

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: Richard L. Brown Elementary	District Name: Duval
Principal: Todd Simpson	Superintendent: Ed Pratt Dannals
SAC Chair: Tamika Williams	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Todd R. Simpson	B.A. in Elementary Education, 1995 and Master in Educational Leadership, 2002	1	11	<p>For the past 5 years, I was the sitting Principal at Reynolds Lane Elementary School. We earned 3 “A’s”, 1 “B” and 1 “C”. Our grade was an “A” this school year, raising it from a “C” two years ago. Although progress was made, no subgroup met the NCLB proficiency goals. Our children made great gains in bottom quartile reading this school year, scoring almost at the 90th percentile.</p> <p>I was transferred to R. L. Brown this year. Last year, we were designated a “C” school by the state. We earned 452 points, scoring between 60 – 70 points in each gains section (overall gains and bottom quartile gains). No NCLB subgroup met the federally mandated proficiency levels. Our proficiency in reading, math and science dropped from the previous year (math 58/41, reading 54/34 and science 47/29). We were expecting a drop in reading and mathematics because of the increased rigor in standards and the testing format change, but we were not expecting a drop in science, as it remained the same. We increased in both Bottom Quartile math and reading sections, so we’re looking to build upon those successes this year, as well as increase our proficiency in math, reading and science through implementing a rigorous curriculum and an effective RtI (KG-2nd) and FCIM (3rd – 5th). Our goal is set at a benchmark of 50% proficiency at each grade level in math, reading and/or science.</p>
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Assistant Principal	Tumika J. Mondy	B. A. in Elementary Education and a Master's in Elementary Education with a Level I Educational Leadership certification	3	3	<p>Assistant Principal at Richard L. Brown Elementary 2010-2011</p> <p>2010-2011: Math mastery remained the same at 58%, however, learning gains decreased, Reading Mastery 54%, significant gains in Science Mastery 47% (+16), Writing mastery 48%, Blacks and ECD did not make AYP in reading and mathematics</p> <p>Standards Coach at Biscayne Elementary 2007-2008</p> <p>Biscayne Elementary AYP: 85%</p> <p>67% in Reading, 51% in Math, 62% in Writing, 23% in Science</p> <p>Did not make AYP in Math</p> <p>Biscayne Elementary AYP: 100%</p> <p>2006-2007</p> <p>63% in Reading, 49% in Math, 84% in Writing, 17% in Science</p> <p>All subgroups made AYP</p> <p>Biscayne Elementary AYP: Provisional</p> <p>2005-2006</p> <p>Did not make AYP for Economically Disadvantaged</p> <p>63% in Reading, 36% in Math, 70% in Writing,</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Reading	Jacquelyn Jenkins	B.A. Psychology M.A. Elementary Education Professional Certification K - 6	4	1.5 years	Ms. Jenkins has been our Instructional Coach since the latter part of last year. She worked several intensive reading groups during this time. Those students did not move as anticipated (up a level or levels), but they did make minimal gains in their DSS scores. Although the school had about 66% gains in reading, the children she worked with had minimal success, about 32%. The bottom quartile increases were at 50%, 18% lower than the school's percentage. All the students she worked with were in the African American subgroup. Although, we did not get the push we wanted last year, I anticipate a major impact from her work, as she will be offering many professional development classes for teachers (novice and tenured), which will positively impact instructional practices, and she will also operate our SuccessMaker Computer lab for those students that are identified as Bubble or Bottom Quartile students.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Recruit highly qualified teachers from neighboring schools with student demographics the same as R, L. Brown	Principal, Asst. Principal and HR	As Necessary
2. The Reading Coach conduct monthly meetings with beginning teachers and Novice Teachers (Less than 3 years experience)	Reading Coach	On-Going
3. Mentoring new teachers with veteran staff members	Reading Coach, Professional Development Facilitator (PDF) and Mentoring Teachers	On-Going
4. Have beginning teachers attend workshops, as prescribed by their individual professional development plan	The Principal, Asst. Principal, PDF and District Cadre	On-Going

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
10 (29%)	All staff will be highly qualified upon receiving their permanent certificates. These ten teachers are holding a temporary certificate. Therefore, they will remain not highly qualified until they receive it. Our PDF constantly reviews all files to ensure that all will be highly qualified before the end of the school year.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
34	8 (24%)	11 (32%)	8 (24%)	7 (20%)	12 (35%)	24(71)	1 (3%)	0 (0%)	14 (41%)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
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Elizabeth Sleeth	Lindsay Anderson	It is a requirement of the M.I.N.T. Program (Beginning Teacher Program) and Mrs. Anderson was Mrs. Sleeth's Intern this past school year. They are working on the same grade level.	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.
Vanessa McKee	Hillary Canavan	It is a requirement of the M.I.N.T. Program (Beginning Teacher Program), and Ms. McKee has taught Pre-K for several years. She has consistently prepared children for KG and life-long learning.	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.
Tara Lowczys	Allison Caskran	Allison is a beginning teacher, and it is a requirement for her beginner teacher program. Mrs. Lowczys is a wonderful mentor, who has mentored across Duval County, winning several awards for helping teachers develop in their craft.	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.
Ursulyn Austin	Stefanie Kamin	Stefanie is a part of the Teach for America Program, and it is a requirement of the M.I.N.T. Program to have a mentor. Mrs. Austin is a tenured professional who will help her develop into an effective reflective practitioner through hard work, reflection and implementation of best practices.	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.
Violet Kane	Griffin Lyon	Mrs. Kane is a tenured instructor who has a passion and skill for developing beginning teachers. She is our school's IB Coordinator, and she will also help them develop pedagogy, with an ongoing focus on teacher development and practice.	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.
Violet Kane	Jennifer Villag	Mrs. Kane is a tenured instructor who has a passion and skill for developing beginning teachers. She is our school's IB Coordinator, and she will also help them develop pedagogy, with an ongoing focus on teacher development and practice.	They will meet to discuss continuous improvement as a reflective practitioner, and she will observe various classrooms off and on grade level. They will discuss observations and plan for improvements throughout the course of this year. They work on the same grade level, also.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services provided with the use of these funds ensure that we have smaller classroom sizes and afterschool programs for lower performing students. They are also used to fund a portion of our school's Instructional coach's salary, which in turn allows us to provide ongoing professional development for our teachers throughout the school year in addition to Early Dismissal Training/Professional Development. We also fund at least two paraprofessional positions that assist teachers in the classroom setting, providing intensive remediation (Tier II interventions) for lower performing and bottom quartile students.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) SAI funds will be used to retain the services of a part time teacher to assist level one and two students in grades 2 and 3. The part time teacher will work with children in pair shares and small groups. This part time teacher will also work with students who have been identified as Tier I and Tier II students through the RtI process. It is our aim this year to help our instructors identify and focus on these individuals in 2 nd and 3 rd . The other portion of these funds, if there are any, will be used to purchase afterschool materials to be used in intensive remediation groups during TEAM UP and before and after school tutoring. This year, according to how much we receive, the funds will be utilized to operate Saturday School for children that are not meeting grade level standards or objectives in grades 3 – 5. These children will be selected based on Benchmark data and hard and soft data collected in the classroom environment.
Violence Prevention Programs CHAMPS is implemented in every classroom throughout R. L. Brown Elementary. Teachers attend monthly meetings, in which they learn how to effectively implement all facets of this program with fidelity (FOUNDATIONS). This program is funded through the county. We are also planning to utilize the Second Step Program in grades KG – 3 rd as a preventive tool, curbing behavior in many of our students. This school year, we will add additional measures to our overall behavior program by implementing a new county bullying policy to prevent bullying. We now have two investigators (Principal and a non-instructional staff member) and a contact person to effectively handle bullying issues, so it doesn't continue

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Nutrition Programs
Every student at R. L. Brown Elementary has the option of eating breakfast at no cost. We are a part of the Breakfast in the Classroom initiative set forth by the state. Research proves that when children eat a healthy breakfast, they perform better academically and behaviorally throughout the day. At this time, we have about 80% or more of our students eating breakfast in the morning. This year, we have begun eating breakfast at a later time (8:30 – 8:50), in hopes of more students eating breakfast, especially those students that are tardy to school on a consistent basis.
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Melody Campbell, Kimberly Gray, Jacquelyn Jenkins, Khristinia Olson, Gretchen Mueller, Tara Lowczys, David Schrenlk, Maurissa O'Keefe, Urslyn Austin.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI Leadership Team will meet at least once monthly to discuss referrals and update student accommodations. The RtI Leadership team consists of a representative from each grade level, school counselor, and VE teachers. Prior to each meeting, an agenda will be sent to all attendees. The school counselor will serve as the coordinator. The school counselor will be responsible for ensuring all grade level representatives have a copy of RTI manual, procedures, and book of accommodations. The RtI team will collaboratively work with the Collaborative Problem Solving Team and various PLC's throughout the school. This collaboration will be done on Wonderful Wednesdays (Professional Development Block during the school day), Vertical Articulation, Focus Walks, and Professional Development trainings and meetings.
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? Representatives from the RTI team will actively assist in completing the School Improvement Plan. Schoolwide data such as attendance, discipline, and academic is utilized to assist teachers in implementing accommodations and providing baseline goals for RtI. Demographic information from various standardized tests will be used to set goals for accommodations and small group activities.
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.
Describe the plan to train staff on MTSS. Professional development will be provided during faculty meetings to develop skills and knowledge needed to implement the RtI process effectively. Additional training will be given to RtI Leadership grade level representatives to support the collaborative problem solving process.
Describe the plan to support MTSS. The RtI Leadership grade level representatives will guide discussions around student performance and student data throughout the school year. The RtI will meet at least once monthly to discuss additional professional development needs. Opportunities will occur at monthly RtI meetings, quarterly data chats between teacher and administrators, Wonderful Wednesdays, Vertical Articulation, focus Walks, and Individual Professional Development Plans.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
What will be the major initiatives of the LLT this year?

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Public School Choice

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

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

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

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

A series of diagnostic assessments are given to students entering Pre-K and Kindergarten in order to identify strengths and weaknesses. The screenings include, but are not limited to, FLKRS, Echo's, and FAIR. Based on screening data, students receive targeted small group instruction to address their individual learning needs. Parent workshops are provided to assist parents with strategies to help their child develop reading and math skills at home.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Students are unable to read grade level appropriate text.	1A.1. Teacher will implement differentiated guiding reading lessons to individual groups on a daily basis. Teachers will develop and implement skills groups to target the individual needs of the students. Teachers will develop and implement RtI plans for students who are not responding to core curriculum.	1A.1. Classroom Teachers, grade level teams , principal, assistant principal, and leadership team.	1A.1. Teachers will administer frequent running records and DRA's. Teacher s will regularly use data such as graphs to ensure that RtI interventions are effective.	1A.1. Progress Monitoring Assessments Running Records		
<u>Reading Goal #1A:</u> <i>In grades 3-5, 42% (115) of students will achieve mastery (level 3) on the 2013 administration of the FCAT reading test.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	35% (105)	42% (115)					

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		1A.2. Students are unable to maintain stamina and endurance when independently reading grade level appropriate text.	1A.2. Teachers will provide students with opportunities to independently read engaging texts for 20 to 25 minutes daily. Teacher will develop engaging activities to allow students the opportunity to discuss, respond, and recommend grade level appropriate texts in order to develop their appreciation for reading.	1A.2. Classroom Teachers, grade level teams , principal, assistant principal, and leadership team.	1A.2. Student led conferences to review student progress towards meeting their individual reading goal. Frequent review of reading portfolios, assessment and student work.	1A.2. Conference Logs and anecdotal notes Students' work portfolios Benchmark assessments F.A.I.R.	
		1A.3. Students are unable to independently apply appropriate reading strategies to text.	1A.3. Students will be given multiple opportunities to practice applying reading strategies with different types of texts and in content areas. They will also be given feedback and opportunities to revise work to proficiency. Use Person Inform to disaggregate student data and benchmark scores to differentiate student instruction.	1A.3. Classroom Teachers, grade level teams , principal, assistant principal, and leadership team.	1A.3. Weekly grade level team meetings to collaboratively plan engaging lessons based on Next Generation/Common Core Standards. Frequent administration of running records and DRA's	1A.3. F.A.I.R. DRA 2 Benchmark Student work portfolio	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Students are unable to make the adequate academic gains.	2A.1. Teachers will identify the students' strengths and weaknesses and differentiate instruction to meet the needs of our students	2A.1. Classroom teachers, principal, assistant principal	2A.1. Teachers will review previous FCAT data and Benchmark results	2A.1. Classroom walk-through log District Benchmark Assessment FCIM mini-assessment Student class work and assessments		
Reading Goal #2A: <i>In grades 3-5, 19% (22) of students will achieve mastery (levels 4 and 5) on the 2013 administration of the FCAT reading test.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	16% (48)	19% (22)					
		2A.2. Students are unable to make deep connections to texts.	2A.2. Teachers will implement literature circles and inquiry circles to provide opportunities to discuss and make meaning from the text.	2A.2. Classroom teachers, principal, assistant principal, and instructional coach	2A.2. Teachers will review the class work and documentation from the literature circles	2A.2. District Benchmark Assessments Common Core Assessments FCIM mini-assessments	

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		2A.3. Students are unsuccessful with high and moderate complexity questions that require critical thinking.	2A.3. Embed high order questioning and high/moderate complexity activities within daily instruction. Teachers will expose students to high complexity questions through exit tickets on a regular basis. Teachers will utilize the FCAT 2.0 Item Specifications to plan weekly instruction and utilize these questions from this resource. Use CPALMS to ensure equivalent experience on a daily basis	2A.3. Classroom teachers, principal, assistant principal, and instructional coach	2A.3. Teachers will analyze student responses to FCAT 2.0-like exit tickets Lesson plans reflect alignment to FCAT 2.0 Item Specification.	2A.3. Exit Tickets Lesson plan checks	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Inconsistent use of assessment data to strategically plan lessons.	3A.1. Lesson focus will be determined by analyzing assessment data (including DRA 2 Focus for Instruction, running records, FAIR, observation data, formative assessment). Teachers will differentiate their lessons to meet the needs of all students.	3A.1. principal, assistant principal, classroom teachers	3A.1. Student assessment data (running records, DRA2s, benchmarks, weekly reading tests, FAIR, etc.)	3A.1. District Benchmark Assessments FAIR Common Core Assessments FCIM Assessments DRA2s		
Reading Goal #3A: <i>In grades 3-5, 75% of the students, will make learning gains in reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	67% (172)	75% (209)					
		3A.2. Limited time for reading strategy review and re-teaching.	3A.2. Provide authentic experience with FCAT complexity and difficulty in daily work to include exit tickets, formative assessments and teacher made assessments.	3A.2. Classroom teacher, Principal, Asst. Principal, and instructional coach and grade level chair.	3A.2. FCAT Scrimmages, testing behavior data and exit tickets	3A.2. Current FCAT released test items, DRA2 and exit tickets.	

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		3A.3 Lack of high complexity questions and use of high complexity texts in the classroom	3A.3. Utilize high complexity texts and FCAT item specifications when planning weekly lessons.	3A.3. Class room teacher, Principal, Asst. Principal, and instructional coach and grade level chair.	3A.3. Analyze student data from student work, exit tickets, benchmarks, weekly reading tests, and FAIR.	3A.3. Anecdotal notes, student work, exit tickets, benchmarks, weekly reading tests, and FAIR.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Students lack fundamental reading skills.	4A.1. Utilize data to identify students who are not responding to the core curriculum. Implement Tier II and Tier III interventions as needed. Monitor their progress and make referrals to the RtI Team when necessary. Lower quartile students will meet daily with the teacher in guiding reader and/or individual skills groups.	4A.1. Classroom teacher, grade level team, RtI team, instructional coach, and guidance counselor	4A.1. The principal will conduct data charts with teachers to review students data and discuss specific strategies for students who are not responding to the core instruction. The teacher will administer pre and post test to determine if the intervention was successful.	4A.1. RtI Data FAIR District Benchmark Assessments FCIM Assessment Common Core Assessments		
Reading Goal #4A: <i>In grades 3-5, 75% of the students in the bottom quartile will make learning gains.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	68% (175).	75% (209)					
		4A.2. Insufficient time to practice reading and skills outside the literacy block.	4A.2. Use data to plan explicit instruction. Create schedules to provide support for students in the lower quartile.	4A.2. Principal, Assistant Principal, Instructional Coach	4A.2. The principal and assistant principal will meet to review data, attendance sheet to determine needs.	4A.2. RtI Data FAIR District Benchmark Assessments FCIM Assessment Common Core Assessments	
		4A.2. Students are unable to maintain stamina and endurance when independently reading grade level appropriate text.	4A.2. Teachers will provide opportunities students to independently read engaging texts for 20 to 25 minutes daily. Teacher will develop engaging activities to allow students the opportunity to discuss, respond, and recommend grade level appropriate texts in order to develop their appreciation for reading.	4A.2. Classroom Teachers, grade level teams , principal, assistant principal, and leadership team.	4A.2. Student led conferences to review student progress towards meeting their individual reading goal. Frequent review of reading portfolios, assessment and student work.	4A.2. Conference Logs and anecdotal notes Students work portfolios Benchmark assessments F.A.I.R.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	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: NA Black: limited background knowledge Hispanic: NA Asian: NA American Indian: NA	5B.1. Utilize data to identify students who are not responding to core instruction. Implement Tier II and Tier III intervention as needed and monitor student progress. Make referrals, as needed, to the RtI team if adequate gains are not shown.	5B.1. RtI Team Classroom Teacher	5B.1. Grade level teams will analyze data during grade level meetings The principal will conduct quarterly data chats with the teacher to review student data. Develop specific strategies for students who are not responding to the core.	5B.1. RtI Data FAIR District Benchmark Assessments FCIM Assessment Common Core Assessments		

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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, 50% (128) of the students in the Black subgroup will make proficiency in reading.							
	38% (97) White: Black: Hispanic: Asian: American Indian:	50% (128) White: Black: Hispanic: Asian: American Indian:					
		5B.2. Inability to identify a need for intervention in a timely manner.	5B.2. Monitor progress through common assessments and benchmark assessments.	5B.2. RtI Team Classroom Teacher	5B.2. The principal will conduct quarterly data chats with the teacher to review student data. Develop specific strategies for students who are responding to the core.	5B.2. RtI Data FAIR District Benchmark Assessments FCIM Assessment Common Core Assessments	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: In grades 3-5, 50% of the students in the subgroups will make proficiency in reading.	5D.1. Students lack fundamental reading skills.	5D.1. Lower quartile students will meet daily with the teacher in guiding reader and/or individual skills groups. Monitor their progress and make referrals to the RtI Team when necessary.	5D.1. Teacher, instructional coach, principal and assistant principal	5D.1. Grade level teams will analyze data during grade level meetings The principal will conduct quarterly data chats with the teacher to review student data. Develop specific strategies for students who are not responding to the core.	5D.1. RtI Data FAIR District Benchmark Assessments FCIM Assessment Common Core Assessments DRA2		
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38% (97)	50% (70)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Lack of reinforcement of schoolwork at home.	5E.1. The school will provide monthly parent nights to give parents resources and support to help promote student success.	5E.1. Classroom teachers, assistant principal, principal, instructional coach, guidance counselor	5E.1. Monitoring of students' completion of homework and accuracy. Participation in after school and pull-out programs.	5E.1. FAIR District Benchmark Assessment Common Core Assessments		
<u>Reading Goal #5E:</u> In grades 3-5, 50% of the ED students , will make proficiency in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75% (104)	50% (129)					
		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						

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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
Guided Reading Training	K-5	J. Jenkins Standards Coach	K-5 Teachers	W.O.W. Wednesdays 09/2012	Classroom observations	J. Jenkins, Standards Coach
Workshop Model Training	K-5	J. Jenkins Standards Coach	K-5 Teachers	W.O.W. Wednesdays Early Release PLCs 08/2012	Classroom observations	J. Jenkins, Standards Coach
DRA2 Training	K-5	J. Jenkins Standards Coach T. Mondy Assistant Principal	K – 5 Teachers	Optional Training 09/2012	Classroom Observations	J. Jenkins, Standards Coach
FAIR Training	K – 5	J. Jenkins Standards Coach	K-5 Teachers	W.O.W. Wednesdays 09/2012	Classroom Observations	j. Jenkins, Standards Coach
Word Walls	K – 5	J. Jenkins	K – 5 Teachers	W.O.W. Wednesdays 09/2012	Classroom Observations	j. Jenkins, Standards Coach and T. Mondy, Assistant Principal
Text Complexity	K – 5	J. Jenkins	K – 5 Teachers	W.O.W. 10/2012	Classroom Observations	j. Jenkins, Standards Coach
Text Dependent Questioning	K – 5	J. Jenkins	K – 5 Teachers	W.O.W. Early Release PLCs 10/2012	Classroom Observations	j. Jenkins, Standards Coach
Unpacking the Standards	K – 5	J. Jenkins T. Mondy	K – 5 Teachers	W.O.W. 10/2012 01/2013	Classroom Observations	J. Jenkins, Standards Coach and T. Mondy, Assistant Principal
Analyzing Benchmark Data	K-5	J. Jenkins T. Mondy	3-5 teachers	Early Release W.O.W. 10/2012 1/2012	Data Chats Classroom Observations	J. Jenkins, Standards Coach and T. Mondy, Assistant Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Family Learning Night	Teachers will create activities for parents to give them a glimpse at what is expected in reading from their children.	Parental Involvement Funds	200.00
FCAT Night	Teachers will explain what to expect on the FCAT. Teachers will show examples of the benchmark standards along with activities for parents to experience.	Parental Involvement Funds	200.00
Subtotal:400.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
A-Z	Parents are able to retrieve books on students level to help with reading at home.	Parental Involvement Funds	100.00
Subtotal:100.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 					
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	

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<u>CELLA Goal #2:</u>	<u>2012 Current Percent of Students</u>					
<i>Enter narrative for the goal in this box.</i>	<u>Proficient in Reading:</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Writing : 					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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

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Elementary School Mathematics Goals

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

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

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Students are unable to see mathematics in a conceptual way	1A.1. Teacher will use math workshop with fidelity to include and explore period where teachers will ask guided /probing questions to foster critical thinking and closing where students see differentiated levels of strategies used by other students to solve the same problem. Utilize exit tickets and journals to allow students to process and explain understanding of the concept.	1A.1. Principal, Assistant Principal, Grade Level Mathematics Experts (AOM Participants)	1A.1. Daily student work, exit tickets, anecdotal notes, mathematics student assessments	1A.1. Student math journals Assessments Exit Tickets		
<u>Mathematics Goal #1A:</u> In grades 3-5, 50% of the Students will achieve proficiency in FCAT level 3 math	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	41%(173)	50% (78)					

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		1A.2. Prior experience/ background knowledge for the current standards being taught.	1A.2. Grade level teams will work collaboratively to unpack the standards in order to identify prerequisite skills for each standard. Teachers will strategically select students for ad hoc skills groups as based on student data Teachers will utilize exit tickets and math journals to informally assess student understanding of concepts	1A.2. Principal, Assistant Principal, Grade Level Mathematics Experts (AOM Participants)	1A.2. Daily student work, exit tickets, anecdotal notes, mathematics student assessments	1A.2. District Benchmark Daily journals , Formative Assessment results comparing post-test scores and answers to pretest scores and answers	
		1A.3. Students lack engagement and time on task during long work periods.	1A.3 Teachers will teach accountable math talk and have students work collaboratively to solve problems Incorporate meaningful real world problems using student names.	1A.3. Principal, Assistant Principal, Grade Level Mathematics Experts	1A.3. Teacher and student observations, Grade Level Observations by others.	1A.3. Formative Assessment Student mathematics journals	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. Students have various learning abilities and learning styles with teachers lacking the knowledge to increase cognitive ability level.	1B.1. Teachers will differentiate the math lesson and activities to address the varied learning styles and ability levels within the classroom.	1B.1. Principal, Assistant Principal, Classroom Teacher	1B.1 Weekly review of lesson plans Grade Level discussions of effective math circles and projects for students showing proficiency of the standard.	1B.1. District Benchmark Journal prompts, performance tasks, differentiated homework		
<u>Mathematics Goal</u> <u>#1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		1B.2. Engagement	1B.2. Teaching the standard at higher complexity level and real world connections.	1B.2. Principal, Assistant Principal, Classroom Teacher	1B.2. Observations, weekly review of lesson plans with differentiations noted	1B.2. Student journals, teacher anecdotal notes	
		1B.3. Opportunities for learning extensions	1B.3. Create opportunities for students who exceed the standard to work collaboratively on projects to apply knowledge.	1B.3. Grade level Chair Classroom Teachers	1B.3. Observation, weekly review of lesson plans with differentiations noted.	1B.3. Student journals Anecdotal notes	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Students have various learning abilities and learning styles with teachers lacking the knowledge to increase cognitive ability level	2A.1. Teachers will differentiate the math lesson and activities to address the varied learning styles and ability levels within the classroom	2A.1. Principal, Assistant Principal, Classroom Teacher	2A.1. Weekly review of lesson plans Grade level discussions of effective math circles and projects for students showing proficiency of the standard	2A.1. District Benchmark Journal prompts, performance tasks, differentiated homework		
Mathematics Goal #2A: In 3 – 5 , 25% (61) of students in grades 3 – 5 will score a level of 4 or 5 in mathematics	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18% (33)	25% (61)					
		2A.2. Engagement	2A.2. Teaching the standard at higher complexity level and real world connections	2A.2. Principal, Assistant Principal, Classroom Teachers	2A.2. Observation, Weekly review of lesson plans with differentiations noted	2A.2. Student journals Anecdotal notes	
		2A.3. Opportunities for learning extensions	2A.3. Create opportunities for students who exceed the standard to work collaboratively on projects to apply knowledge	2A.3. Grade level Chair Classroom Teachers	2A.3. Observation, Weekly review of lesson plans with differentiations noted	2A.3. Student journals, teacher anecdotal notes	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Students lack the knowledge to translate information presented in the mini-lesson to their independent work	3A.1. Daily implementation of the mathematics workshop model (Explore, work period, and closing) with fidelity.	3A.1. Classroom teacher, Grade Level chair, Principal, Asst. Principal	3A.1. student journals, teacher anecdotal notes, student work	3A.1. Formative assessment results comparing post-test scores and answers to pre-test scores and answers, analyzing of performance tasks and journal prompts		
<u>Mathematics Goal #3A:</u> In 3 – 5, 75% (210) of students will make learning gains in mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	67% (132)	75% (210)					
		3A.2. Students need practice to become familiar with the FCAT testing format (FCAT type questions)	3A.2. Provide equivalent experience with FCAT complexity in daily work to include exit tickets, formative assessments and teacher made assessments.	3A.2 Classroom teacher, Grade Level chair, Principal, Asst. Principal.	3A.2. Review FCAT scrimmage, testing behavior data, Exit tickets	3A.2. Use most recent FCAT release tests for practice and exit tickets	
		3A.3. Students lack equivalent experiences in the classroom	3A.3. Utilize FCAT Item Specifications when planning weekly lessons	3A.3. Classroom teacher, Grade Level chair, Principal, Asst. Principal	3A.3. Daily student work, exit tickets, anecdotal notes, mathematics student work, teacher-student math charts	3A.3. Formative Assessment results comparing post-test scores and answers to pre-test scores and answers, analyzing of performance tasks and journal prompts	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Lack of basic mathematics skills	4A.1. Provide explicit instruction in daily skills and FCIM block based on formative pre-test data and FCAT strand data. Provide professional development for implementation of the FCIM block	4A.1. Principal, Assistant Principal, Math Coach, Classroom teachers	4A.1. Analyzing formative assessment results and FCIM results, and comparing post-test scores and answers to pre-tests scores and answers	4A.1. Formative assessment results, performance tasks, FCIM assessments		
<u>Mathematics Goal #4A:</u> <i>In grades 3-5, 61% (177) of students made learning gains in mathematics. This year, our goal is set at 70% (180) students making learning goals.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61% (177)	70% (180)					
		4A.2. Students needing instruction outside of the core curriculum	4A.2. Provide additional opportunities to work in mathematics after school with a guided program (ex: Math Navigator)	4A.2. Principal, Assistant Principal, Classroom teachers	4A.2. Classroom teacher observations of those students during the regular math block	4A.2. Formative assessment results, performance tasks, exit tickets	

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		4A.3.Lowest 25 percentile not making progress in core curriculum	4A.3. Identify and closely monitor the progress of the bottom quartile consistently; revise instruction and RtI intervention groups as indicated by student data	4A.3. Principal, Assistant Principal, District Math Coach, Classroom teachers	4A.3. Maintain a record of strategies and interventions utilized with the bottom quartile students	4A.3. Increased achievement between assessments documented in assessment notebooks	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Mathematics Goal #4B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian: Students of subgroups failing to progress in the core curriculum	5B.1. Identify and closely monitor the progress of the students in subgroups using Benchmark data in addition to progress monitoring assessments; revise instruction and intervention groups as indicated by student progress	5B.1. Principal, Assistant Principal, Grade Level mathematics expert, Classroom teacher	5B.1. Use a data tracking system based on the benchmarks being taught to determine student level of proficiency on a daily basis. Record strategies and interventions utilized with the students of this subgroup	5B.1. An increase in student performance as observed in the data tracking systems used by the teacher for each student		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of</u> <u>Performance:*</u>	<u>2013 Expected Level of</u> <u>Performance:*</u>					
<i>In grades 3-5, 12% of the students will make proficiency in mathematics</i>							
	White: Black: 29% (75) Hispanic: Asian: 1% (2) American Indian:	White: Black: 12% (35) Hispanic: Asian: American Indian:					
		5B.2. Students needing instruction outside of the core curriculum	5B.2. Provide additional opportunities to work in Tier II and Tier III mathematics interventions after school	5B.2. Principal,, Assistant Principal, Classroom teachers	5B.2.Classroom teacher observations of those students during the regular math block	5B.2. Formative assessment results, performance tasks, exit tickets	
		5B.3. Students lack the knowledge from previously taught grade level expectations in mathematics	5B.3. provide explicit instruction in daily skills lessons based on formative pre-test data and FCAT strand data	5B.3. Principal, Assistant Principal, District Math Coach, classroom teachers	5B.3. Analyzing formative assessment results and comparing post-test scores and answers to pre-test scores and answers.	5B.3. Formative assessment results, performance task, journal prompts	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Students lack the knowledge from previously taught grade level expectations in mathematics	5D.1. provide explicit instruction in daily skills lessons based on formative pre-test data and FCAT strand data	5D.1. Principal, Assistant Principal, District Math Coach, classroom teachers	5D.1. Analyzing formative assessment results and comparing post-test scores and answers to pre-test scores and answers.	5D.1. Formative assessment results, performance task, journal prompts		
<u>Mathematics Goal #5D:</u> In grades 3-5, 12% of the ED students, will make proficiency in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	10% (5)	12(7)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Students lack the knowledge from previously taught grade level expectations in mathematics	5E.1. provide explicit instruction in daily skills lessons based on formative pre-test data and FCAT strand data	5E.1. Principal, Assistant Principal, District Math Coach, classroom teachers	5E.1. Analyzing formative assessment results and comparing post-test scores and answers to pre-test scores and answers.	5E.1. Formative assessment results, performance task, journal prompts		
<u>Mathematics Goal #5E:</u> In grades 3-5, 12% of the ED students, will make proficiency in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	10% (5)	12(7)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* 	2013 Expected Level of Performance:* 					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> 	<u>2013 Expected Level of Performance:*</u> 					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

End of Algebra 1 EOC Goals

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

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

End of Geometry EOC Goals

Mathematics Professional Development

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

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Math Workshop Model	K-5	District Math Coach and J. Jenkins	K – 5 Teachers	W.O.W Week B Resource	Observations	J. Jenkins, Principal and Assistant Principal
CCSS Mathematical Standards	K - 5	District Math Coach and J. Jenkins	K – 5 Teachers	W.O.W. Early Release	Observations	J. Jenkins, Principal and Assistant Principal
Analyzing Math Benchmark Data	K-5	District Math Coach and J. Jenkins	K- 5 Teachers	W.O.W. Early Release	Observations and Data Chats	J. Jenkins, Principal and Assistant Principal

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Adequate time to implement IB Curriculum	1A.1. Use IB Units of Inquiry in conjunction with DCPS Science Learning Schedule/ Common Core State Standards	1A.1. Science Coach / Grade Level Chair/ Instructional Coach	1A.1. Review of lesson plans, Classroom walkthroughs by Principal and Assistant Principal	1A.1. Benchmark test Formatives Summatives Suggested comprehension checks provided by FOSS and Delta Readers		
<u>Science Goal #1A:</u> In grade 5, 40% of the students will achieve a level three or higher on the 2013administration of the Science FCAT 2.0.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	29%(21)	40%(32)					
		1A.2. Fundamental reading skills impede students understanding of non fiction texts.	1A.2. Apply Integrated Common Core Curriculum reading strategies when processing nonfiction text and articles.	1A.2. Science Coach / Grade Level Chair/ Instructional Coach	1A.2. Science journal rubric, Classroom walkthroughs by Principal and Assistant Principal Lesson Plans	1A.2. Benchmark test Formatives Summatives Suggested comprehension checks provided by FOSS and Delta Readers	
		1A.3. Adequate science blocks in which science is taught daily	1A.3. Integrate science in within the ELA Block	1A.3. Science Coach //Grade Level Chair /Instructional Coach	1A.3. Science journal rubric, Classroom walkthroughs by Principal and Assistant Principal	1A.3. Benchmark test Formatives Summatives Suggested comprehension checks provided by FOSS and Delta Readers	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1 .Understanding abstract ideas and inability to visualize science concepts.	2A.1 Weekly hands on science experiments logged in science journals with clear expectations of learning goals.	2A.1 Science Coach / Principal/ Grade Level Chair	2A.1 Gizmos log, Classroom walkthroughs by Principal and Assistant Principal	2A.1 Task checklists Rubrics for activities with explicit expectations formative assessments		
<u>Science Goal #2A:</u> In grade 5, 32% of the students will achieve a level four or five on the 2013administration of the Science FCAT 2.0.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	25%(17)	32% (25)					

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		2A.2 Opportunities to evaluate and extend hands-on activities	2A.2 More extension activities to encourage higher level thinking through synthesis and evaluation	2A.2 Science Coach / Principal/ Grade Level Chair	2A.2 Science journal rubric, Classroom walkthroughs by Principal and Assistant Principal Evidence of 5Es in lesson plans with commenting on success or missteps in lessons	2A.2 Task checklists Rubrics for activities with explicit expectations formative assessments	
		2A.3 Experience with scientific process	2A.3 Use Gizmos (virtual labs) weekly.	2A.3 Science Coach / Principal/ Grade Level Chair	2A.3 Analyzing data from evaluation tools	2A.3 Task checklists Rubrics for activities with explicit expectations formative assessments	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

End of Florida Alternate Assessment High School Science Goals

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

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

End of Biology I EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Academy of Science	1-5	Ms. Kane	Various teachers grades 1-5	WOW Wednesdays	Task and transfer tracking	Ms. Kane/ Schultz Center Science teachers
Science Fair	1-5	Ms. Kane	All teachers grades 1-5	Grade Level Meetings	Classroom Observations	Ms. Kane
Science Notebook	1-5	Ms. Kane	All teachers grades 1-5	Grade Level Meetings	Classroom Observations	Ms. Kane

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

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

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Evidence of writing process in student writing	1A.1. Implementation of Writers 'Workshop in all classrooms with fidelity.	1A.1. Classroom Teacher, Principal, Cluster Instructional Coach	1A.1. Walkthroughs Focus Walks	1A.1. Student Portfolios District prompt Student Work Samples Review Writing Folders Periodically throughout the year		

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Writing Goal #1A: <i>In grade 4th grade, 70% (65) students will score a level 4 or above on the FCAT Writing test.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61% (45)	70% (64)					
		1A.2. Acceptance of student work that is below standard	1A.2. Consistently provide opportunities for students to edit and revise work to proficient level.	1A.2. Classroom Teacher, Principal, Cluster Instructional Coach	1A.2. Walkthroughs, Focus Walks	1A.2. Student Portfolios, District prompt	
		1A.3. Changes to scoring on FCAT	1A.3. Understand changes to FCAT scoring and utilize exemplar pieces to score student writing and demonstrate when good is good enough.	1A.3. Classroom Teacher, Principal, Cluster Instructional Coach	1A.3. Walkthroughs, Focus Walks	1A.3. Student Portfolios District prompt Student Self Assessments	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		IB.3.	IB.3.	IB.3.	IB.3.	IB.3.	
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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding the writing rubric	3-4	Ms. Jenkins/ District Reading Coach	Teachers in grades 3-4	WOW Wednesday	Classroom Observations	Ms. Jenkins
Responding to Literature	K-5	Ms. Jenkins/ District Reading Coach	Teachers in grades K-5	WOW Wednesday	Classroom Observations	Ms. Jenkins
Writing Process	3-5	Ms. Jenkins/ District Reading Coach	Teachers in 3-5	WOW Wednesday	Classroom Observations	Ms. Jenkins
Interactive Writing	K- 2	Ms. Jenkins	Teachers in K – 2	W.O.W. Wednesday	Classrooms Observations	Ms. Jenkins
Narrative Writing	K – 5	Ms. Jenkins/ Ms. Mondy	Teachers In K – 5	W.O.W. Wednesday	Classrooms Observations	Ms. Jenkins and Ms. Mondy

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
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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 Writing Goals

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

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

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Civics Professional Development

Civics Budget (Insert rows as needed)

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

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U.S. History Professional Development

U.S. History Budget (Insert rows as needed)

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1. The unique issues of the homeless, dependent, and transient students impact the attendance rate..	1 Monthly attendance Intervention Team (AIT) meeting will be held to address issues that are unique to RL Brown Elementary student population.	1.1.School Counselor Truancy Officer, Social Worker, Assistant Principal, Principal	1.1.Once parents have signed an attendance contract the student's attendance will be closely monitored and needed referrals will be made to assist the parents in improving their child's attendance.	1.1. Monthly attendance report.		
<u>Attendance Goal #1:</u> The goal for the 2012-2013 school year is to increase the Average Daily Attendance Rate 2%. The current average daily attendance is 93.9%	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					

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	The current average daily attendance is 93.9%	<i>Expected Attendance Rate is to increase by 95%.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	160	150					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	n/a	n/a					
		1.2. Parents do not attend scheduled Attendance Intervention Team (AIT) meeting.	1.2. Parents will be given a second opportunity to attend a missed meeting prior to being referred to the State Attorney's Office	1.2. Guidance Counselor, Assistant Principal	1.2. Measuring the number of parents who attend AIT meetings after being given multiple opportunities.	1.2. The number of students referred to the State Attorney's office due to parental non-attendance of AIT meetings.	
		1.3. Students who are ill for long duration of time missing consecutive days of school	1.3. Make needed referrals for 504 plans and the Duval County Hospital Homebound Program	1.3. Guidance Counselor, School Nurse, and Social Worker	1.3. Attend 504 meetings	1.3. Students referred for 504 plans and Hospital Homebound due to illnesses that greatly impact their attendance.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AIT meetings	K – 5	Dr. Campbell and Mrs. Brown	School wide	Early Release	Attendance on OnCourse	Ms. Bacey, Dr. Campbell and Crystal Brown

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

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1.Consistency in expectations	1.1.Faculty and Staff will consistently teach and enforce common area expectations	1.1 Assistant Principal, Guidance Counselor.	1.1. Behavior Interventions and classroom guidance to help students with monitoring their emotions and choices.	1.1.Referral data and RTI data		
Suspension Goal #1: In 2012-13, the number of students suspended out of school will not exceed 50 and the number of in school suspension will not exceed 35.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<i>During the 2011-2012 school year there wasn't an implementation of the in-school suspension.</i>	<i>During the 2012-2013 school year ISSP will be actively implemented.</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	11	50					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					

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	<i>119</i>	<i>110</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>61</i>	<i>26</i>					
		1.2.Intimidation	1.2.Teachers will consistently implement the Second Step Program to teach effective strategies for dealing with conflict.	1.2FOUNDATIONS Team, Guidance Counselor, and Assistant Principal	1.2.Disaggregating referral data to identify types of SESIR and conduct code violations.	1.2. Discipline data and RTI behavior data	
		1.3.Agression toward peers	1.3.Implement RTI interventions for students not responding to core behavior plan.	1.3.FOUNDATIONS Team, Guidance Counselor, and Principal	1.3.Disaggregating referral data to identify types of SESIR and conduct code violations.	1.3.Discipline data and RTI behavior data.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs	K-5	Ms. Mondy	School Wide	WOW Wednesday	Self-Assessments and artifacts	Foundations Team and Dr. Campbell
Behavior Assemblies	1-5	Ms. Mondy	School Wide	1 st and 3 rd nine weeks	Referral data	Ms. Mondy
Incentive Program	K-5	Leadership team	School Wide	Quarterly	Atta- tickets and referral data	Ms. Mondy

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

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

End of Suspension Goals

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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						
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	I.I.	I.I.	I.I.	I.I.	I.I.		
<u>Dropout Prevention Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Lack of time/attendance to be involved in activities or events	1.1. Flexible scheduling (am and pm activities) Give advance notice through Tuesday Folders, flyers and the marquee	1.1. Volunteer Liaison Volunteer Coordinator Assistant Principal	1.1 Event and activity surveys/evaluations	1.1 Surveys and sign in sheets.		
<u>Parent Involvement Goal #1:</u> To increase the percentage of parent al involvement through a variety of activities and events.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	20%	30%					

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		1.2. Lack of interest	1.2. Host a minimum of eight "parent interest" events/ activities to improve their students social and academic skills	1.2 Volunteer Liaison Leadership Team .	1.2. Event and activity surveys/evaluations	1.2 . Surveys and sign in sheets	
		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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Training	K-5	T.Mondy	School Wide	Oct. 2012	Volunteer Hour Logs	Assistant Principal and Volunteer Liaison
Communicating and working parents	K-5	K. Bent	School wide	November 2012	Climate Survey	Principal and Asst. Principal

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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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
Subtotal:			
Total:			

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Additional Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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	Grand Total:
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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☐ Yes ☐ No

If No, describe the measures being taken to comply with SAC requirements.	
Describe the activities of the SAC for the upcoming school year.	
The SAC will help with parental involvement by hosting a Fall Carnival with the PTA. The money will provide incentives for parents and students. The SAC will also help with the talent show during FCAT review during intermissions.	

Describe the projected use of SAC funds.	Amount
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Talent Show and Fall Carnival	\$700.00