

Florida Department of Education



Elementary DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Palmetto Elementary	District Name: Polk
Principal: Luis Alvarez	Superintendent: Sherrie Nickell
SAC Chair:	Date of School Board Approval:

Student Achievement Data:

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](#)

Highly Effective Administrators

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Luis P. Alvarez	Master 's in Administration and Supervision	6 years	25 years	07-08 Palmetto Elementary earned an A with 92% of Adequately Yearly Progress 08-09 Palmetto Elementary earned an A with 100% of Adequately Yearly Progress 09-10 Palmetto Elementary earned a B with 74% of Adequately Yearly Progress 10-11 Palmetto earned a C with 77% of Adequately Yearly Progress 11-12 Palmetto earned a C with
Assistant Principal	Jennifer Blackburn	Master's in Educational Leadership and a Bachelor's of Science in Elementary Education	6 years	6 years	07-08 Palmetto Elementary earned an A with 92% of Adequately Yearly Progress 08-09 Palmetto Elementary earned an A with 100% of Adequately Yearly Progress 09-10 Palmetto Elementary earned a B with 74% of Adequately Yearly Progress 10-11 Palmetto earned a C with 77% of Adequately Yearly Progress 11-12 Palmetto earned a C with

Highly Effective Instructional Coaches

List your school's highly effective 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 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
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Math	Ted Eldridge		6	6	07-08 A/92%;08-09 A/100%;09-10 B/74%;10-11 C/77%
Writing	Francina Mainer		6	6	07-08 A/92%; 08-09 A/100%; 09-10 B/74%10-11 C/77%

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	Not Applicable (If not, please explain why)
1. Use the district’s new candidate screening tool, RHS, selecting applicants indicating high results of teacher talent.	Luis Alvarez	September 2011	
2. Leadership Team will be instructional coaches for new teachers	Jennifer Blackburn	June 2012	
3. Build purposeful school community with a focus on culture, ideas, and beliefs.	Luis Alvarez	June 2012	
4. Set of clear vision and mission for our school.	Luis Alvarez	June 2012	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become 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)).

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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
56	9% (5)	29% (16)	30% (17)	32% (18)	21% (9)	80% (46)	11% (6)	0	48% (27)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Leah Vaiarella	Giatri Ali	She teaches Reading and Ali is our Reading Coach.	Observing, modeling, assisting with questions and concerns.
Jason Cain	Ted Eldridge	He	Observing, modeling, assisting with questions and concerns.
Yanix Flores	Francina Mainer	Mrs. Mainer is our Writing Coach and Flores teaches 4 th grade Writing.	Observing, modeling, assisting with questions and concerns.

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 NA

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Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds from the district are used to purchase Odyssey licenses and provide professional development for Odyssey.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
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.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.
Violence Prevention Programs The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.
Nutrition Programs NA
Housing Programs NA
Head Start This will be Palmetto's second year is housing Headstart.
Adult Education NA

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Career and Technical Education NA
Job Training NA
Other NA

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Luis Alvarez, Principal; Jennifer Blackburn, Assistant Principal; Wanda Martinez Guidance Counselor; Teresa Shaw, ESE Resource Teacher; Giatri Ali, Teacher Trainer; Erin Stark, School Psychologist; Allison Schrage, Speech Language Pathologist; Colleen McCalip, Social Worker; and Select General Education and Exceptional Student Education Teachers. These team members will be available on an as needed basis.

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?

We will meet monthly to discuss data and classrooms that are in need of more support. Also, once a month the team will meet with each grade level to discuss individual student needs.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The team worked together to decide the intervention and new actions that need to take place in the 11-12 school year. The team will follow up and monitor the strategies each month in our meetings.

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline data: Progress Monitoring, Discovery, Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: Discovery, Curriculum Based Measurement (CBM), FCAT Simulation Midyear: Discovery End of year: Discovery, FCAT, Standardized Test for the Assessment of Reading (STAR) Frequency of Data Days: Once a month for data analysis.
Describe the plan to train staff on MTSS. Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. PD needs will be evaluated monthly during RTI Leadership Team meetings.
Describe plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Luis Alvarez, Jennifer Blackburn, Carolyn Craft, Francina Mainer, Pamela, McCall, Giatri Ali, Ted Eldridge, Brook Peabody, Victoria Moller, Teresa Shaw
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). We meet weekly to discuss data and address concerns that teachers have.
What will be the major initiatives of the LLT this year? To increase student achievement.

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.

**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.

In April, Pre-K goes to Kindergarten to observe lessons and centers once a week. Additionally, Kindergarten Round-up allows for parents to receive information regarding Kindergarten as well to meet and greet with teachers.
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****Grades 6-12 Only*** Sec. 1003.413 (b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. Absenteeism is hindering the process and interfering with the instructional delivery</p>	<p>1a.1. Provide parent with attendance guidelines, and the effects absenteeism has on the learning process.</p>	<p>1a.1. Social Worker, Terminal Operator, and Title One Facilitator</p>	<p>1a.1 Absenteeism will be reported and monitored by the teacher and terminal operator. Based on the recorded data, it will determine the level of intervention needed</p>	<p>1a.1. Teacher, Elegrade and Genesis</p>		
<p>Reading Goal #1a: By Spring of 2012, at least 30 % of all students in 3rd – 5th will be at Level 3 on 1 on the 2012-2013 FCAT 2.0.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>48%</p>	<p>60%.</p>					
		<p>1a.2 Assessment is neither authentic, engaging and lacks higher order thinking questions.</p>	<p>1a2 Teacher will utilize a variety of formative and summative assessment strategies, that include problem solving and project based outcome.</p>	<p>1a.2 Giatri Ali ● (Reading Resource) Administration and leadership</p>	<p>1a2. FCIM & Progress Monitoring Multiple assessments will be used to diagnose students learning needs and aligned with state standard. PLC: To disaggregate data</p>	<p>● 1a.2.. PLC, Collaborative Planning, Summary Reports</p>	

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		1a.3 Student Lack interest in reading independently.	1a.3 Classes will compete for monthly prizes, based on % of test passes with 85% or higher.	Media	Media Specialist will pull the AR total reports once a month..	1a.3 Diagnostic Reading Class Summary Report	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1a.1. Lack of opportunities to deepen understanding of new concepts through frequent summarization activities.	1a.1. Students will summarize learned information frequently throughout the lesson.	1a.1. Administrator, teacher & resource staff	1a.1. Discussion of "Summarization in Any subject" by Rick Wormelli during PLC. Teacher will integrate at least one new strategy per month.	1a.1. Teacher-made test, frequent review of Discovery data and increase on the FCAT 2.0		
Reading Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
100% of our Level's 4-6 will maintain or increase one Achievement Level on the FAA.							
	44% (4)	45%					

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		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1 Students are not authentically engaged in challenging activities.	Implement enrichment activities as an intervention to challenge student engagement.	Administration & Resource Teachers	PLC to discuss data Formative and summative that will increase student achievement	Classroom test, Extended Reading Passage, Six Minute Fluency		
<u>Reading Goal #2a:</u> 100% of our Level 4's and 5's will increase on the 2011-2012 FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	16% (53)	20% (59)					

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		2a.2... Teachers lack the knowledge of how to integrating cross curriculum content reading and writing instruction	2a.2 Teachers will be taught how to integrate science, social studies, and writing to enhance and improve student achievement in reading.	2a.2 Administration and Resource Teachers.	2a.2 Students performance on classroom tests and results on progress monitoring.	2a.2 Classroom tests, Six Minute Fluency, Extended Reading Passage	
					2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	1b.1Lack of appropriate resources and curriculum.	1b.1Use data to plan intervention for individual students, and acquire necessary resources that will meet the needs of the students.	1b.1Administrator, Teachers and Resource Staff	1b.1Classroom Walk through, Lesson Plans, and formative assessments.	1b.1FAA, Meeting IEP Goals		
Reading Goal #2b: 50% of our Level 7 will maintain or increase one Achievement Level on the FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	22% (2)						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3A.1 Lack of rigorous instruction set by teachers.	Teachers will receive professional development to increase their knowledge of common core standard and to elevate expectation of learning.	Administration	Weekly classroom walkthroughs, and lesson plan review	Lesson plan and classroom walkthrough.		
Reading Goal #3a: 60% of all students will make at least a 1% learning gain on the 2012-2013 FCAT 2.0.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	74% (245)	100% (331)					

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		3A. 2 Lack of challenging and interesting curriculum materials	Teachers will supplement reading instructional materials with activities from Discovery Education and National Geographic.	Administration and Leadership Team	Weekly Classroom walkthrough and lesson plan review.	Lesson Plan, walkthrough observational tool	
		3A.2 Interventions does not address specific needs.	3a.3. Use progress monitoring data to match intervention to individual student needs. We will also be using Extended Passages to build the students stamina.	3a.3. Data Meetings	3a.3. Bi-weekly testing	3a.3. Extended Reading Passage, Six minute Fluency, Odyssey progress monitoring	
3b. Florida Alternate Assessment:							
Percentage of students making Learning Gains in reading.							

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Reading Goal #3b: <i>100 of students will make learning gains.</i>	2012 Current	2013 Expected					
	Level of Performance:*	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>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1.1 Lack of consistent and pervasive reading intervention with research based resources.</p>	<p>Students who scored the lowest 25% will work on fast forward and reading assist.</p>	<p>4a Teacher, Administrator, Lab Monitor, and Reading Resources.</p>	<p>4a. Teachers will monitor Fast Forward Reports and Reading Assist at least weekly to provide classroom support and intervention.</p>	<p>4a Fast forward Reports, Reading Assist Reports</p>		
<p>Reading Goal #4a: 50% of all students will make at least a 1% learning gain on the 2012-2013 FCAT 2.0.</p>	<p><u>2012 Current Level of Performance:</u> 74% (245)</p>	<p><u>2013 Expected Level of Performance:</u> 100% (331)</p>					

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		4a.2 A large population of our students are LEP and/or low-income and have a difficult time receiving the additional support at home	4a.2 Within the school day students will be provided with extra guided reading instructions 3-5 times per week to improve vocabulary and reading comprehension.	4a.2. Teachers, Administration, Reading Resources.	4a.2 Weekly formative assessment, Fluency Checks	4a. Discovery, Teacher made assessment,	
		4a.3 Students with disabilities to decode read accurately and comprehend text.	4a.3 Teachers will be provided reading and differentiation coaching to improve instructions.	4a Reading Resource and Administration	4a.3. Differentiated instruction embedded through the lesson. Students will be monitored through OPM	4a...3. Leadership and Admin. Team	

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.							
Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>and 25%</p>						
<p><u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i></p>							
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>							
<p><u>Reading Goal #5B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5a.3 Interventions does not address specific needs.	5a...3. Use progress monitoring data to match intervention to individual student needs. We will also be using Extended Passages to build the students stamina.	5a...3. Data Meetings, Reading Resource	5a...3. Bi-weekly testing	5a...3. Leadership and Admin. Team	
		5B.3. Teachers lack of knowledge in how to differentiate instructions with curriculum.	5B.3. During PLC teacher will become more familiar with strategies, in flexible grouping and appropriate instructional strategies	5B.3. Leadership Team Administration, ESE teachers ESE resource Teacher	5a...3. Bi-weekly testing	5a...3. Leadership and Admin. Team	

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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.3 Teachers do not implement ESOL strategies with fidelity	5c...3.	5c...3. Administration, teachers, reading Resource.	5c...3. Bi-weekly testing, and use of progress monitoring data to match intervention	5c...3. Leadership and Admin. Team		
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.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.3 Interventions does not address specific needs.	5d...3. Use progress monitoring data to match intervention to individual student needs. We will also be using Extended Passages to build the students stamina.	5d...3. Data Meetings	5d...3. Bi-weekly testing	5d...3. Leadership and Admin. Team		
Reading Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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		<ul style="list-style-type: none"> ● 5d. 2. Students have limited incoming vocabulary and experience with word attack (reading 	<ul style="list-style-type: none"> ● 5C.2. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read-alouds and shared reading), authentic realia, compare / contrast objects, use of a variety of questioning techniques and levels of complexity 	5C.2. Leadership Team	5C.2. Weekly Data Meetings	<ul style="list-style-type: none"> ● 5C.2. IDEAS ● Discovery Reports ● Student cum folders ● Department PLCs ● Teacher/Parent Conferences ● PD 360 ● Interest Inventories ● Learning Styles Inventories ● Teacher/Student Conferences, Conversations ● LFS PD on Differentiated Assignments ● Graphic organizers ● Teacher/student conversations using mature vocabulary ● Anecdotal records ● Print rich classroom environment ● CISM activities and participation in grades 3-5 <p>Student progress as noted by ongoing assessments, assessment prompts, and progress monitoring</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5e.3 Interventions does not address specific needs.</p>	<p>5e...3. Use progress monitoring data to match intervention to individual student needs. We will also be using Extended Passages to build the students stamina.</p>	<p>5e...3. Data Meetings</p>	<p>5e...3. Bi-weekly testing</p>	<p>5e...3. Leadership and Admin. Team</p>		
<p>Reading Goal #5E: <i>Enter narrative for the goal in this box.</i></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		<ul style="list-style-type: none"> ● 5e. 2. Students have limited incoming vocabulary and experience with word attack (reading) and word usage 	<ul style="list-style-type: none"> ● 5e.2. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read-alouds and shared reading), authentic realia, compare / contrast objects, use of a variety of questioning techniques and levels of complexity 	5e.2. Leadership Team	5e.2. Weekly Data Meetings	<ul style="list-style-type: none"> ● 5e.2. IDEAS ● Discovery Reports ● Student cum folders ● Department PLCs ● Teacher/Parent Conferences ● PD 360 ● Interest Inventories ● Learning Styles Inventories ● Teacher/Student Conferences, Conversations ● LFS PD on Differentiated Assignments ● Graphic organizers ● Teacher/student conversations using mature vocabulary ● Anecdotal records ● Print rich classroom environment ● CISM activities and participation in grades 3-5 <p>Student progress as noted by ongoing assessments, assessment prompts, and progress monitoring</p>	
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		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 Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Reading Strategies	K- 5	G. Ali	School Wide	Throughout year	Teachers will in- cooperate strategies learned from training in classroom and document use on lesson plans.	AP
Summarization	K-5	G. Ali	School Wide	Throughout year	Integrate in classroom and document in lesson plan	AP

Reading Budget (Insert rows as needed)

Include only school-based funded			
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activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Differentiated instruction	Kagan Cards	Operating	220.00
Graphic Organizers and Thinking Questions	Kagan Cards	Operating	440.00
Subtotal: 660.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Assistant	Site license for 1 year, reading progress indicators	Operating	2,500.00
Accelerated Reader	Site license for STAR and AR tests	Operating	1,539.51
Subtotal: 4,039.51			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Reading Resource	Resource Teacher	Title I	39,807.00
Subtotal: 39,807.00			
Total: 44,506.51			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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<p>1. Students scoring proficient in Listening/ Speaking.</p>	<ul style="list-style-type: none"> 1.1 Students have limited incoming vocabulary and experience with word attack (reading) and word usage (writing). 	<ul style="list-style-type: none"> 1.1. Stimulate oral language skills through conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read-alouds and shared reading), authentic realia, compare / contrast objects, use of a variety of questioning techniques and levels of complexity Provide cooperative learning opportunities to study and master vocabulary through repeated experiences Visual aids, consistent with academic language used by all staff Teachers will provide grade-level text for extended and close reading activities with scaffolding strategies to meet student needs. Teacher will use performance data to put students into 	<p>1.1</p>	<p>1.1.Review of ESOL Quarterly Common Assessments * 2.Overview of ESOL Targeted Lesson plans 3. Review of items 1 and 2,and Classroom observations 4. District ESOL Teacher Research Trainer (TRST) visits**</p>	<p>1. ESOL Quarterly Common Assessments * 2. Teacher observations and data reporting systems to Administration 3. Items 1, 2 and Classroom observations 4. Review of quarterly Common Assessment Data</p>	
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		<p>small flexible groups for differentiated instruction that will improve their achievement.</p> <ul style="list-style-type: none"> ● Teachers will provide increasingly complex text for extended and close reading activities with scaffolding strategies to meet student needs. ● Utilizes a variety of learning styles in lesson development ● Interventions, instruction and tasks are based on differentiated needs of students. ● Teachers are 				
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		<p>knowledgeable of students' skills, learning levels, and special needs through a variety of data sources.</p> <ul style="list-style-type: none"> • Administer learning / interest inventory • Teachers build a relationship of mutual respect with their students. 				
<p><u>CELLA Goal #1:</u> <u>All schools should reflect at least a 3 % increase</u></p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					

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<p><i>Enter proficiency numerical data for current level of performance in this box by grade level.</i></p> <table border="1"> <tr> <td><i>K</i></td> <td><i>13</i></td> <td><i>6</i></td> <td></td> <td><i>12</i></td> <td></td> </tr> <tr> <td><i>1</i></td> <td><i>26</i></td> <td><i>7</i></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td><i>2</i></td> <td><i>27</i></td> <td><i>8</i></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td><i>3</i></td> <td><i>4</i></td> <td><i>9</i></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td><i>4</i></td> <td><i>12</i></td> <td><i>10</i></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td><i>5</i></td> <td><i>21</i></td> <td><i>11</i></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </table>	<i>K</i>	<i>13</i>	<i>6</i>		<i>12</i>		<i>1</i>	<i>26</i>	<i>7</i>				<i>2</i>	<i>27</i>	<i>8</i>				<i>3</i>	<i>4</i>	<i>9</i>				<i>4</i>	<i>12</i>	<i>10</i>				<i>5</i>	<i>21</i>	<i>11</i>								
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		<ul style="list-style-type: none"> ● 1.2. Most students have limited background knowledge to allow teachers to provide instruction at the grade or course level. ● Students have difficulty making connections to the content. 	<ul style="list-style-type: none"> ● 1.2. Teacher builds rapport with students; teachers build a relationship of mutual respect with students. ● Connections are built between lessons. ● Teachers communicate to students what students will know and be able to do within each Establish and communicate learning goals to students ● Use student learning maps appropriately with students throughout each unit of study lesson. 	<p>1.2.Principal 2. AP/C/A 3. ESOL Director visits 4..District ESOL Teacher Research Trainer (TRST)</p>	<p>1.2.Review of ESOL Quarterly Common Assessments * 2.Overview of ESOL Targeted Lesson plans 3. Review of items 1 and 2,and Classroom observations 4. District ESOL Teacher Research Trainer (TRST) visits**</p>	<p>2. ESOL Quarterly Common Assessments * 2. Teacher observations and data reporting systems to Administration 3. Items 1, 2 and Classroom observations 4. Review of quarterly Common Assessment Data</p>
		1.3.	1.3.			

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Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring			
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<p>2. Students scoring proficient in Reading.</p>	<ul style="list-style-type: none"> ● 2.1. Teachers may not be implementing ESOL strategies with fidelity. ● Administrators and/or teachers have limited awareness of students with disabilities' needs. ● Some students are not properly grouped for differentiated instruction. ● Some teachers lack knowledge of how to differentiate student tasks based on need. ● Students not making learning gains may need additional time to learn. ● Students are not properly placed in 	<ul style="list-style-type: none"> ● 2.1. PLCs include ESOL teachers to share appropriate strategies ● Utilize data to form small flexible groups in which instruction may be scaffold ● Extended Learning; tutoring before/ after school and Saturday Academies ● Provide all teachers with booklet, <i>ESE Accommodations and Modifications</i>, for use in PLC discussions by grades ● Use of ERPs (extended 	<p>2.1.1.1.Principal 2. AP/C/A 3. ESOL Director visits 4. District ESOL Teacher Research Trainer (TRST)</p>	<p>2.1.1.1.Review of ESOL Quarterly Common Assessments * 2. Overview of ESOL Targeted Lesson plans 3. Review of items 1 and 2, and Classroom observations 4. District ESOL Teacher Research Trainer (TRST) visits**</p>	<p>2.1.ESOL Quarterly Common Assessments * 2. Teacher observations and data reporting systems to Administration 3. Items 1, 2 and Classroom observations 4. Review of quarterly Common Assessment Data</p>	
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	<p>inclusion classes with appropriate support.</p> <ul style="list-style-type: none"> ● Students are not provided appropriate accommodations and modifications. ● Majority of instructional time is spent on whole group instruction just 'covering' the content and minimal time spent with small group instruction to respond to student learning needs. ● Lack of differentiated tasks in small group instruction, literacy centers, and independent assignments <p>Students not making learning gains may need additional time to learn.</p>	<p>reading passages), CISM and AR (Accelerated Reader)</p> <ul style="list-style-type: none"> ● Become familiar with different disabilities and strategies to use with students with disabilities ● Identify different ways to group students (interest, readiness, learning styles) ● Be familiar with allowable, appropriate accommodations on students' IEP and 504 plans - document 				
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		<p>implementation</p> <ul style="list-style-type: none"> ● Extensive repertoire of instructional strategies is utilized to respond to the learning needs of students. ● Targeted interventions are provided as needed. ● Assignments are differentiated in response to student learning needs. ● Re-teaching occurs at points of lesson when student learning isn't progressing and in response to student 				
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		<p>assessments.</p> <ul style="list-style-type: none"> ● Develop differentiated literacy activities to support UEQ / LEQ instruction ● Design small group lessons to address need of students ● Independent assignments are given to support each student's academic progress ● Students receive reading iii (immediate intensive intervention) on a daily basis which is implemented with fidelity. 				
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		<ul style="list-style-type: none"> ● Intervention continues throughout the year until the student is able to demonstrate grade level proficiency. ● Extended learning opportunities before and after school, extended school day and/or Saturday classes ● Smaller group size (3-5) students to accommodate specific needs <p>Materials are selected to address the students' needs and may vary from the materials used by others.</p>				
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<p><u>CELLA Goal #2:</u> <i>All schools should reflect at least a 3 % increase</i></p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>																																									
	<p><i>Enter proficiency numerical data for current level of performance in this box by grade level.</i></p> <table border="1" data-bbox="415 464 695 690"> <tr> <td><i>K</i></td> <td><i>0</i></td> <td><i>6</i></td> <td></td> <td><i>12</i></td> <td></td> </tr> <tr> <td><i>1</i></td> <td><i>11</i></td> <td><i>7</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>2</i></td> <td><i>22</i></td> <td><i>8</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>3</i></td> <td><i>4</i></td> <td><i>9</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>4</i></td> <td><i>14</i></td> <td><i>10</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>5</i></td> <td><i>19</i></td> <td><i>11</i></td> <td></td> <td></td> <td></td> </tr> </table>	<i>K</i>	<i>0</i>	<i>6</i>		<i>12</i>		<i>1</i>	<i>11</i>	<i>7</i>				<i>2</i>	<i>22</i>	<i>8</i>				<i>3</i>	<i>4</i>	<i>9</i>				<i>4</i>	<i>14</i>	<i>10</i>				<i>5</i>	<i>19</i>	<i>11</i>								
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<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>																																					

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<p>3. Students scoring proficient in Writing.</p>	<ul style="list-style-type: none"> ● 3.1. Lack of or ineffective vocabulary instruction in content area classes ● Students not provided with tasks that require them to develop connections to the text as they read. ● Students not writing to respond to new learning. ● Student use of graphic organizers to organize information and ideas is absent when reading. ● Lack of writing in response to reading <p>Lack of consistent writing expectations from grade to grade</p>	<ul style="list-style-type: none"> ● 3.1. Reading, writing, and scaffolding strategies are interwoven in lessons across content areas. ● Students write to respond to new learning in an authentic manner before, during, and after reading text. ● Significant and effective student use of graphic organizers before, during, and after reading and across content areas ● Written summarization aligned 	<p>3.1..Principal 2. AP/C/A 3. ESOL Director visits 4. District ESOL Teacher Research Trainer (TRST)</p>	<p>3.1..Review of ESOL Quarterly Common Assessments * 2. Overview of ESOL Targeted Lesson plans 3. Review of items 1 and 2, and Classroom observations 4. District ESOL Teacher Research Trainer (TRST) visits**</p>	<p>3.1..ESOL Quarterly Common Assessments * 2. Teacher observations and data reporting systems to Administration 3. Items 1, 2 and Classroom observations 4. Review of quarterly Common Assessment Data</p>	
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		<p>with grade level writing expectations, oral summarizing</p> <ul style="list-style-type: none"> ● Writing to a source with supporting evidence ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences – CCSS (Common Core State 				
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		Standards)																																								
CELLA Goal #3: <u>All schools should reflect at least a 3 % increase</u>	2012 Current Percent of Students Proficient in Writing :																																									
	Enter proficiency numerical data for current level of performance in this box by grade level.																																									
	<table border="1"> <tr> <td>K</td> <td>3</td> <td>6</td> <td></td> <td>12</td> <td></td> </tr> <tr> <td>1</td> <td>7</td> <td>7</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>21</td> <td>8</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>7</td> <td>9</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>19</td> <td>10</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>18</td> <td>11</td> <td></td> <td></td> <td></td> </tr> </table>	K	3	6		12		1	7	7				2	21	8				3	7	9				4	19	10				5	18	11								
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*ESOL Quarterly Common Assessments are across all disciplines and are based on the students' language level.

**Visits by District ESOL department to observe instructional strategies are completed by mid-year; additional visits as needed.

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>3a.1.1 Absenteeism – students not being in school or being tardy is hindering the learning development of the student and interfering with the instructional process.</p>	<p>3a.1... New check in/out system that checks time for students to keep track of attendance. Parent workshop for attendance and parent compact. Only accepting 5 mommy notes.</p>	<p>3a.1. Social Worker, Terminal Operator, and Title One Facilitator</p>	<p>3a.1. Reduce absenteeism by using the data from the check in system, persons monitoring will make phone calls when students are habitually absent.</p>	<p>3a.1. School Check In System evaluated by Social Worker, Terminal Operator, and Title One Facilitator</p>	
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<p><u>Mathematics</u> <u>Goal #1a:</u> <u>25 % of our</u> <u>Students</u> <u>scoring a</u> <u>level 3 in</u> <u>mathematics</u> <u>will increase</u> <u>by a minimum</u> <u>of 1 level</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performan</u> <u>ce:*</u> <u>of our</u> <u>students</u> <u>scored a</u> <u>level 3 or</u> <u>above</u></p>	<p><u>2013 Expected</u> <u>Level of</u> <u>Performance:</u></p>					
	<p><u>58%(191)</u></p>	<p><u>75% (253)</u></p>					
		<p>1a.2.Students fails to see relevance as demonstrated by disengagement.</p>	<p>1a.2.Provide opportunity for students to explore through active inquiry based instruction</p>	<p>1a.2.Math Resource</p>	<p>1a.2.Leadership walkthroughs, increased student engagement.</p>	<p>1a.2. increase bi weekly math scores, monitoring of student involvement</p>	

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		1a.3.Lack of basic knowledge in mathematical skills and vocabulary	1a.3Provide student an opportunity to increase basic skills through on level practice of mathematical operations and vocabulary.	1a.3. Math teacher and Math Resource Person.	1a.3.Teacher observation, increased engagement, increased bi weekly assessment scores.	1a.3. discovery testing, bi weekly assessments, teacher observation.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<u>Mathematics Goal #1b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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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.inadequate teacher engagement with higher level students.	2a.1.Prepare higher level activities to meet the needs of high performing students	2a.1.Math Resource Teacher	2a.1.Student engagement, Lesson Plans and activities	2a.1.Higher level questioning assessments.		
<u>Mathematics Goal #2a:</u> <u>All Students making level 4 and 5 will maintain and or increase their scores.</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24% (78)	35% (118)					

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		2a.2. Teacher needs to make intellectual student engagement in math pervasive.	2a.2.Utilize current math events to engage students in discourse relating curriculum to real world issues through the use of articles and or media types. Collaborations of peers.	2a.2. teacher of Math	2a.2.Classroom projects and activities.	2a.2.Student engagement. Higher order questioning on assessments with high scores	
		2a.3 Utilize higher grade level Objectives and skills to meet individual or group academic needs.	2a.3Provide advanced level objectives with increased technology and across the curriculum learning to connect students to a higher level of skills.	2a.3 Classroom Teacher Math Resource Teacher	2a.3 Student engagement, Classroom Projects and assessments	2a.3Ongoing Progress Monitoring Teacher made Test	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
<u>Mathematics Goal #2b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					

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		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1. Absentism	3a.1. Parent training on student attendance	3a.1. Carolyn Craft	3a.1. increase student attendance	3a.1. check-in-system		
<u>Mathematics Goal #3a:</u> Our goal is to have 100% of our students make learning gains in Math	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	58%(191)	100% (337)					
		3a.2. Language/ Vocabulary	3a.2.Vocabulary taught in content along with the use of interactive word wall	3a.2.Teacher and Math Resource Teacher	3a.2 .Increase student scores on assessment. Classroom engagement	3a.2.Ongoing Progress monitoring, Teacher evaluation, Classroom observation	
		3a.3.	3a.3.	3a.3.	3a...3.	3a.3.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Mathematics Goal #3b: <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>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	

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		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.Absenteeism	4a.1.Parent workshop on absenteeism and its effect on learning	4a.1. Carolyn Craft	4a.1.increase student attendance	4a.1.Check in and out system		
<u>Mathematics Goal #4a:</u> 100% of our lowest 25% will make learning gains in math	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	56% (86	100% (153)					
		4a.2. Lack of basic math skills	4a.2.Provide A.M and P.M. tutoring. Immediate remediation Small group instructions	4a.2.Teacher, administration	4a.2increase classroom participant	4a.2. Ongoing Progress Monitoring	

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		4a.3 Teachers needs assistance with specific math skills in order to give-in-depth instruction to their students.	4a.3.Provide training in the following areas: Word Problems, Fractions, Properties, Hooks from Acalectics, Multiplication, and basic Algebra	4a.3.Ted Eldridge, Math Resource, and Administration	4a.3. Increase student performance	4a.3.Ongoing Progress Monitoring	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<u>Mathematics Goal #4b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	

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

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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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>	<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.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <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>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

Elementary Science Goals

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

Elementary Science Goals	Problem-Solving Process to Increase						
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	Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Students have gaps in their background knowledge of essential science concepts.	1a.1. Apply a variety of instructional strategies, such as video clips, online resources, and print materials differentiated for individual student needs.	1a.1. Administration and Robert Holmberg our Science Resource	1a.1. Resources located in Moodle	1a.1. Lesson Plans and Data Chats		
<u>Science Goal #1a:</u> By June 2013, the percent of fifth graders, proficient in Science, will increase by at least 4% as measured by the FCAT Science Assessment	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	29% (28)	33% (32)					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1. Students have gaps in their background knowledge of essential science concepts.	1b.1. Apply a variety of instructional strategies, such as video clips, online resources, and print materials differentiated for individual student needs.	1b.1. Administration and Robert Holmberg our Science Resource	1b.1. Resources located in Moodle	1b.1. Lesson Plans and Data Chats		
Science Goal #1b: By June 2013, the percent of fifth graders achieving above proficiency in science will increase by at least 2% as measured by the FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Students have gaps in their background knowledge of essential science concepts.	2a.1. Apply a variety of instructional strategies, such as video clips, online resources, and print materials differentiated for individual student needs.	2a.1. Administration and Robert Holmberg our Science Resource	2a.1. Resources located in Moodle	2a.1. Lesson Plans and Data Chats		

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<p><u>Science Goal #2a:</u></p> <p>By June 2013, the percent of fifth graders achieving above proficiency in science will increase by at least 2% as measured by the FCAT Science Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p>6% (6)</p>	<p>8% (8)</p>					
		<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	
		<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	
<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2b.1. Students have gaps in their background knowledge of essential science concepts.</p>	<p>2b.1. Apply a variety of instructional strategies, such as video clips, online resources, and print materials differentiated for individual student needs.</p>	<p>2b.1. Administration and Robert Holmberg our Science Resource</p>	<p>2b.1. Resources located in Moodle</p>	<p>2b.1. Lesson Plans and Data Chats</p>		

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<p><u>Science Goal #2b:</u> By June 2013, the percent of fifth graders achieving above proficiency in science will increase by at least 2% as measured by the FAA.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	67% (2)	69%					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary Science Goals

Science Professional Development

<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>

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Science Budget (Insert rows as needed)

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

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<ul style="list-style-type: none"> ● 1a.1. Students not writing to respond to new learning. ● Student use of graphic organizers to organize information and ideas is absent when reading. ● Lack of writing in response to reading 	<ul style="list-style-type: none"> ● 1a.1. Writing to a source with supporting evidence ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences – CCSS (Common Core Review 2012 Anchor 	<p>1a.1. Administration and Francina Mainer our Writing Resource</p>	<ul style="list-style-type: none"> ● 1a.1. Polk Writes materials located in Public Folders ● Current writing strategies / techniques evidenced as effective by the 2012 FL Writes assessment <p>Student Writing Samples</p>	<p>1a.1. MOCK FCATS, weekly data chats</p>		
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		Sets, Rubric, Calibration Guide, and FL Writes Q & A released by FL DOE					
	● State Standards)						
Writing Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Our school will increase, by at least, 1 % on the 2012-2013 Writing Assessment</i>							
	78% (78)	79%					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<ul style="list-style-type: none"> ● 1b.1. Students not writing to respond to new learning. ● Student use of graphic organizers to organize information and ideas is absent when reading. ● Lack of writing in response to reading 	<ul style="list-style-type: none"> ● 1b.1. Writing to a source with supporting evidence ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences – CCSS (Common Core Review 2012 Anchor 	<p>1b.1. Administration and Francina Mainer our Writing Resource</p>	<ul style="list-style-type: none"> ● 1b.1. Polk Writes materials located in Public Folders ● Current writing strategies / techniques evidenced as effective by the 2012 FL Writes assessment <p>Student Writing Samples</p>	<p>1b.1. MOCK FCATS, weekly data chats</p>		
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		Sets, Rubric, Calibration Guide, and FL Writes Q & A released by FL DOE					
<p>Writing Goal #1b:</p> <p><i>Our school will increase, by at least, 1 % on the 2012-2013 FAA.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	50% (1)	100% (1)					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

Writing Professional Development

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

Writing Budget (Insert rows as needed)

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

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Other			
Strategy	Description of Resources	Funding Source	Amount
Writing Resource	Writing Teacher	Title I	57,855.00
Subtotal:	57,855.00		
Total:	57,855.00		

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1. Parents do not bring students to school on time or students are left at home, alone, to get themselves ready for school.	1. Offer incentives through PBS for Attendance and Tardies	Monitor Daily Attendance	1.1. Terminal Operator/ Administration/Teachers	1.1. Genesis reports		

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Attendance Goal #1: <i>Our goal is to lessen the amount of tardies and absences, at least, 10%.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	93.7%	95%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	52	47					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	52	47					
		1.2. Teachers not recording attendance/tardies on time or accurately.	1.2. Review with the staff district procedures and policies.	1.2. Monitor Daily Attendance	1.2. Terminal Operator/Administration/Teachers	1.2. Check in Check out system	
		1.3.	1.2. Individual Attendance interview with student/parent	1.2. Terminal Operator	1.2. Data Tracking Per Nine Weeks	1.2. Genesis Reports	

Professional Development						
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<p>(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.</p>							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

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

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Perfect Attendance Awards	6 - \$20 gift cards will be given to each grade level for every 9 weeks.	PTO	480.00
Subtotal: 480.00			
Total: 480.00			

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1. Select techniques not being implemented school-wide.	1. Booster training for PBS. Monitor “frequent flyers” and provide professional development, in classroom management, for select teachers.	1.1. Discipline Data	1.1. Genesis	1.1. Administration Team and Teachers		

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<u>Suspension Goal #1:</u> According to our 2012 Genesis data, our school will decrease the number of students suspended by 10% .	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	10	9					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>Enter numerical data for current number of students suspended in-school</i>	<i>Enter numerical data for expected number of students suspended in-school</i>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	52	47					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

Parent Involvement Goal(s)

Required of all Schools

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

* 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 <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1.Job-work schedules	1.Flexible (timing) scheduling of meetings and workshops	1.1.Carolyn Craft, Title I Facilitator	1.1 Parent Feedback Observation of increased Parent involvement	1.1.Surveys		

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Participation by Parents at building capacity will increase by 10% (73).	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	40% (308)	50% (340)					
		1.2.Lack of Transportation	1.2.Parent Carpooling	1.2..Carolyn Craft, Title I Facilitator	1. 2. Parent Feedback Observation of increased Parent involvement	1.2. Surveys	
		1.3. Child Care	1.3.Provide childcare services during meetings or workshops	1.3...Carolyn Craft, Title I Facilitator	1.3.2. Parent Feedback Observation of increased Parent involvement	1.3. Surveys	

Parent Involvement Professional Development

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, Arts and Mathematics (STEAM) Goal(s)

This goal may be based on integrating all of these subjects within your curriculum or as a separate program/academy.

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

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

STEAM Professional Development

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

STEAM Budget (Insert rows as needed)

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

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

End of STEAM Goal(s)

Final Budget (Insert rows as needed)

Please complete entirely. If the budget is 0, then reflect 0.

Please provide the total budget from each section.	
Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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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.

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Describe the activities of the SAC for the upcoming school year.
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Describe the projected use of SAC funds.	Amount