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:1811High Point Elementary School	District Name: Pinellas County Schools
Principal:Dr. Susan Taylor	Superintendent:John A. Stewart, Ed.D.
SAC Chair:Shanon DiStaula	Date of School Board Approval: October 19, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data(Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

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

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	Dr. Susan Taylor	BA in Elementary Education MS in Educational Leadership K-12, Doctorate in Organizational Leadership K-12	3	11.5	2011-2012 High Point Elementary – State Grade "D",Reading 31% proficiency,Learning Gains in Reading 55%,Learning Gains of Lowest 25% in Reading-64%,Math 37% proficiency,Learning Gains in Math 51%, Learning Gains of Lowest 25% in Math-59% 2010-2011 High Point Elementary – State Grade "C", Reading 56% proficiency, Learning Gains 54%, Lowest 25%-45%,Math 63% proficiency, Learning Gains 61%, Lowest 25%-71% Made AYP in all subgroups in Math, Writing 86 % proficiency, Science 25% proficiency 2009-2010 High Point Elementary –State Grade "C", Reading 60% proficiency, Learning Gains 61%, Lowest 25%-59%, Math 54% proficiency,Learning Gains 47%, Lowest 25%-56%, Writing 70% proficiency, Science 35% Proficiency 2004-2009 Highland Lakes Elementary –State Grade "A" all five years. AYP all 5 years
Assistant Principal	Michael McCann	BS in Elementary Education. MS in Educational Leadership, MA Elementary Education	2	12	2011-2012 High Point Elementary –State Grade "D", Reading 31% proficiency,Learning Gains in Reading 55%,Learning Gains of Lowest 25% in Reading-64%,Math 37% proficiency,Learning Gains in Math 51%, Learning Gains of Lowest 25% in Math-59% 2010-2011 High Point Elementary-State Grade "C", Reading 56% proficiency, Learning Gains 54%, Lowest 25%-45%, Math 63% proficiency, Learning Gains 61%, Lowest 25%-71% Made AYP in all subgroups in Math, Writing 86% proficiency,Science 25% proficiency Frontier Elementary School 2009-2010 Grade "B" and made AYP 2008-2009 Grade "A" and made AYP 2007-2008 Grade "B" and made AYP 2006-2007 Grade "B" and made AYP 2005-2006 Grade "A" and made AYP 2004-2005 Grade "A" and Provisional AYP

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

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

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)
RTI	Joyce LaPlante	MA in Elementary Math/Science, BA in Elementary Education, ESOL certification	22	6	High Point Elementary State performance in Reading for 2006-2012 – School Grades (B,A,A,C,C,D) Proficiency in Reading (66%,64%,71%,60%,56%);Learning Gains in Reading (73%,72%,77%,61%,54%,55%);Learning Gains of Lowest 25% in Reading (53%,76%79%,59%,45%,64%)
Reading	Karen Cangemi	BS in Elementary Education Reading Endorsement Certification	0	1	Lakewood Elementary 2012 – C Gulport Elementary 2012- C LG lowest 25% -84% -
Reading	Shirley Bair	BS in Elementary and Early Childhood Education MA in Reading K-12 ESOL Certification	0	14	Lakewood Elementary 2012 – C (LG lowest 25%=84%) Gulfport Elementary 20120 - C
Math	Kevin Larkin	BS in Elementary MA in Math/Science	0	5	Pinellas Park ES 10-11 (C, 72 %Reading,53%Math, 75%Writing, 45 %Science,61%Reading, Learning Gains,61 % Math Learning Gains, Lowest 25%,: 49 % Reading **71%Math Sanderlin IB World School** 11-12 (B, 53% Reading; 44% Math, 80% Writing, 50% Science; 66% Reading Learning Gains, 76 % Math Learning Gains, 56% Reading LG for Lowest 25%, 68% Math LGlowest 25%)
Science	Jamie Hite	BS in Elementary Mid-Grades Certified	1	4	2011-2012 – Served 7 schools ranging from A-D grades. 2010-2011 – Imbedded science coach at Pinellas Park Elem. Scores increased from 28% previous year to 40% in 2011.

Highly Effective Teachers

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

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

Description of Strategy	Person Responsible	Projected Completion Date
1. UF Lastinger's Masters Program offered to current teachers	Dr. Taylor	August 2013
2. Provide Instructional Mentors	Ms. LaPlante, Mrs. Grasso, Mrs. Di Staula,Dr. Tsambis	June 2013
3. Review candidates' qualifications to determine highly qualified status	Dr. Taylor, Mr. McCann, Interview Team	June 2013
4. Offer paid tutoring, training opportunities, and curriculum planning through Title I and ELP fundings	Dr. Taylor	June 2013

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

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
3	The district provides training towards certification.

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
47	6.38% [3]	17.02% [8]	38.30% [18]	38.30% [18]	29.79% [14]		6.38% [3]	0.00% [0]	72.34% [34}

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
Shanon DiStaula	Jenn Warner	new to county	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student
Anna Tsambis	Illeana Duncan	new to county	
Joyce LaPlante and district mentor	Brianna Tesar	new teacher	

			progress and analyzing student work; Modeling or co-teaching lessons

Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

Title I, Part A Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant NA in Pinellas
Title I, Part D The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
Title III Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
Title X- Homeless The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Violence Prevention Programs
Nutrition Programs Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.
Housing Programs
Head Start Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.
Dr. Taylor-Principal, Mr.McCann-Assistant Principal, Mr. Vanderloop-Behavior Specialist, Ms. LaPlante-RTI Coach, Mrs. DiStaula – Math Interventionist, Miss Bahr-ESE, Ms Medvedev-Guidance, Mr. Soto-Social Worker, Mrs. Haubenestel-ESOL, Mrs. Augustine-Diagnostician, Kathryn Picano/Anne Bernstein – Psychologist, Karen Cangemi-Intermediate Literacy Coach, Shirley Bair- Primary Literacy Coach, and Team Leaders: (K)Hague, (1)Baird, (2)Boreman, (3)Slezak, (4)Mathews, (5)Spiewak.

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

Meeting time: SBLT will meet every Monday from 7:30 to 8:20 am in the Title I room.

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

The SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

MTSS Team will help coordinate efforts to implement and evaluate the effectiveness of Positive Behavior Supports (PBS). MTSS Team will use appropriate data sources (i.e., universal screenings, outcome data, etc.) to identify students in need of supplemental (Tier2) or intensive (Tier 3) services. Data sources will also be analyzed and utilized to validate or rule out support at each Tier.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Florida Assessment for Instruction in Reading (FAIR) will be used as a universal screening for reading across grade levels. District Common Assessments will be utilized as a universal screening for math, science, and writing. Discipline referrals will be used to screen for behavior at Tier 1.

At Tier 2, ongoing progress monitoring will be done using FAIR, DIBELS, and AIMS Web for reading. AIMS web will also be used for ongoing progress monitoring in math. Discipline referrals, calls to behavior specialist, and weekly classroom behavior report cards will be used to monitor effectiveness of Tier 2 behavior interventions.

Describe the plan to train staff on MTSS.
Once a month at staff meetings, training will be provided on PS/MTSS. The PS/MTSS Beliefs Survey and Perception of PS/MTSS Skills survey will be used to evaluate the

effectiveness of training.

Describe the plan to support MTSS.
Monthly training will be scheduled. Developing a way of work for PLC's using PLC/Data notebook. Developing a process to identify and progress monitor Tier 2 and Tier 3 students. Continually distribute information to staff regarding MTSS/SBLT meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Dr. Taylor-Principal, Michael McCann-Assistant Principal, Shirley Bair and Karen Cangemi-Reading Coaches, Shanon Grasso-primary LLI Interventionist, Dr. Tsambis-Intermediate Reading Interventionist,Shanon DiStaula-Math Interventionist, Fran Neugebauer-District Math Coach, amie Hite-District Science Coach,Joyce LaPlante- RTI Coach, Tracy Bergman-District Reading and Language Arts Supervisor

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

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
•   Support for text complexity
•   Support for instructional skills to improve reading comprehension
   o   Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
   o   Providing scaffolding that does not preempt or replace text reading by students
   o   Developing and asking text dependent questions from a range of question types
   o   Emphasizing students supporting their answers based upon evidence from the text
   o   Providing extensive research and writing opportunities (claims and evidence)
•   Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
 	
The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year?
Support for text complexity •   Support for instructional skills to improve reading comprehension •   Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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

*Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

The Head Start preschoolers and teachers will visit the kindergarten classrooms in the spring.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.		1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is	1a.1. Walkthrough & Lesson Plans
Reading Goal #1a: Improve current level of performance	2012 Current Level of Performance:* (18%) (57)					
	2013Expected Level of Performance:* Decrease level 1&2 from 70% To 60%					

				Barrier	Strategy	Person Responsible	Process to Determine Effectiveness	Evaluation Tool
							posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
				1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
				1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b: Improve current level of	2012 Current Level of Performance:*	2013Expected Level of Performance:*		1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and	1b.2. Walkthrough

performance	#N/A	Decrease level 1,2,3				expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			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 AchievementLevels 4 and 5 in reading. Reading Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 11% (36)	2013Expected Level of Performance:* Increase level 4 and 5 by 5%	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.

				2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2b: Improve current level of performance			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough

Reading Goal #2b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*
#N/A	Increase level 7 by 5%

			2b.2.	2b2.	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 reading. Reading Goal #3a: Improve current level of	3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately	3a.1. School Summary of observation section of teacher appraisal results IPI data when available

Reading Goal #3a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*

performance	55%	100%					scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	State instructional walkthrough when applicable
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Reading Goal #3b: Improve current level of performance	2012 Current Level of Performance:* 55%	2013Expected Level of Performance:* 100%					

		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
4a.FCAT 2.0:**Percentage of students in Lowest 25% making learning gains in reading.** Reading Goal #4a: Improve current level of performance	2012 Current Level of Performance:* 64%	2013Expected Level of Performance:* 100%	4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

					*Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in reading.** Reading Goal #4b: Improve current level of performance	2012 Current Level of Performance:* 64%	2013Expected Level of Performance:* 100%	4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. Lesson Plans & Walkthrough
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

					*Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5A: *Improve current level of performance*	Baseline data 2010-2011 54	33	31	44	50	55	61

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5b.1. White:67% Black:85% Hispanic:56% Asian:6% American Indian:0% Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	5b.1. Lesson Plans & Walkthrough	

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

						*These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
Reading Goal #5B: Improve current level of performance	2012 Current Level of Performance:* White:31 33% Black: 14 15% Hispanic: 41 44% Asian: 6 6% American Indian: 0 0%	2013Expected Level of Performance:* 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%					
			5B	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: Improve current level of	2012 Current Level of Performance:*	2013Expected Level of Performance:*	5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	5c.1. Lesson Plans & Walkthrough

performance	*20%*	100% of ELL students to make a learning gain An increase in proficiency by 10%				*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in reading.			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
Reading Goal #5D: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17% 5	100% of all SWD students to make a learning gain An increase in proficiency by 10%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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

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

		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: Improve current level of performance	2012 Current Level of Performance:* *29%* / 2013Expected Level of Performance:* 100% of economically disadvantaged students will learning gain An increase in proficiency by 10%	5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
		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
training on analyzing FAIR and prescribing intervention	K-5	Literacy Coaches	classroom teachers	after assessment cycles	Literacy Coaches will provide support with reading strategies and FCIM lessons	Literacy Coaches

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

embedded coaching in classrooms	K-5	Literacy Coaches	classroom teachers	ongoing August-June	observations of instructional strategies	Literacy Coaches
data driven PLC meetings	K-5	administrators	classroom t5eachers	after assessment cycles	Ongoing monitoring review and monitoring of student progress	Administrators
SIP strategies (setting purpose for learning, high yield instructional strategies,instructional rigor,formative assessments,differentiated instruction,intervention supports)	K-5	SIP Team	instructional staff	ongoing August-June	Informal and formal observations, walkthroughs	Administrators
Benchmark Assessment System (running records)	K-5	Literacy Coaches	K-5 instructional staff	ongoing August-June	Coaching cycles, classroom walkthroughs	Literacy Coaches
Lesson Study	K-5	Literacy coaches	K-5 instructional staff	ongoing August-June	Coaching cycles, classroom walkthroughs	Literacy Coaches
Curriculum meetings to disseminate county information	K-5	Assistant Principal	Instructional staff	Monthly August - June	Informal and formal observations, walkthroughs	Administrators

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

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
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Data Analysis and Instructional Strategies	TDE for Data Chats and other PD	Title I (Part A)	$8,401.68
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Support	Title I hourly teacher and Paraprofessional	Title I (Part A)	$50,812.61
Student Support	ELP Teacher	ELP Funds	$5,099.60
ELP Instructional Materials	Various resources and Vendors	ELP Funds	$268.40
Student Support	RTI Coach	Title I (Part A)	$19,897.82
Research Based Supplemental Instructional Material	Various Resources and Vendors	Title I (Part A)	$3,925.38
		Subtotal:	
		Total:$88,405.49	

End of Reading Goals

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

<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>

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

<table>
<tr>
<th colspan="2">CELLA Goals</th>
<th colspan="5">Problem-Solving Process to Increase Language Acquisition</th>
</tr>
<tr>
<th colspan="2">Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="2">**1. Students scoring proficient in Listening/Speaking.**

<u>CELLA Goal #1:</u>

Improve current level of performance

Number CELLA tested: 249</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2012 Current Percent of Students Proficient in Listening/Speaking:

35%
86</td>
<td>1.1.
Lack of differentiation of instruction</td>
<td>1.1.
Provide formative assessments to inform differentiation in instruction</td>
<td>1.1.
AP who evaluates teacher</td>
<td>1.1.
Determine:
*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction
*Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle
*Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students</td>
<td>1.1.
Walkthrough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.
Lack of differentiation of instruction</td>
<td>2.1.
Differentiate Instruction</td>
<td>2.1.
AP who evaluates teacher</td>
<td>2.1.
Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level
*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)
*Models, examples and questions are appropriately scaffolded to meet the</td>
<td>2.1.
Lesson Plans & Walkthrough</td>
</tr>
</table>

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

				needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading. <u>CELLA Goal #2:</u> Improve current level of performance	2012 Current Percent of Students Proficient in Reading : 20% 50	2.2. Insufficient standard based instruction	2.2. Implement High Yield Instructional Strategies	2.2. AP who evaluates teacher	2.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	2.2. Walkthrough
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing. CELLA Goal #3: Improve current level of performance	2012 Current Percent of Students Proficient in Writing : 20% 49	3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. AP who evaluates teacher	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	3.1. Walkthrough & Lesson Plans
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at AchievementLevel 3 in mathematics.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Mathematics Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 76 24%	2013Expected Level of Performance:* Decrease in level 1 and 2 from 63% To 53%					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.	1a.2. Walkthrough

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

Mathematics Goal #1b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*
Improve current level of performance	#N/A	Decrease in level 1,2 and 3

		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

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

			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 AchievementLevels 4 and 5 in mathematics. Mathematics Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 11% 36	2013Expected Level of Performance:* Increase in level 4 and 5 by 5%	2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. AP who evaluates teacher	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2b: Improve current level of performance	2012 Current Level of Performance:* #N/A	2013Expected Level of Performance:* Increase in level 7 by 5%	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal	2b1. Walkthrough

						and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of studentsaligned to FAA access points	
			2b2.	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. Mathematics Goal #3a: Improve current level of performance	2012 Current Level of Performance:* *49%*	2013Expected Level of Performance:* 100% of students will make a learning gain	3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and	3a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable

						understanding in different ways, which includes varying degrees of difficulty.	
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a..3.	3a.3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b: Improve current level of performance	2012 Current Level of Performance:* *49%*	2013Expected Level of Performance:* 100% of students will make learning gains	3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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

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 differentiation of instruction	4a.1. Differentiate Instruction	4a.1. AP who evaluates teacher	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. Lesson Plans & Walkthrough
Mathematics Goal #4a: Improve current level of performance	2012 Current Level of Performance:* *55%*	2013Expected Level of Performance:* 100% of students will make a learning gain					
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

						*Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
			4a.3.	4a.3.	4a.3.	4a.3.	4a.3
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**			4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. Lesson Plans & Walkthrough
Mathematics Goal #4b: Improve current level of performance	2012 Current Level of Performance:* *55%*	2013Expected Level of Performance:* 100% of students will make a learning gain					
			4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs

					*Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #5A: Improve current level of performance	61	37	37	48	53	58	63

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** Mathematics Goal #5B:	2012 Current Level of Performance:* / 2013Expected Level of Performance:*	5b.1. White:72% Black:85% Hispanic:54% Asian:93% American Indian:0%	5b.1. Differentiate Instruction	5b.1. AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	5b.1. Lesson Plans & Walkthrough

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

Improve current level of performance	White: 28% 31 Black: 15% 17 Hispanic: 46% 51 Asian: 7% 0 American Indian: 0% 0	100% of student subgroups will make learning gains An increase in proficiency by 10%	Lack of differentiation of instruction			*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: Improve current level of performance	2012 Current Level of Performance:* 30%	2013Expected Level of Performance:* 100% of ELL students will make learning gains An increase in proficiency by 10%	5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. AP who evaluates teacher	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning	5c.1. Lesson Plans & Walkthrough

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
						needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics. Mathematics Goal #5D: Improve current level of performance	2012 Current Level of Performance:* 38%	2013 Expected Level of Performance:* 100% of SWD students will make learning gains An increase in proficiency by 10%	5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. AP who evaluates teacher	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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

			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: Improve current level of performance	2012 Current Level of Performance:* 36%	2013Expected Level of Performance:* 100% of Economically Disadvantaged students will make learning gains An increase in proficiency by 10%	5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
			5E.2	5E.2	5E.2	5E.2	5E.2
			5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

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

Math Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ST Math	Gr. 4,5	District Math Staff Developer	Classroom teachers grades 4,5	August 27, 2012 Ongoing as needed	review of class reports and PLC data chats	4th and 5th grade classroom teachers
Embedded coaching in classroom	K-5	District Math Staff Developer	Classroom teachers	Data driven as needed	PLC collaborative planning	Classroom teachers, District Math Staff Developer
Data driven decision making based on formative assessments (CPALMS)	1-5	District Math Staff Developer	Classroom teachers	Ongoing August-May	PLC – Continue to administer MFAS	Classroom teachers, District Math Staff Developer
SIP strategies (setting purpose for learning, high yield instructional strategies,instructional rigor,formative assessments,differentiated instruction,intervention supports)	K-5	SIP Team	instructional staff	ongoing August-June	Informal and formal observations, walkthroughs	Administrators
Curriculum Meetings to disseminate county information	K-5	Assistant Principal	Instructional staff	Monthly August-June	Informal and formal observations, walkthroughs	Administrators

Math Budget

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Data Analysis and Instructional Strategies	TDE for Data Chats and other PD	Title I (Part A)	$8,401.68
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Support	Title I hourly teacher and Paraprofessional	Title I (Part A)	$50,812.61
Student Support	Math Interventionist	Title I (Part A)	$57,296.66
Student Support	RTI Coach	Title I (Part A)	$19,897.82
Research Based Supplemental Instructional Material	Various Resources and Vendors	Title I (Part A)	$3,925.38
			Subtotal:
			Total: $140,334.15

Elementary and Middle School Science Goals

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

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

performance	25% 23	Decrease the number of level 1 and 2				*Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough
			1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction	1a.3. Walkthrough Teacher Appraisal Results

						which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	
1b.Florida Alternate Assessment:Students scoring at Level 4, 5, and 6 in science.			1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1b.1. Walkthrough & Lesson Plans
Science Goal #1b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	#N/A	Decrease the number of level 1,2, and 3					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

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

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
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
2a. FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in science.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
Science Goal #2a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	7% 6	Increase the level 4 and 5 students 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment:Students scoring at or above Level 7 in science.			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide	2b1. Walkthrough
Science Goal #2b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	#N/A	Increase the level 7 by 5%					

						feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			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

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

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
curriculum meetings to disseminate county curriculum	K-5	Assistant Principal	school-wide	monthly ongoing August-May	informal and formal observations, evaluative and non-evaluative walkthroughs	administrators
PLC meetings – student data driven meetings with instructional outcome	K-5	team leaders	Grade level teams	weekly ongoing August-May	ongoing review and monitoring of student progress	administrators
embedded coaching in classrooms	K-5	district science coach	school-wide	ongoing August-May	academic growth, observations of instructional strategies	administrators district science coach
data chats	3-5	administrators	classroom teachers	after each assessment cycle	observations, ongoing data gathering and progress monitoring	administrators
SIP strategies (setting purpose for learning, high yield instructional strategies,instructional rigor,formative assessments)	K-5	SIP Team	instructional staff	ongoing August-June	Informal and formal observations, walkthroughs	Administrators

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

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

			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Support	RTI Coach	Title I (Part A)	$19,897.83
Research Based Supplemental Instructional Material	Various Resources and Vendors	Title I (Part A)	$3,925.38
			Subtotal:
			Total: $23,823.21

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing.			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Writing Goal #1a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	78% 84 Level 4 and above 11% 12	Decrease number of level 1,2 and 3 students					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by	1a.2. Walkthrough

					connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate Assessment:Students scoring at 4 or higher in writing.		1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential	1b.1. Walkthrough & Lesson Plans

Writing Goal #1b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*
Improve current level of performance	#N/A Level 7 and above #N/A	Decrease number of level 1,2 and 3 students

						question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

End of Writing Goals

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

<table>
<tr><td colspan="7" align="center">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.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td>Writing Units of Study</td><td>Grade4</td><td>District Literacy Coach</td><td>Grade 4 classroom teachers</td><td>Ongoing as needed August-June</td><td>Walkthroughs, observations, student data</td><td>Administrators Literacy Coach</td></tr>
<tr><td>SIP strategies (setting purpose for learning, high yield instructional strategies,instructional rigor)</td><td>K-5</td><td>SIP Team</td><td>instructional staff</td><td>ongoing August-June</td><td>Informal and formal observations, walkthroughs</td><td>Administrators</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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:
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Support	Title I hourly teacher and Paraprofessional	Title I (Part A)	$50,812.61

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

Student Support	RTI Coach	Title I (Part A)	$19,897.83
Research Based Supplemental Instructional Material	Various Resources and Vendors	Title I (Part A)	$3,925.39
			Subtotal:
			Total: $74,635.83

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

Attendance Goal(s)

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

<table>
<tr><th colspan="2">Attendance Goal(s)</th><th colspan="5">Problem-solving Process to Increase Attendance</th></tr>
<tr><td colspan="2">Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td colspan="2">

1. Attendance

Attendance Goal #1:

Improve current level of performance

2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*
95%	Greater than prior year
2012 Current Number of Studentswith Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
238	10% decrease from prior year
2012 Current Number of Students with Excessive Tardies (10 or more)	2013Expected Number of Students with Excessive Tardies (10 or more)
215	10% decrease from prior year

</td>
<td>1.1.
Lack of student engagement</td>
<td>1.1.
Positive behavior supports are in place in the form of an effective school wide behavior plan</td>
<td>1.1.
SBLT</td>
<td>1.1.
Determine:
Expectations are clearly and positively defined
Behavioral expectations are taught and reviewed with all students and staff
Appropriate behaviors are acknowledged
Behavioral errors are proactively corrected
A database for keeping records and making decisions is established
Data-based monitoring and adaptations to the plan are regularly conducted</td>
<td>1.1.
Decrease in
Number of In-School Suspension
Number of Students suspended In-School
Number of out-of-school suspensions
Number of Students suspended out-of-school
Number of alternative bell assignments
Number of students assigned to alternative bell schedule</td>
</tr>
<tr><td colspan="2"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td colspan="2"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

<table>
<tr><th colspan="6">Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</th></tr>
<tr><td colspan="6">Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or</td><td>PD Participants (e.g. , PLC, subject, grade level, or</td><td>Target Dates and Schedules (e.g. , Early Release) and</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
</table>

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

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		

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

End of Attendance Goals

Suspension Goal(s)

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

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

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

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 <u>Suspension Goal #1:</u> Improve current level of performance		1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
2012Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
51	10% decrease from prior year					
2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In –School					
33	10% decrease from prior year					
2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
28	10% decrease from prior year					
2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
17	10% decrease from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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

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

End of Suspension Goals

Dropout Prevention Goal(s) Note: Required for High School- F.S., Sec. 1003.53

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

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal
Improve current level of performance	2012 Current Dropout Rate:* *pending* 2012 Current Graduation Rate:* *pending*	2013 Expected Dropout Rate:* 10% decrease from prior year 2013 Expected Graduation Rate:* Improve rate from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning 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

Dropout Prevention Budget(Insert rows as needed)

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

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**				
Based on the analysis of parent involvement data, and 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 Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or*	1.1. Lack of frequent home-school communication in a variety of formats, and	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to	1.1. SBLT	1.1.	1.1.

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

unduplicated.			allows for families to support and supervise their child's educational progress	support and supervise their child's educational progress			
Improve current level of performance Portal logins by parents	2012 Current level of Parent Involvement:* *20%*	2013 Expected level of Parent Involvement:* Increase by 20%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	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
MAPPS	K-5	TBA	Parents and families K-5	TBA	survey	Title I
Pastries for Parents – Various topics	K-5	TBA	Parents and families K-5	TBA	Parent evaluation	Title I

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

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

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

			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Building Family and Community Relationships	Parent/Community Liaisons	Title I (Part A)	$41,837.22
Compact for Parent Involvement	High Point Compacts for Success	Title I (Part A)	$100.00
Parent Communication	Agenda Books	Title I (Part A)	$2,200.00
Parent Training/Workshops	Instructional Material and Food	Title I (Part A)	$3,939.09
Parent/Community Communication	Stamps	Title I (Part A)	$88.00
Parent Communication	Parent Conferences	Title I (Part A)	$3,524.04
			Subtotal:
			Total: $51,688.35

End of Parent Involvement Goal(s)

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

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

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

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

STEM Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

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

			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)

Career and Technical Education (CTE) Goal(s)

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

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

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

CTE Professional Development

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

CTE Budget(Insert rows as needed)

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

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

	Subtotal:
	Total:

End of CTE Goal(s)

Additional Goal I Wellness (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Improve current level of performance	2012 Current Level :*	2013 Expected Level :*					
	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgr	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory B Data: Being Fit Matters/Fitnessgr	A: Failure to form a Healthy School Team. B: Failure to assess students and upload Being Fit	A: Complete Healthy Schools Program 6 Step Processonline https://schools.healthiergeneration.org/ B: Complete Pre and Post Being Fit Matters/Fitnessgram student	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse) B: physical education teachers	A: Completion of 6th Step of the Healthy School Program online (Celebrate Successes) B: Compare Pre and Post Being Fit Matters/Fitnessgram student	A: Healthy School Inventory (Evaluate Your School) online B: Being Fit Matters Statistical Report (Portal)

	am Data by school will be inserted here.	am School will improve students' scores on one Being Fit Matters/Fitnessgr am Assessment scores for selected by school.	Matters/Fitnessgram data	assessments and upload data		assessments results	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

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

Additional Wellness 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

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

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

Additional Goal II Bradley MOU (s)

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

<table>
<tr>
<th colspan="2">Additional Goal(s)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<td colspan="2">Based on the analysis of school data, identify and define areas in need of improvement:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="2">1. Additional Goal: Black Academic Achievement

<u>Additional Goal #1:</u>

There will be an increase in black student achievement</td>
<td>1.1.
Lack of differentiation of instruction</td>
<td>1.1.
Differentiate Instruction</td>
<td>1.1.
AP who evaluates teacher</td>
<td>1.1.
Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level
*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)
*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners</td>
<td>1.1.
Lesson Plans & Walkthrough</td>
</tr>
<tr>
<td><u>2012 Current Level :*</u>

Reading level 3 and above:15% (14)

MathLevel 3and above: 15% (17)</td>
<td><u>2013 Expected Level :*</u>

All black students to make learning gains in reading and math</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
</table>

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

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

Additional MOU Goals Professional Development

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

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

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

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

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

Additional Goal III Bradley MOU (s)

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

<table>
<tr><th colspan="2">Additional Goal(s)</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="2">Based on the analysis of school data, identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td colspan="2">1. Additional Goal: Student Engagement for Black Students

Additional Goal #1:

There will be an increase in black student engagement</td>
<td>1.1.
Lack of Student Engagement</td>
<td>1.1.
Positive behavior supports are in place in the form of an effective school wide behavior plan</td>
<td>1.1.
SBLT</td>
<td>1.1.
Determine:
Expectations are clearly and positively defined
Behavioral expectations are taught and reviewed with all students and staff
Appropriate behaviors are acknowledged
Behavioral errors are proactively corrected
A database for keeping records and making decisions is established
Data-based monitoring and adaptations to the plan are regularly conducted</td>
<td>1.1.
Decrease in
Number of In-School Suspension
Number of Students suspended In-School
Number of out-of-school suspensions
Number of Students suspended out-of-school
Number of alternative bell assignments
Number of students assigned to alternative bell schedule</td>
</tr>
<tr>
<td colspan="2"></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</table>

Within the goal cell, the nested sub-table reads:

	2012 Current Level :*	2013 Expected Level :*
	44%	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school

		suspensions					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU II Goals Professional Development

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

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

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

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

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

Additional Goal IV Bradley MOU (s)

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

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

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

Additional MOU Goals Professional Development

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

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

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

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

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

Additional Goal V Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework Additional Goal #1: There will be an increase percent of black students enrolled in rigorous advanced coursework There will be an increase in performance of black students in rigorousadvanced coursework	2012 Current Level :* 1 student	2013 Expected Level :* Increase from prior year	1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Additional MOU Goals Professional Development

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

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

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

			Subtotal:
			Total:

End of Additional Goal(s)

Final Budget(Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $88,405.49
Mathematics Budget
Total: $140,334.15
Science Budget
Total: $23,823.21
Writing Budget
Total: $74,635.83
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total: $51,688.35
Additional Goals
Total:
Grand Total: $378,887.03

Final Budget(Insert rows as needed)

Please provide the total budget from each section.
Reading Budget

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

	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:
	Grand Total:

Differentiated Accountability

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

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
☐Priority	X Focus	☐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.
SAC will meet monthly to review student achievement, share data, and receive input from stakeholders.

Describe the projected use of SAC funds.	Amount
We will use our SAC funds to supplement curriculum needs to support differentiated instruction and provide professional development funds for teachers.	$1,193.66