

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Carter G. Woodson Elementary School of the Medical Arts	District Name: Duval
Principal: Cheryl Quarles-Gaston	Superintendent: Ed Pratt-Dannals
SAC Chair: Monique Tookes	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Cheryl Quarles-Gaston	<p>B.A. in Elementary Education - University of North Florida</p> <p>Master's of Education in Curriculum and Instruction</p> <p>Doctoral Candidate - University of North Florida</p>	6	10	<p>Held several positions which helped in preparation as a Leader. These positions include 9 years as a Classroom Teacher, Curriculum Coordinator, TIS/Standards Coach, and Vice Principal.</p> <p>2003 – 2007: Principal of John Love Elementary: Grades B, C, C, B; Instrumental in providing the leadership, enthusiasm, resources, and guidance which helped previous school (John Love Elem.) to achieve “100%” proficiency in Writing twice in 4 years.</p> <p>2007 – 2008: Principal of Carter G. Woodson Elementary: Grade D+; School earned 62 learning gain points to increase school grade from “F” to “D”; SES and Blacks did not make AYP in Reading and Math.</p> <p>2008 – 2009: Grade C+; School earned 72 learning gain points to increase the school grade from “D” to “C”; Writing proficiency increased from 67% to 96%; Only SES and Blacks did not make AYP in Math; AYP status increased from Corrective Action II to Corrective Action I</p> <p>2009-2010: Grade C; School maintained a letter grade of a “C”; Math Proficiency increased by 3 percentage points, Math Learning Gains increased by 4 percentage points, Lowest 25% Math Gains increased by 16 percentage points, Science Proficiency increased by 14 percentage points; SES, Blacks, and SWD did not make AYP in math and reading</p> <p>2010-2011: Grade C; School maintained a letter grade of a “C”, Math Proficiency increased by 2% percentage points and Reading Proficiency increased by 7% percentage points. Learning Gains in Reading increased by 9% percentage points, but the Learning Gains in Math decreased by 3% percentage points. Our Bottom Quartile students in Reading increased by 23%. Blacks did not make AYP in math.</p> <p>2011-2012: Grade A; School had 92 point gain from the</p>
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					2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math
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Assistant Principal	Kathleen Adkins	<p>B.S. – Elementary Education, University of North Florida – Certification Grades K-6</p> <p>M.Ed. – Educational Leadership, University of North Florida – Certification – Educational Leadership (All Levels)</p>	2	2	<p>2007-2008 D Pickett Reading proficiency was 45%, math proficiency 33%, writing proficiency 72%, and Science proficiency 15%. There are less than ten students in the White, Hispanic, ELL, and Indian. Blacks, Whites, and Economically Disadvantage students did not make AYP in reading or math.</p> <p>2008-2009 C Pickett Reading proficiency was 54%, math proficiency 48%, writing proficiency 94%, and Science proficiency 32%. There are less than ten students in the SWD, Hispanic, ELL, and Asian. All other applicable NCLB subgroups made AYP through Safe Harbor</p> <p>2009-2010 B Pickett Reading proficiency was 58%, math proficiency 68%, writing proficiency 97%, and Science proficiency 24%. There are less than ten students in the SWD, Hispanic, ELL, and Indian. Blacks, and Economically Disadvantage students did not make AYP in reading. All other applicable NCLB subgroups made AYP.</p> <p>2010-2011 FCAT Grade:C Reading Proficiency was 53%, Math proficiency 75%, Writing proficiency 84% And Science 44% White, Black and Economically Disadvantaged students Did not make AYP in reading. White and Economically Disadvantaged students did not make AYP in math.</p> <p>2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Reading Interventionist	LaChandra Palmer		6	6	<p>2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math</p> <p>2010-2011: Grade C; School maintained a letter grade of a "C", Math Proficiency increased by 2% percentage points and Reading Proficiency increased by 7% percentage points. Learning Gains in Reading increased by 9% percentage points, but the Learning Gains in Math decreased by 3% percentage points. Our Bottom Quartile students in Reading increased by 23%. Blacks did not make AYP in math.</p> <p>2009-2010: Grade C; School maintained a letter grade of a "C"; Math Proficiency increased by 3 percentage points, Math Learning Gains increased by 4 percentage points, Lowest 25% Math Gains increased by 16 percentage points, Science Proficiency increased by 14 percentage points; SES, Blacks, and SWD did not make AYP in math and reading</p> <p>2008-2009: Grade C. Reading Mastery: 50%, Learning Gains: 64%, Lowest 25% Gains: 77%. All subgroups met AYP in reading. Math Mastery: 53%, Learning Gains: 63%, Lowest 25% Gains: 71%. Black and Economically Disadvantaged students did not meet AYP. Writing Mastery: 96%. Science Mastery: 13%.</p> <p>2007-2008: Grade D. Reading Mastery: 37%, Learning Gains: 61%, Lowest 25% Gains: 70%. None of the subgroups met AYP in reading. Math Mastery: 54%, Learning Gains: 68%, Lowest 25% Gains: 58%. None of the subgroups met AYP in math. Writing Mastery: 67%. Science Mastery: 0%.</p>
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Reading	Leigh Farrington		6	6	<p>2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math</p> <p>2010-2011: Grade C; School maintained a letter grade of a "C", Reading Proficiency increased by 7% percentage points. Learning Gains in Reading increased by 9% percentage points. Our Bottom Quartile students in Reading increased by 23%. All subgroups made AYP in Reading.</p> <p>2009-2010: Grade C; School maintained a letter grade of a "C"; SES, Blacks, and SWD did not make AYP in reading</p> <p>2008-2009: Grade C. Reading Mastery: 50%, Learning Gains: 64%, Lowest 25% Gains: 77%. All subgroups met AYP in reading.</p> <p>2007-2008: Grade D. Reading Mastery: 37%, Learning Gains: 61%, Lowest 25% Gains: 70%. None of the subgroups met AYP in reading.</p>
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Math	Patrick Kennedy		5	5	<p>2011-2012: Grade A; School had 92 point gain from the 2010-2011 school year. Proficiency increased in reading and math by 13%, 78% in Writing 3 or higher, 34% proficiency in Science, 80% Learning Gains in Reading, 70% Learning Gains in Math, 95% Bottom 25% Learning Gains in Reading, and 78% Bottom 25% Learning gains in Math</p> <p>2010-2011: Grade C; School maintained a letter grade of a "C", Math Proficiency increased by 2% percentage points, but the Learning Gains in Math decreased by 3% percentage points. Our Bottom Quartile students in Math decreased by 24% percentage points. Blacks did not make AYP in math.</p> <p>2009-2010: Grade C; School maintained a letter grade of a "C"; Math Proficiency increased by 3 percentage points, Math Learning Gains increased by 4 percentage points, Lowest 25% Math Gains increased by 16 percentage points, Science Proficiency increased by 14 percentage points; SES, Blacks, and SWD did not make AYP in math</p> <p>2008-2009: Grade C. Math Mastery: 53%, Learning Gains: 63%, Lowest 25% Gains: 71%. Black and Economically Disadvantaged students did not meet AYP.</p> <p>2007-2008: Grade D. Math Mastery: 54%, Learning Gains: 68%, Lowest 25% Gains:</p>
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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Monthly Beginning Teacher Meetings with Principal	Principal	On-Going

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2. Providing Mentors for New Teachers	Principal	On-Going
3. Recruiting via Teach for America	District Personnel	June 2013
4.		

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

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
36	8%	22%	56%	11%	22%	83%	3%	0%	19%

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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Sonya Addison	Stephanie Beltran	Ms. Addison is the PDF and a 2 nd grade teacher. She has a proven track record of moving low performing students in the FAIR assessment	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Ashlen Williams	Aja Oakes	Ms. Williams is a 3 rd grade Math teacher and has a proven track record of moving low performing students. She has excellent classroom management and exhibits morale authority.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Ashley Nassau	Mary Wright	Ms. Nassau is the Engagement Coach and has a proven track record of moving low performing students in both 1 st grade and 4 th grade.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.

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Carla Reddick	Addelina Jones	Carla Reddick is a 6 year Kindergarten veteran teacher. Ms. Reddick has produced proficient students in Kindergarten FAIR results. She shows leadership as a grade level chair and a member of the Leadership Team.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant
Title I, Part D District receives funds to support Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs such as STAR.
Title II
Title III
Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. We also refer families to Ribault Family Resource Center.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education

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Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Building Leadership Team should include these key positions:

- Principal/Assistant Principal(s)
- Academic Coach(es)
- RtI Facilitator
- Additional positions will be determined by the school as supportive to RtI implementation. Recommendations include the following:
 - School Counselor
 - Select General Education Teachers
 - Select Special Education Teachers
 - Foundations Team Chair
 - Select ESOL Teachers
 - Select personnel with technical expertise

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 team should meet 4 times per month (weekly meetings recommended) to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2012-13 school year, the current SMARTeam structure will be used collaboratively with the building instructional teams (PLC, grade level teams, and/or content area teams) to provide classroom support for students

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

- **Principal/Assistant Principal(s):** Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
- **Academic Coach (es):** Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- **RtI Facilitator:** Participates on Building Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.
- **School Counselor:** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
- **Select General Education Teachers:** Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- **Select Special Education Teachers:** Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- **Foundations Team Chair:** Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- **Select ESOL Teachers:** Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.
- **Select personnel with technical expertise:** Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

The Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

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MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT)</p> <p>Midyear: FAIR, DRA-2, District Benchmark Assessments as appropriate</p> <p>End of year: FAIR, FCAT</p> <p>Ongoing Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Inform/LimeLight</p> <p>Frequency of data review: 2 times per month (recommend twice a month for data analysis through Data Days, Data Study Teams, etc.)</p>
<p>Describe the plan to train staff on MTSS.</p> <p>The school's Professional Development Plan must support continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. School Instructional Leadership Teams must establish protocols for on-going assessment and adjusting of the plan to meet school needs.</p> <p>RtI Professional Development should include more than scheduled workshops. In addition to traditional RtI training during the summer, pre-planning, early dismissal, and faculty meetings, RtI learning should be job-embedded and occur during the following:</p> <ul style="list-style-type: none">• Professional learning communities• Classroom observations• Collaborative planning• Analysis of student work• Book study• Lesson study• Action research
<p>Describe the plan to support MTSS.</p> <p>The Building Leadership Team and Administrators will conduct data chats every nine weeks to discuss the progress of all students, what interventions have been implemented, and discuss next steps. Strategies will be given and probing questions will be asked to allow the teacher to reflect on the interventions used and the progress made of the students. Strategies and interventions will be followed up in Instructional Grade Level Meetings to see if the student is improving or needs additional help. This information will be documented and reported to administrators weekly. Information and data will be submitted to MRT if needed.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team will include these key positions:

- Principal/Assistant Principal(s)
- Academic Coach(es)
- Rtl Facilitator
- Additional positions will be determined by the school as supportive to Rtl implementation. Recommendations include the following:
 - School Counselor
 - Select General Education Teachers
 - Select Literacy Lead Teachers
 - Select Special Education Teachers
 - Foundations Team Chair
 - Select ESOL Teachers
 - Select personnel with technical expertise

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

The district's reading/language arts philosophy is clear in suggesting that a successful reading teacher not only teaches a child how to read, but also incorporates strategies that foster a love of reading and prepares the student to enjoy a lifetime of reading.” In support of the district’s reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum.

The Literacy Lead Team will function as a sub-committee within the Instructional Leadership Team. The team will meet weekly (Wednesdays) and discuss the latest research impacting effective reading instruction. TheTeam develops and organizes professional development for all of the Literacy Teachers. In addition, the LLT performs weekly classroom observations to ensure that Best Practices in Reading instruction are being implemented with fidelity on a daily basis.

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

TheTeam’s major initiative will develop and organize professional development for all of the Literacy Teachers. In addition, the LLT will perform weekly classroom observations to ensure that Best Practices in Reading instruction are being implemented with fidelity on a daily basis.

We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students

Public School Choice

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

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

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

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

Carter G. Woodson Elementary School has implemented a Pre-K Program for the preschool students residing in the school's attendance area. The Pre-K program is funded via Title 1 funds. Therefore, the program has stringent guidelines and procedures to adhere to. Currently, the enrollment for Pre-K is 18 and both parents and students must adhere to Pre-K's policies as well. Students who attend and master the Pre-K objectives (academic and social) should have a successful transition into an elementary program.

Within the first 45 days of enrollment, Kindergarten students are given 2 assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to provide for the screening of each child's readiness for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Level of rigor is not at the desired level.	1A.1. Continue Equity Audits during PD sessions Collaborative Learning Communities Continue Inquiry/Project Based Learning Activities Highly Effective Leadership Team Closing the Opportunity Gap for all students Infuse the medical magnet standards, expectations outlined in CAST and the	1A.1. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	1A.1. Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	1A.1. CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects		
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		Common Core State Standards into instruction.					
Reading Goal #1A: <i>On the 2012-2013 FCAT, we will increase our students scoring at a Level 3 by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24% (39)	34% (56)					
		1A.2. Many students lack the background knowledge/life experience to comprehend effectively.	1A.2. Teachers will infuse science and social studies content into Reading and Math instruction.	1A.2. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	1A.2. Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	1A.2. CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects	

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		1A.3. Many students lack the vocabulary to comprehend effectively.	1A.3. Teachers will explicitly teach vocabulary using a variety of engaging instructional methods.	1A.3. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	1A.3. Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	1A.3. CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Limited English Proficiency	1B.1. Cues and Prompting Reinforcement and Encouragement Scaffolding Verbal Refocusing	1B.1. Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.1. Teacher Reflection of Lesson Student Feedback/Work	1B.1. Informal Assessments Formal Assessments		
Reading Goal #1B: <i>On the 2012-2013 FAA, we will increase our students scoring at Levels 4,5,and 6 by 5%</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	59% (13)	64% (15)					

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		1B.2. Behaviors	1B.2. Repetition Visual Models	1B.2. Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.2. Computer Data Spreadsheets	1B.2. Unique Learning Systems	
		1B.3. Lack of focus due to medical or mental conditions/ Retaining information presented	1B.3. ULS	1B.3. Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.3. Computer Data Spreadsheets	1B.3. PCI Reading Program Teacher Informal Assessments IEP Goals and objectives	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Level of rigor is not at the desired level.	2A.1. Infuse the medical magnet standards, expectatio ns outlined in CAST and the Common Core State Standards into instruction. Continue Equity Audits during PD sessions Collaborati ve Learning Communiti es Continue Inquiry/ Project Based Learning Activities Highly Effective Leadership Team	2A.1. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	2A.1. Classroom Walk- Throughs Student Work Collaborative Team Meetings Professional Development Calendar	2A.1. CAST Evaluation- Domain 2 and 3 Comprehension Toolkit data Student Work/Projects		
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		Closing the Opportunity Gap for all students					
Reading Goal #2A: <i>On the 2012-2013 FCAT, we will increase our students scoring at a Level 4 or better by 10%</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	16% (27)	26% (43)					

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		2A.2. Many students lack the life experience to comprehend effectively.	2A.2. Teachers will include video streaming, field trips, virtual field trips and guest speakers to supplement their instruction. Continue Equity Audits during PD sessions Collaborative Learning Communities Continue Inquiry/Project Based Learning Activities Highly Effective Leadership Team Closing the Opportunity Gap for all students	2A.2. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	2A.2. Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	2A.2. CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects	
		2A.3. Students are given few opportunities to extend their learning.	2A.3. Teachers will increase project based learning opportunities to connect real world application	2A.3. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	2A.3. Classroom Walk-Throughs Student Work Collaborative Team Meetings Professional Development Calendar	2A.3. CAST Evaluation-Domain 2 and 3 Comprehension Toolkit data Student Work/Projects	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.Inability to retrieve information Difficulty sequencing Unable to concentrate	2B.1. Using additional resources to reinforce information Study Groups Encouragement Scaffolding	2B.1. Teachers Principal/Assistant Principal Varying Exceptionality Teacher District/State Personnel	2B.1.Teachers Self-reflection of the lesson Student Feedback/ Student Work	2B.1.IEP Goals and Objectives Pre/Post Test		
Reading Goal #2B: <i>On the 2012-2013 FAA, we will increase our students scoring at a Level 7 or better by 5%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	27% (6)	32% (8)					

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		2B.2. Poor Time Management	2B.2. Verbal cues and prompting Review Topics	2B.2. Teachers Principal/Assistant Principal Varying Exceptionality Teacher District/State Personnel	2B.2. Teachers Self-reflection of the lesson Student Feedback/ Student Work	2B.2. PCI Reading Program	
		2B.3. Anxiousness Frustration Level Slow Reading	2B.3. Survey Questions Read, Recite, and Review (SQ3R)	2B.3. Teachers Principal/Assistant Principal Varying Exceptionality Teacher District/State Personnel	2B.3. Teachers Self-reflection of the lesson Student Feedback/ Student Work	2B.3. Unique Learning Systems	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Level of rigor is not at the desired level.	3A.1. Infuse the medical magnet standards, expectatio ns outlined in CAST and the Common Core State Standards into instruction. Continue Equity Audits during PD sessions Collaborati ve Learning Communiti es Continue Inquiry/ Project Based Learning Opportuniti es Highly Effective Leadership	3A.1. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	3A.1. Classroom Walk- Throughs Student Work Collaborative Team Meetings Professional Development Calendar	3A.1. CAST Evaluation- Domain 2 and 3 Comprehension Toolkit data Student Work/Projects		
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		Team Closing the Opportunity Gap for all students					
<u>Reading Goal #3A:</u> <i>On the 2012-2013 FCAT, we will increase our students making learning gains by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	80% (88.4)	90% (99)					
		3A.2. Many students are unaware of their current level of achievement.	3A.2. Student Achievement Chats will be conducted with all students following FAIR and Benchmark assessments.	3A.2. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	3A.2. Administrators will review log for Student Achievement Chats during walkthroughs.	3A.2. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Cognitive, Psychological, and Emotional Disabilities	3B.1. Students are allowed to progress based on a tiered process and work to their potential Providing students with rigorous activities that would extend their learning opportunities	3B.1. Teachers Principal/Assistant Principal Varying Exceptionalities Teacher	3B.1. Differentiation ULS PCI Reading Program	3B.1. Student Work/ Discussions Data Sets CAST Evaluation System (Domain 2 and 3)		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Reading Goal #3B: <i>On the 2012-2013 FAA, we will increase our students making learning gains by 5%</i>							
	86% (6)	91% (7)					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Level of rigor is not at the desired level.	4A.1. Infuse the medical magnet standards, expectatio ns outlined in CAST and the Common Core State Standards into instruction. Continue Equity Audits during PD sessions Collaborati ve Learning Communiti es Continue Inquiry/ Project Based Learning Activities Highly Effective Leadership Team	4A.1. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	4A.1. Classroom Walk- Throughs Student Work Collaborative Team Meetings Professional Development Calendar	4A.1. CAST Evaluation- Domain 2 and 3 Comprehension Toolkit data Student Work/Projects		
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		Closing the Opportunity Gap for all students					
Reading Goal #4A: <i>On the 2012-2013 FCAT, we will maintain our students making learning gains in our Bottom 25%</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	95% (29)	95% (29)					
		4A.2. Many students are unaware of their current level of achievement.	4A.2. Student Achievement Chats will be conducted with all students following FAIR and Benchmark assessments.	4A.2. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	4A.2. Administrators will review log for Student Achievement Chats during walkthroughs.	4A.2. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1. Cognitive, Psychological, and Emotional Disabilities	4B.1. Students are allowed to progress based on a tiered process and work to their potential Providing students with rigorous activities that would extend their learning opportunities	4B.1. Teachers Principal/Assistant Principal Varying Exceptionalities Teacher	4B.1. Differentiation ULS PCI Reading Program	4B.1. Student Work/ Discussions Data Sets CAST Evaluation System (Domain 2 and 3)		
Reading Goal #4B: <i>On the 2012-2013 FAA, we will increase our students making learning gains in our Bottom 25% by 5%</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	85% (6)	91% (7)					

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		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>39%</u>	44%	49%	54%	59%	64%	70%
Reading Goal #5A: <i>We will increase our Proficiency by 5% every year through the 2016-2017 school year</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Learning Environment Hispanic: Asian: American Indian:	5B.1. Provide more opportunities to extend learning through shared inquiry, individual student inquiry, and student discussions- more authentic cognitive engagement (ACE) Monitor individual students progress and develop individual learning plans Allow students to set goals for learning	5B.1. Classroom Teachers, Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	5B.1. Student data Student Work/Projects Reflections on Lessons Taught	5B.1. CAST Evaluation- Domain 2 and 3 Comprehension Toolkit data Student Work/Projects Classroom Walkthroughs Student Data		
Reading Goal #5B: <i>On the 2012-2013 FCAT, we will increase our African American students scoring at a Level 3 by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: Black: 24%(39) Hispanic: Asian: American Indian:	White: Black: 34%(56) Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Rigorous Cut Scores	5D.1. RtI implemented with fidelity Soar to Success Leveled Literacy Providing students with same education and expectations as their peers	5D.1. Classroom Teachers Varying Exceptionality Teachers Administration	5D.1. Analysis of: Benchmark scores DRA levels PMA scores	5D.1. DRA Benchmark PMA CAST Evaluations		
<u>Reading Goal #5D:</u> <i>All students with disabilities lacking proficiency in Reading will score a Level 3 or higher</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	30% (3)	100% (12)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Student Mobility	5E.1. Prompt and tight monitoring of the Bottom 25%, making sure students do not slip through the cracks or get lost in the shuffle	5E.1. Principal, Assistant Principal, Reading Coach, Instructional Coach, Curriculum Integration Specialist and Instructional Leadership Team.	5E.1. Records of Interventions used on the Bottom 25%	5E.1. Assessment Monitoring of all students		
Reading Goal #5E: <i>On the 2012-2013 FCAT, we will increase our Economically Disadvantaged students scoring at a Level 3 by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	24%(39)	34% (56)					
		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
Equity Training	PreK-5 th	Principal/ Assistant Principal	All content area teachers in PreK-5 th grade	All Faculty Meetings, the first Wednesday of each month	Classroom Walkthroughs/ CAST Domains 2 and 3/ Student Data	Administration
Common Core Training	PreK-5 th	Coaches	All content area teachers in PreK-5 th grade	One Early Dismissal Training each month	Classroom Inquiry Implementation/ Student Inquiry Showcase/ Student Work/ Lesson Plans	Administration/ Coaches

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Inquiry Training	PreK-5 th	Jackson/ Nassau	All content area teachers in PreK-5 th grade	One Early Dismissal Training each month; beginning of each Faculty Meeting	Common Core Implementation in lessons and lesson plans. Classroom Walkthroughs	Administration/ Coaches
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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Comprehension Toolkit	Increases Inquiry based learning through the Reading Strategies	Turn Around Funds	3,000.00
Great Books	Increases Shared Inquiry through authentic literature	Turn Around Funds	3,800.00
Subtotal:6,800.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core (Dana Group)	Training on Common Core	Title 1	5,300.00
Subtotal:5,300.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 12,100.00			

End of Reading Goals

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Elementary School Mathematics Goals

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

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

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Rigorous Instruction Understanding of Common Core Standards	1A.1. Continuous school-wide professional development for the implementation of Common Core State Standards. Teachers will be gradually integrating the CCSS into their instruction. Continue Equity Audits during PD sessions Collaborative Learning Communities Highly Effective Leadership Team Closing the Opportunity	1A.1. School Leadership Team will make arrangement for professional development. Teachers will be responsible for implementation in their classrooms. Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist will monitor implementation.	1A.1. Students use of accountable talk in the classroom Journals of student work	1A.1. CAST evaluations Classroom Walk Through Rubrics		
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		Gap for all students					
Mathematics Goal #1A: <i>On the 2012-2013 FCAT, we will increase our students scoring at a Level 3 by 10%</i>	<u>2012 Current Level of Performance:</u> 	<u>2013 Expected Level of Performance:</u> 					
	26% (43)	36% (59)					
		1A.2. Student Engagement Lack of Accountable Talk in Classroom Discussions	1A.2. Teachers facilitate Inquiry Projects that utilize real world learning. Empowering students the opportunity to discuss and explain through higher-order questioning	1A.2. Math Coach Administration	1A.2. Math teachers in grades 3-5 will meet weekly with the Math Coach to discuss the progress of the Inquiry Projects. Math Coach makes weekly visits to the classrooms to discuss the projects with the students	1A.2. Timeline for student work and a detailed rubric for learning. Classroom Walk Throughs	
		1A.3. Accurate Data Monitoring	1A.3. Accuracy and relevance achieved using item analysis and RtI progress	1A.3. Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Instructional Leadership Team.	1A.3. Reviewing Assessment Data with Teachers to determine next targets and appropriate focus	1A.3. Student Assessment Data	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. 1 Confusion about the operational skills/ function Difficulty recalling or applying problem solving concept	1B.1. Testing based on student's stamina Using visual and verbal cues for students Increasing students concentration skills during math instruction Use of manipulatives to solve problems	1B.1. Classroom Teacher Principal/Assistant Principal Varying Exceptionalities Teacher	1B.1. Student Feedback Student Work Samples Student Data	1B.1. Formal Assessments ULS PCI Number Worlds		
<u>Mathematics Goal #1B:</u> <i>On the 2012-2013 FAA, we will increase our students scoring at a Level 4,5,and 6 by 5%</i>	<u>2012 Current Level of Performance:</u> 	<u>2013 Expected Level of Performance:</u> 					

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	59% (13)	64% (15)					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Differentiating instruction to meet the needs of all students	2A.1. Grades K – 4 will have model CCSS classrooms that will inherently be more hands-on, real world based and differentiated both in content and in modalities of learning.	2A.1. Math Coach, Math Interventionist, Technology Coach and Classroom Teachers	2A.1. Tally charts of student engagement, anecdotal evidence from students and student work.	2A.1. Walkthroughs on each grade level		

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Mathematics Goal #2A: <i>On the 2012-2013 FCAT, we will increase our students scoring at a Level 4 and 5 by 10%</i>	2012 Current Level of Performance: e.*	2013 Expected Level of Performance: e.*					
	18% (31)	28% (46)					

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		2A.2. Student Engagement	2A.2. Making academic growth a personal experience for students. Students need to make their own personal growth for their academic success. Math Coach, Math Interventionist and other academic coaches, members of administration will discuss with students one-on-one where they are currently after the administration of the 1 st district benchmark. Students will then begin their own learning graph: graphing where they currently are and where they want to be in time for the next benchmark administration. The pattern of this conversation will continue throughout the year.	2A.2. Students, Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Instructional Leadership Team.	2A.2. Individual student growth on district benchmarks and FCAT prep assessments.	2A.2. Student created Learning Graphs	
		2A.3. FCIM individualized for higher students	2A.3. Identifying students mastering skills and developing extensions through higher order questioning and additional projects	2A.3. Classroom Teacher, Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Instructional Leadership Team.	2A.3. Rtl data Student Groupings Differentiated Plans	2A.3. Student Assessment Data	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Confusion about the operations Knowing their numbers in isolation Cognitive Disabilities	2B.1. Prompting, Modeling, and Repetition are used to get students thinking and to help retain information Several teacher created materials to reinforce lessons/ skills taught	2B.1. Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher	2B.1. Student Feedback Student Work Samples Student Data	2B.1. Informal and Formal Assessments ULS Pre and Post Tests (monthly) PCI Pre and Post Tests		
<u>Mathematics Goal #2B:</u> <i>On the 2012-2013 FAA, we will increase our students scoring at a Level 7 or higher by 5%.</i>	<u>2012 Current Level of Performance e.*</u>	<u>2013 Expected Level of Performance e.*</u>					

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	27% (6)	32% (8)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Differentiated instruction for all students.	3A.1. Collaboration across content areas with Project Based Learning. Projects will be completed in duos or triads allowing students the opportunity to learn from and teach each other.	3A.1. Teachers and Math Coach	3A.1. Student group presentations and the feedback from their peers.	3A.1. Project timelines and rubrics		

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Mathematics Goal #3A: <i>On the 2012-2013 FCAT, we will increase our students making learning gains by 10%</i>	2012 Current Level of Performance: e:*	2013 Expected Level of Performance: e:*					
	65% (71.9)	75% (81)					
		3A.2. Student Engagement	3A.2. Integration of technology in our classrooms. LCD projectors, document cameras and student response systems.	3A.2. Math Coach Technology Coach in collaboration with classroom teachers.	3A.2. Student work and discussion during IGLM	3A.2. IPI Data CAST Student Assessment Data	
		3A.3. Data Monitoring	3A.3. Teachers and students knowing their levels as well as needs-based benchmarks	3A.3. Classroom Teachers, Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Instructional Leadership Team.	3A.3. Grade-wide assessment data Bottom Quartile Listings	3A.3. Student Assessment Data	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. Confusion about the operations Knowing their numbers in isolation Cognitive Disabilities	3B.1. Prompting, Modeling, and Repetition are used to get students thinking and to help retain information Several teacher created materials to reinforce lessons/ skills taught	3B.1. Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher	3B.1. Student Feedback Student Work Samples Student Data	3B.1. Informal and Formal Assessments ULS Pre and Post Tests (monthly) PCI Pre and Post Tests		
<u>Mathematics Goal #3B:</u> <i>On the 2012-2013 FAA, we will increase our students making learning gains by 5%</i>	<u>2012 Current Level of Performance:</u> 	<u>2013 Expected Level of Performance:</u> 					
	75% (6)	80% (7)					

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		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Lack of Mathematical Foundation	4A.1. Determining specific targets and groupings based upon weekly assessments, placement of students in proper remediation groups	4A.1. Math Coach	4A.1. Rtl Data Review	4A.1. Progress Monitoring of Weekly Assessments		

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Mathematics Goal #4A: <i>On the 2012-2013 FCAT, we will increase our students in the lowest 25% making learning gains by 10%</i>	2012 Current Level of Performance: e:*	2013 Expected Level of Performance: e:*					
	78% (25)	88% (28)					
		4A.2. Student Engagement	4A.2. Students in this category will have the school's Computer Lab at their disposal between 8 – 8:30 am for SuccessMaker 5.0. Students will be responsible for documenting their time in the lab by signing in and out. Students will also post their 70% or higher scores on a thematic magnet "board" created by the Technology Lab Teacher.	4A.2. Technology Lab Teacher	4A.2. Usage reports created by the Technology Lab Teacher.	4A.2. Discussions with students on their thoughts about math and their learning.	

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		4A.3. Students not progressing in Rtl	4A.3. Targeted intervention with individual focus	4A.3. Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Rtl/ Instructional Leadership Team.	4A.3. Progress monitoring of weekly assessment data	4A.3. Weekly student assessments	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1. Confusion about the operations Knowing their numbers in isolation Cognitive Disabilities	4B.1. Prompting, Modeling, and Repetition are used to get students thinking and to help retain information Several teacher created materials to reinforce lessons/ skills taught	4B.1. Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher	4B.1. Student Feedback Student Work Samples Student Data	4B.1. Informal and Formal Assessments ULS Pre and Post Tests (monthly) PCI Pre and Post Tests		

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Mathematics Goal #4B: <i>On the 2012-2013 FAA, we will increase our students in lowest 25% making learning gains by 5%</i>	2012 Current Level of Performance: e:*	2013 Expected Level of Performance: e:*					
	75% (6)	80% (7)					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	48%	53%	58%	63%	68%	73%
<u>43%</u>							
<u>Mathematics Goal #5A:</u> <i>We will increase our Proficiency in Mathematics by 5% every year through the 2016-2017 school year</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Learning Environment Hispanic: Asian: American Indian:	5B.1. Increased focus on manipulatives and hands on activities to reinforce mathematics concepts for visual learners	5B.1. Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Instructional Leadership Team.	5B.1. Assisting with the creation of and sharing of centers and implementation of technology	5B.1. Walkthroughs Discussions with specific students Assessment scores		
<u>Mathematics Goal #5B:</u> <i>On the 2012-2013 FCAT, we will increase our African American students scoring at a Level 3 by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: Black:26%(43) Hispanic: Asian: American Indian:	White: Black:36% (59) Hispanic: Asian: American Indian:					
		5B.2. Lack of confidence in articulating math discussion	5B.2. Increase focus on classroom discussion, student facilitating, and empowering and engaging students as excellent communicators	5B.2. Principal, Assistant Principal, MathCoach, Curriculum Integration Specialist and Instructional Leadership Team.	5B.2. Records Chats with students	5B.2. Walkthroughs Classroom Visits	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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**June 2012
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Revised April 29, 2011**

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* 	2013 Expected Level of Performance:* 					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Rigorous Cut Scores	5D.1. RtI implemented by all teachers with fidelity Number Worlds Small Group Instruction Providing students with the same educational opportunities as their peers	5D.1. Classroom Teachers, Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist, Varying Exceptionalities Teacher and Instructional Leadership Team.	5D.1. Benchmark Tests PMA Teacher-made tests Inquiry Projects	5D.1. All data sets Observations Domain 2 and 3 of CAST		

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Mathematics Goal #5D:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
<i>On the 2012-2013 FCAT, we will increase our SWD students scoring at a Level 3 by 10%</i>							
	40% (4)	50% (5)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Student mobility	5E.1. Prompt and tight monitoring of bottom 25%, making sure these students do not get lost in the shuffle or slip through the cracks	5E.1. Principal, Assistant Principal, Math Coach, Curriculum Integration Specialist and Instructional Leadership Team.	5E.1. Records of interventions used with Bottom 25%	5E.1. Assessment Monitoring		
<u>Mathematics Goal #5E:</u> <i>On the 2012-2013 FCAT, we will increase our Economically Disadvantaged students scoring at a Level 3 by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	44% (74)	54% (87)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Mathematics 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
Equity Training	PreK-5 th	Principal/ Assistant Principal	All content area teachers in PreK-5 th grade	Every faculty meeting	Classroom Walkthroughs/ CAST Domains 2 and 3/ Student Data	Administration
Inquiry Training	PreK-5 th	Jackson/ Nassau	All content area teachers in PreK-5 th grade	One Early Dismissal Wednesday each month/ Faculty Meetings	Classroom Inquiry Implementation/ Student Inquiry Showcase/ Student Work/ Lesson Plans	Administration/ Coaches
Common Core Training	PreK-5 th	Coaches	All content area teachers in PreK-5 th grade	One Early Dismissal Wednesday each month	Common Core Implementation in lessons and lesson plans. Classroom Walkthroughs	Administration/ Coaches

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Training (Dana Group)	Training of the Common Core Standards	Title 1	5,300.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 5,300.00			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1A.1. Science instruction not being taught with rigor or fidelity in the primary grades or intermediate grades 3rd & 4th. Thus, concepts that were not taught cause a gap when addressed in the 5th grade curriculum.</p>	<p>1A.1. School provides more professional development (in house) to help teachers still struggling with the concepts/strategies of Science</p>	<p>1A.1. Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team.</p>	<p>1A.1. Administration should check for lesson plans that are either exclusive to Science instruction or proof of Science integration in other subjects like ELA or Math</p>	<p>1A.1. During CAST Observations, have teachers teach a Science Lesson or show evidence of integrating Science instruction in an ELA or Math lesson. Until teachers are truly held accountable, they will not teach Science with any real fidelity.</p>		
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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Each student from K-4 should receive science instruction directly for 3 hours each week at a minimum</i> <i>-Each student in grade 5 should receive direct science instruction of 1.5 hours per day (7.5 hours per week) including a full science lab session weekly</i> <i>-Move from 25% proficiency to 35%</i>							
	24% (14)	35% (23)					

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		<p>1A.2. No additional support available to Science outside of 1 5th grade teacher and 1 Science Lab teacher. Teachers in the other grades who are not comfortable with the subject have no coach or other resource to help explain concepts, provide support/feedback, suggestions, training, etc.</p>	<p>1A.2. Science Lab continued to be offered to 5th grade weekly for a full class period. Primary, 3rd & 4th grade teachers need to communicate with the Science Lab teacher to help coordinate where they are in their science instruction so that she can provide reinforcement activities during resource.</p>	<p>1A.2. Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team.</p>	<p>1A.2. A grade level representative or each individual teacher needs to communicate with the Science Lab teacher where they are in the learning schedule. Coaches should also attend Science related District CLC or other trainings. They need to have a better grasp of the science curriculum and standards to be able to provide effective support and guidance to teachers that need it.</p>	<p>1A.2. More cohesive lessons across each grade level evidence by cross curricular lessons and integration within all subject areas.</p>	
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		<p>1A.3. Students are only tested for their Science knowledge when they reach the 5th grade, but get tested for all other subject areas from K-5. Therefore, there is NO data to assess where students are from year to year.</p>	<p>1A.3. Pre & Post tests should be done before and after each new concept is presented to students</p> <p>Science FCAT practice tests and Benchmark test should be administered in ALL (these can be teacher created or done using FCAT 2.0 TestMaker)</p> <p>Baseline testing should be done in ALL intermediate grades during the first 2 – 3 weeks of school.</p>	<p>1A.3. Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team.</p>	<p>1A.3. Data collected from each Pre, Post, Baseline, FCAT Practice, and Benchmark can be used to determine effectiveness of instruction</p>	<p>1A.3. Pre Test Post Test Baseline Test FCAT Practice PMA's Benchmark Testing</p>	
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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.Inability to retrieve information Difficulty sequencing Unable to concentrate	1B.1. Using additional resources to reinforce information Study Groups Encouragement Scaffolding	1B.1. Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.1.Teachers Self-reflection of the lesson Student Feedback/ Student Work	1B.1 IEP Goals and Objectives Pre/Post Test		
Science Goal #1B: <i>On the 2012-2013 FAA, we will maintain our students scoring at a Level 4,5,and 6</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% (8)	100% (8)					
		1B.2. Poor Time Management	1B.2.Verbal cues and prompting Review Topics	1B.2. Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.2. Teachers Self-reflection of the lesson Student Feedback/ Student Work	1B.2. PCI Reading Program	

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		1B.3. Anxiousness Frustration Level Slow Reading	1B.3. Survey Questions Read, Recite, and Review (SQ3R)	1B.3. Teachers Principal/ Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.3. Teachers Self-reflection of the lesson Student Feedback/ Student Work	1B.3. Unique Learning Systems	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Lack of differentiati on beyond proficiency (Level 3)	2A.1. Students will receive targeted intervention developed through the use of the problem- solving process. Interventi ons will be matched to individual student needs, be evidence- based, and provided in addition to core. Students produce inquiry based projects based around medical standards Medical standards integrated into both science	2A.1. Science Lead Teacher, Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team.	2A.1. Grade-level teams will review results of common assessment data every 4 weeks to determine progress toward benchmark (70% on common assessment).	2A.1. Common assessments tied to Florida Science Standards administered weekly.		
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		and math curriculum					
Science Goal #2A: In Grade 5, 10% of all students will reach levels above proficiency on the 2013 administration of the FCAT Science Test.	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	24% (6)	35% (10)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. Cognitive, emotional, and psychological barriers ADHD Retaining information	2B.1. Science lessons infused through monthly Unique Learning Systems Curriculum Repetition of skills and concepts through all subject areas Use of verbal cues and modeling to help students retain information	2B.1. Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher	2B.1. Teacher Self Reflection Student Feedback Student Data Student Sample Work Pieces	2B.1. Northshore Science Kits/data Informal/Formal Assessments ULS assessments		
Science Goal #2B: <i>On the 2012-2013 FAA, we will increase our students scoring at a Level 7 or higher by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	50% (4)	60% (6)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science PD at UF	3 rd -5 th Science Teachers	UF Professors	Science Content Teachers 3 rd -5 th	July 9 th -July 23 rd and then once a month for follow up (Thursday)	Student Performance Tasks and Student Data	Administration/Coaches/UF
Inquiry Training	PreK-5th	Jackson/ Nassau	All content area teachers PreK-5th	One Early Dismissal training each month/ Every Faculty Meeting	Student Inquiry implementation and Student showcase	Administration/Coaches
Equity Training	PreK-5th	Administration	All content area teachers PreK-5th	Every Faculty Meeting	Classroom Walkthroughs/ CAST Domains 2 and 3/ Student Data	Administration

Science Budget (Insert rows as needed)

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

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Training (Dana Group)	Training of Common Core Standards	Title 1	5,300.00
Subtotal: 5,300.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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Writing Goals

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

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

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Lack of conventions instruction in prior grade levels	1A.1. Lessons from Step Up to Writing-CUPS Conferencing with students Rubrics for self assessment and so that students know what is good enough	1A.1. Classroom Teacher monitors student progress Students monitor their own work Coaches/ CIS Principal/Assistant Principal	1A.1. Student Work Inquiry Projects Conference Logs	1A.1. Prompts Rubrics/ FCAT Rubrics Classroom Walkthroughs		
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Writing Goal #1A: On the 2013 administration of the FCAT Writing Test, 28% of the 4 th grade students will achieve a 4.0 or above. On the 2013 administration of the FCAT Writing Test, 85% of the 4 th grade students will achieve a 3.0 or above.	<u>2012 Current Level of Performance:*</u>						
		<u>2013 Expected Level of Performance:*</u>					
	20%	28%					

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		1A.2. Lack of prior experiences using the writing process.	1A.2. Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time. Students will produce a performance piece that shows understanding of content and medical standards Integrating medical units into all content areas	1A.2. Classroom Teacher monitors student progress Students monitor their own work Coaches/ CIS P	1A.2 Polished pieces of writing Inquiry Projects Conference Logs	1A.2. Prompts Rubrics/ FCAT Rubrics Classroom Walkthroughs	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1. Limited English Proficiency	1B.1. Cues and Prompting Reinforcement and Encouragement Scaffolding Verbal Refocusing	1B.1. Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.1. Teacher Reflection of Lesson Student Feedback/Work	1B.1. Informal Assessments Formal Assessments Number Worlds		

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Writing Goal #1B:	2012 Current Level of Performance:	2013 Expected Level of Performance:*					
<i>On the 2012-2013 FAA, we will maintain our students scoring at a Level 4 or higher</i>							
	100% (8)	100% (8)					
		1B.2. Behaviors	1B.2. Repetition Visual Models	1B.2. Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.2. Computer Data Spreadsheets	1B.2. Unique Learning Systems	
		1B.3. Lack of focus due to medical or mental conditions	1B.3. ULS	1B.3. Classroom Teachers Principal/Assistant Principal Varying Exceptionalities Teacher District/State Personnel	1B.3. Computer Data Spreadsheets	1B.3. PCI Reading Program Teacher Informal Assessments IEP Goals and objectives	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core (Dana Center) Training	Pre-K-5th	Dana Group Facilitator	All content area teachers PreK-5th	Pre-Planning August 14th	Lesson Plans and Classroom Walkthroughs	Administration/Coaches
Inquiry Training	PreK-5th	Jackson/ Nassau	All content area teachers PreK-5th	One Early Dismissal training each month/ Every Faculty Meeting	Student Inquiry implementation and Student showcase	Administration/Coaches
Common Core Training (In-house)	PreK-5th	Coaches	All content area teachers PreK-5th	One Early Dismissal training each month	Common Core Implementation through lesson plans and classroom walkthroughs	Administration/Coaches

Writing Budget (Insert rows as needed)

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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core training (Dana Group)	Training of Common Core Standards	Title 1	5,300.00
Subtotal: 5,300.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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Attendance Goal(s)

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

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

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1. Attendance	1.1. High mobility; Lack of transportation in inclement weather	1.1. Deliver parent workshops on the importance of attending school on a regular basis; Use truancy officer to visit homes of students with excessive absences; refer families of students with excessive absences to Ribault Full Services Center.	1.1. Principal, Assistant Principal, Guidance Counselor, CRT	1.1. Weekly reports using OnCourse attendance system run by CRT; Truancy officer report	1.1. OnCourse attendance system		
<u>Attendance Goal #1:</u> Woodson will reduce the number of students with excessive absences and tardies by 50%	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					

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	92% (427)	95% (448)					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013</u> <u>Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	7% (34)	4% (14)					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013</u> <u>Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	3% (12)	2% (9)					
		1.2.	1.2. Implementation of school uniforms and magnet expectations	1.2. Principal, Assistant Principal, Guidance Counselor, CRT	1.2. Weekly reports using OnCourse attendance system run by CRT; Truancy officer report	1.2. OnCourse attendance system	
		1.3.	1.3. Ending breakfast at 8:45am	1.3. Principal, Assistant Principal, Guidance Counselor, CRT	1.3. Weekly reports using OnCourse attendance system run by CRT; Truancy officer report	1.3. OnCourse attendance system	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Regular Attendance importance	PreK-5 th	Guidance Counselor; Truancy Officer	Parents/Guardians; school-wide	November	OnCourse weekly reports	CRT Operator/STC

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. SESIR violations being violated	1.1. Pair students with multiple student code of conduct violations with in-school mentors	1.1. Assistant Principal; Guidance Counselor; CRT Operator	1.1. In-School Referrals; Quarterly Conduct Grades	1.1. Genesis/ OnCourse		
Suspension Goal #1: Reduce the amount of students suspended by 5%.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	13% (17)	8% (13)					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	13% (17)	8% (13)					

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	<u>2012 Total</u> <u>Number of Out-of-</u> <u>School Suspensions</u>	<u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u>					
	35% (70)	25% (55)					
	<u>2012 Total Number</u> <u>of Students</u> <u>Suspended</u> <u>Out- of- School</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>Suspended</u> <u>Out- of-School</u>					
	35% (70)	25% (55)					
		1.2.	1.2. Implementation of School Uniforms and Magnet Expectations	1.2. Principal; Assistant Principal; CIS; Guidance Counselor; CRT Operator	1.2. In-School Referrals; Quarterly Conduct Grades	1.2. Genesis/ OnCourse	
		1.3.	1.3. Inquiry-Based Instruction and Hands-On Learning opportunities. Instruction that engages all learning styles.	1.3. Leadership Team, Administration, Coaches, CIS	1.3. In-School Referrals; Quarterly Conduct Grades; Classroom/ Student Projects;	1.3. Classroom Walkthroughs, Genesis/ OnCourse	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mentoring Program	PreK-5th	Assistant Principal; Guidance Counselor	School-Wide Faculty; School-Wide Students	Initial Meeting in October, then ongoing daily	Monthly Mentor/Mentee Meeting	Assistant Principal
Positive Referral	PreK-5th	Assistant Principal; Guidance Counselor	School-Wide Faculty	Daily on Morning Announcements	Weekly Rewards for those students	Assistant Principal

Suspension Budget (Insert rows as needed)

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

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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

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Lack of a functioning PTA/ SAC	1.1. Recruit new members and officers for PTA	1.1. PTA President; Administration;	1.1. Meetings; New Member Recruitment Sign Up;	1.1. Parent Attendance Sign-in sheets Minutes from Meetings		

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
Increase the average parental involvement at nightly workshops by 20 parents <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
	125 (average).	145 (average)					
		1.2. Students not getting correspondence to parents	1.2. Encourage Family involvement at Content Area Parent Nights Implement the Magnet Parent Newsletter and update website	1.2. Academic Achievement Team Instructional Coaches SCT and Magnet Lead Teacher	1.2. Collect Participant data	1.2. Parent Attendance Sign-in sheets	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through						

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Professional Learning Community (PLC) or PD Activity <div>Please note that each Strategy does not require a professional development or PLC activity.</div>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Math Strands and Test-Taking Strategies	PreK-5 th	Math Teachers and Instructional Coaches	School-Wide Faculty	October 2012	Monitor Student Work Parent Volunteer Liaison will provide follow-up to parents	Parent Volunteer Liaison
FCAT Reading Clusters and Test-Taking Strategies	PreK-5 th	Reading Teachers and Instructional Coaches	School-Wide Faculty	November 2012	Monitor Student Work Parent Volunteer Liaison will provide follow-up to parents	Parent Volunteer Liaison

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>Implementation of STEM through our Medical Magnet will increase student achievement in all content areas by 10%</i>	1.1. Resource Teachers have limited time with students and are not full time at our school	1.1. Develop Medical Units that incorporate Common Core State Standards and Medical Standards,	1.1. Resource Teachers and Curriculum Integration Specialist	1.1. Resource teachers communicate with other content area teachers to integrate within their lessons. Students produce culminating project that reflects learning from all content areas.	1.1. Classroom Walkthroughs Magnet Rubrics Student Work Collaborative meeting notes

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	1.2. Science instruction not being taught with rigor or fidelity in the primary grades or intermediate grades 3 rd & 4 th . Thus, concepts that were not taught cause a gap when addressed in the 5 th grade curriculum.	1.2. School provides more professional development (in house) to help teachers still struggling with the concepts/strategies of Science	1.2. Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team.	1.2. Administration should check for lesson plans that are either exclusive to Science instruction or proof of Science integration in other subjects like ELA or Math	1.2. During CAST Observations, have teachers teach a Science Lesson or show evidence of integrating Science instruction in an ELA or Math lesson. Until teachers are truly held accountable, they will not teach Science with any real fidelity.
	1.3. No additional support available to Science outside of 1 5 th grade teacher and 1 Science Lab teacher. Teachers in the other grades who are not comfortable with the subject have no coach or other resource to help explain concepts, provide support/feedback, suggestions, training, etc.	1.3. Science Lab continued to be offered to 5 th grade weekly for a full class period. Primary, 3 rd & 4 th grade teachers need to communicate with the Science Lab teacher to help coordinate where they are in their science instruction so that she can provide reinforcement activities during resource.	1.3. Principal, Assistant Principal, Curriculum Integration Specialist and Instructional Leadership Team.	1.3. A grade level representative or each individual teacher needs to communicate with the Science Lab teacher where they are in the learning schedule. Coaches should also attend Science related District CLC or other trainings. They need to have a better grasp of the science curriculum and standards to be able to provide effective support and guidance to teachers that need it.	1.3. More cohesive lessons across each grade level evidence by cross curricular lessons and integration within all subject areas.

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Additional Goal(s)

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

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

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1. Additional Goal	1. Teacher Buy-In of Magnet Program	1.1. Continue Professional Development sessions to show teachers how Common Core Standards, the Medical Magnet, and the CAST Evaluation System all connect and work together. Showing teachers that the magnet program is not something extra	1.1. Curriculum Integration Specialist, Coaches, and Instructional Leadership Team	1.1. Implementation of strategies learned in the Professional Development sessions Student Work produced at the end of each Medical Unit	1. Classroom Walkthroughs Teacher Work Products Magnet Rubrics Student Work Classroom Artifacts Teacher evaluations		
Additional Goal #1: <i>Continuous promotion of the Medical Magnet Program during the 2012-2013 school year by 100% of all teachers</i>	2012 Current Level :*	2013 Expected Level :*					

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	75% (27)	100% (36)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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Grand Total:

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☐ Yes ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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Describe the projected use of SAC funds.	Amount