wellness		1.1.	1.1.	1.1.	1.1.	1.1.	
Improve current level of performance A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory	D 7 1	A: Failure to form a Healthy School Team.	A: Complete Healthy Schools Program 6 Step Process online https://schools.healthierge neration.org/	Team (school administrator,	A: Completion of 6 th Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online	

on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/ Fitnessgram Data by school will be inserted here.	Healthy Schools Inventory B Data: Being Fit Matters/ Fitnessgram	B: Failure to assess students and upload Being Fit Matters/Fitnessgram data				B: Being Fit Matters Statistical Report (Portal)
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

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

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

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

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

Include only school-based fund	ded activities/materials and exclude district funded	d activities /materials.		
Evidence-based Program(s)/M	aterials(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:

Additional Goal II Bradley MOU (s)

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

when using percentages, include the number of stace			ents the percentage represents next to the percentage (e.g. 70% (35)).					
A 11141 1 C 1/)			Problem-Solving Process to Increase Student Achievement					
Additional Goal(s)								
Based on the analysis of sch		•	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
areas in need o	f improvemen	t:			Responsible for	Effectiveness of		
					Monitoring	Strategy		
1. Additional Goal: Black A	cademic Achi	evement	1.1.	1.1.	1.1.	1.1.	1.1.	
			Lack of differentiation	Differentiate Instruction	AP who evaluates	Content materials are	Lesson Plans &	
Additional Goal #1:	2012 Current	2013 Expected	of instruction		teacher	differentiated by student	Walkthrough	
	Level :*	Level :*				interests, cultural		
There will be an increase in						background, prior		
black student achievement	Reading level					knowledge of content, and		
	3 and	All black				skill level		
	above:4%	students to				*Content materials are		
	(37)	make				appropriately scaffolded to		
		learning gains				meet the needs of diverse		
	Math Level	in reading				learners (learning readiness		
	3and above:	and math				and specific learning needs)		
	4%					*Models, examples and		
	(39)					questions are appropriately		
						scaffolded to meet the needs		
						of diverse learners *Teachers		
						provide small group		
						instruction to target specific		
						learning needs.		
						*These small groups are		
						flexible and change with the		
					content, project and			
					assessments			
						*Students are provided		
						opportunities to		
						demonstrate or express		

				knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	1.2.	1.2.		1.0	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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

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

Additional MOU Goals Professional Development

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
Professional Learning communities	departments	All team leaders/ departments	All grade levels/ departments	•	Minutes of each meeting will be used to monitor action taken and results of action	Administrators
K-5 curriculum meetings	K-5	Kristina Bauman	K-5 classroom teachers	1x per month	Data collection, classroom walk thru	Kristina Bauman
School-Wide	All Faculty	Administrator	School-wide: Training or information that may impact more than one grade level or subject area.	_	Maintaining a highly qualified faculty and high performing staff.	Administrator
Subject Area or grade level Research/Workshops/ Conventions: Items dealing with State, Nation-wide or Global focuses	All grades		Depending on topic, all faculty and staff may be included.		Trade Day or In-service Point Forms with feedback.	Principal's Secretary and/or Professional Education facilitators
WICOR/ AVID strategies	All grades	AVID teachers with district support	School-wide		Walkthroughs to monitor use of AVID strategies	Administrator/ AVID teachers

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

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

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

Additional Goal III Bradley MOU (s)

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

vviicii donig percentages/	Problem-Solving Process to Increase St					Student Achievement	
Addition	Additional Goal(s)						
Based on the analysis of sch	ool data, ident	ify and define	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
areas in need o	f improvement	t :			Responsible for	Effectiveness of	
					Monitoring	Strategy	
1. Additional Goal: Studen	t Engagement	for Black	1.1.	1.1.	1.1.	1.1.	1.1.
Students			Lack of Student	Positive behavior supports	SBLT	Determine:	Decrease in
			Engagement	are in place in the form of		Expectations are clearly and	Number of In-School
Additional Goal #1:	2012 Current	2013 Expected		an effective school wide		positively defined	Suspension
	Level :*	Level :*		behavior plan		Behavioral expectations are	Number of Students
There will be an increase in		_				taught and reviewed with all	suspended In-School
black student engagement		Decrease the				students and staff	Number of out-of-school
	`	percent of				Appropriate behaviors are	suspensions
	out of 66 total					acknowledged	Number of Students
	,	students				Behavioral errors are	suspended out-of-school
		receiving				proactively corrected	Number of alternative bell
		referrals, and				A database for keeping	assignments
		Receiving in				records and making	Number of students

school	l and				decisions is established	assigned to alternative bell
out of	school				Data-based monitoring and	schedule
susper	nsions				adaptations to the plan are	
					regularly conducted	
	1.2.	1	1.2.	1.2.	1.2.	1.2.
	1.3.	1	1.3.	1.3.	1.3.	1.3.

Additional MOU II Goals Professional Development

	Additional Woo it Could Trotessional 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	PD Participants (e.g. , PLC, subject, grade level,	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring	
-								
ľ								

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

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

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

Additional Goal IV Bradley MOU (s)

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

			Problem-Solving Process to Increase Student Achievement				
Addition	al Goal(s)						
Based on the analysis of sch	ool data, ident	ify and define	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
areas in need o	f improvement	t:			Responsible for	Effectiveness of	
					Monitoring	Strategy	
1. Additional Goal: Black g	raduation rate		1.1.	1.1.	1.1.	1.1.	1.1.
			Lack of Student	Positive behavior supports	SBLT	Determine:	Increase in black
Additional Goal #1:	2012 Current	2013 Expected	Engagement	are in place in the form of		Expectations are clearly and	graduation rate
	Level :*	Level :*		an effective school wide		positively defined	
There will be an increase in			-	behavior plan		Behavioral expectations are	
black student graduation						taught and reviewed with all	
rate						students and staff	
						Appropriate behaviors are	
						acknowledged	
						Behavioral errors are	
						proactively corrected	
						A database for keeping	
						records and making	
						decisions is established	
						Data-based monitoring and	
						adaptations to the plan are	

				regularly conducted	
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

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

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

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

Additional Goal V Bradley MOU (s)

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

			Problem-Solving Process to Increase Student Achievement				
Addition	al Goal(s)						
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Additional Goal: Black a	dvanced Cou	rsework	1.1.	1.1.	1.1.	1.1.	1.1.
			Lack of differentiation	Differentiate Instruction	AP who evaluates	Content materials are	Lesson Plans &
Additional Goal #1:	2012 Current	2013 Expected	of instruction		teacher	differentiated by student	Walkthrough
	<u>Level :*</u>	Level :*				interests, cultural	
There will be an increase		T (-			background, prior	Professional Development
percent of black students		Increase from				e e	includes equity and
enrolled in rigorous		prior year				skill level	cultural responsiveness
advanced coursework						*Content materials are	
						appropriately scaffolded to	
There will be an increase in						meet the needs of diverse	
performance of black						learners (learning readiness	
students in rigorous						and specific learning needs)	
advanced coursework						*Models, examples and	
						questions are appropriately	

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

				scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity							
		Please n	ote that each Strategy does not r	equire a professional develo	opment or PLC activity.		
PD Content /Topic				Target Dates and			
and/or PLC Focus	Grade	PD Facilitator	<u> </u>	Schedules		Person or Position Responsible for	
	Level/Subject		, ,		Strategy for Follow-up/Monitoring	Monitoring	
	Levely bubject	PLC Leader	or school-wide)	Schedules (e.g., frequency	У	Wientering	
				of meetings)			

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

Include only school-based fur	nded activities/materials and exclude district funded	l activities /materials.		
Evidence-based Program(s)/N	Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
	<u> </u>	<u> </u>		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)				
F' 1 D 1 1/I 1	J. D			
Final Budget(Insert rows as r				
Please provide the total budg	et from each section.			

Total:

Total:

Science Budget
June 2012
Rule 6A-1.099811

Revised April 29, 2011

Reading Budget

Mathematics Budget

	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:
Final Budget(Insert rows as needed)	
Please provide the total budget from each section.	
Reading Budget	m . 1
CELL D. 1	Total:
CELLA Budget	Total:
Mathematics Budget	10tai:
Wathematics budget	Total:
Science Budget	
	Total:
Writing Budget	101111
	Total:
Civics Budget	1000
Cirico Buaget	Total:
U.S. History Budget	Total.
Contractly Dauget	Total:
1	1 0141.

Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status			
Priority	Focus	X 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 support employees, students (for middle and high school only), parents, and other business and community members who are representative of the etcommunity served by the school. Please verify the statement above by selecting <i>Yes</i> or <i>No</i> below.		
X Yes		
If No, describe the measures being taken to comply with SAC requirements.		
The majority of the SAC members are not employed by the school district. The SAC is composed of the Principal, and appropriately balanced numbers	s of stakeholders.	
Describe the activities of the SAC for the upcoming school year.		
SAC provides ongoing dialogue with the school regarding educational objectives, objectives, initiatives and results. Membership requirements include attendance in all meetings, providing feedback and suggestions when appropriate, and recommend areas to review. The SAC is a key link of gaining feedback from our parent stakeholders.		
Describe the projected use of SAC funds.	Amount	