

Florida Department of Education



**DRAFT School Improvement Plan (SIP)
Form SIP-1
West Jacksonville Elementary**

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: West Jacksonville Elementary	District Name: Duval
Principal: Robert Gresham	Superintendent: Ed Pratt-Dannals
SAC Chair: Betty Metz	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)
----------	------	--------------------------------	--	---	---

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Principal	Robert Gresham	B.A. Florida A & M University MS Educational Leadership Nova Southeastern University	2	18	Mayport Middle School 1995-96 School grade C to B Woodland Acres Elementary School 1996- 2001 School grade D to C Highlands Elementary School School grade D to C 2002-07, school grade C to B 2007-2008 Northwestern Middle School 2008-2011 School grade D, significant increase to proficiency in content areas. West Jacksonville Elementary School School grade F to D 2011-2012 significant increase to proficiency in content areas, learning gains and lowest 25%
Assistant Principal	N/A				

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Robyn White	Bachelor's Degree Family and Child Sciences/ Child Development, Master's Degree Early Childhood Education FL Certification- Pre-K/ Primary (Age 3-Grade3), Elementary (K-6), ESOL	1	1	2010-2011 Fourth Grade ELA- Chimney Lakes Elementary- School Grade-A, AYP-Yes (Merit Pay Awarded) 2009-2010 Second Grade All Subjects, Chimney Lakes Elementary- School Grade-A, AYP- No (Merit Pay Awarded) 2004-2005 First Grade, Greenfield Elementary, School Grade-A AYP-Yes (Merit Pay Awarded) 2003-2004 First Grade, Greenfield Elementary, School Grade-B AYP-No (Merit Pay Awarded) 2002-2003 First Grade, Greenfield Elementary- School Grade- B AYP- No (Merit Pay Awarded) West Jacksonville Elementary School School grade "F" to "D" 2011-2012 (Reading FCAT Level (30%); Reading Learning Gains (63%) and Reading lowest 25% (58%); Significant increase in Writing Level (61%)
Math	Jonathan Hinke	Master of Education Degree, Educational Leadership (to be conferred December 2012), Bachelor of Music Degree, General Music Education FL Certification - Elementary Education K-6	1	1	Cedar Hills Elementary School 2010-11 School Grade D, AYP No 2009-10 School Grade A, AYP No 2008-09 School Grade A, AYP No 2007-08 School Grade C, AYP Yes West Jacksonville Elementary School School grade "F" to "D" 2011-2012 (Math FCAT Level (48%); Math Learning Gains (65%) and Math lowest 25% (65%))

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

Instructional	Tamara Halyard	Master's Degree Educational Leadership, Bachelor's Degree Elementary Education Certification- Elementary (K-6)	0	0	2011-2012 Third Grade, Pickett Elementary, School Grade D 2010-2011 First Grade, Pickett Elementary, School Grade C, Merit Pay Awarded 2008-2009 Second Grade, Gregory Drive Elementary, School Grade A 2006-2007 Second Grade, Reynold's Lane Elementary, School Grade C, Merit Pay Awarded 2005-2006 Second Grade, Reynold's Lane Elementary, School Grade B 2004-2005 Second Grade, Annie R. Morgan Elementary, School Grade C 2003-2004 Second Grade, Annie R. Morgan Elementary, School Grade A
---------------	----------------	---	---	---	--

Highly Effective Teachers

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

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Recruit from "Teach For America" pool	Professional Development Facilitator and Principal	August 2012
2. Mentoring-New Teachers with Veteran teachers	Professional Development Facilitator and Principal	2012 -2013 school year
3. Recruitment upon interview	Principal	August 2012
4. Recruitment of new teachers	Human Resource Personnel, Principal	2012 -2013 school year

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

Non-Highly Effective Instructors

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

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

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

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
19	5% (1)	26% (5)	47% (9)	21% (4)	26% (5)	95% (18)	0.0% (0)	0.0% (0)	26% (5)

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
-------------	-----------------	-----------------------	------------------------------

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Ms. Robyn White	Ms. Tanya Bente	Ms. White is our Reading Coach and has years experience in teaching all content areas including fourth grade writing and reading and can lend her experience to further Ms. Bente's knowledge in these areas and working with our SWD.	PLC and departmental time together, one-on-one meetings, observations and conferencing, weekly PDF meeting and Monthly MINT meeting.
Mr. Jonathan Hinke	Megan Janiszewski	Mr. Hinke is our Math Coach and has many years experience in teaching all content areas and can lend her experience to further Ms. Janiszewski knowledge in areas math and science including working with SWD.	PLC and departmental time together, one-on-one meetings, observations and conferencing, weekly PDF meeting and Monthly MINT meeting.
Ms. Ashley Antzaklis	Ms. Wildalynn Harris	Ms. Antzaklis has many years experience in teaching all content areas and can lend her experience to further Ms. Harris' knowledge in these areas.	PLC and departmental time together, one-on-one meetings, observations and conferencing, weekly PDF meeting and Monthly MINT meeting.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. Title I funds are also used to fund teacher salaries for tutoring and Math Coach.
Title I, Part C- Migrant N/A
Title I, Part D Duval County School District provides Drop-out prevention programs to meet the various educational student needs, increase the promotion rate, and decrease the drop-out rate of all students.

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

Title II West Jacksonville received supplemental funds for improving education programs through the purchase of equipment/supplies to supplement education programs and enhance academic success. Also, our district provides additional funding for educational services, materials, and supplies for educational software, hardware and additional technology supplies.
Title III Duval County School District support services and supplemental resources are provided through the district to improve the learning of ELLs.
Title X- Homeless Duval County School District homeless liaison and will address needs with the school base guidance counselor.
Supplemental Academic Instruction (SAI) SAI funds are used to provide tutoring for those in need across all grade level. SES Tutoring will be available all level 1 & 2 students
Violence Prevention Programs Duval County School District provides funding for various research-based programs (CHAMPS and Foundations) that reduce violence, also Paxon Full-service school funded by United Way provide prevention services in title 1 schools
Nutrition Programs Chartwell Food Service provide Breakfast in the Classroom daily, West Jacksonville was award a grant to provide Fresh Fruit and Vegetable as a snack three days per week.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>VE Inclusion Teacher - Ms. Regina Morris Guidance Counselor - Ms. Janerica Delice 1st Grade Teacher - Ms. Brenda Richards 2nd Grade Teacher – Ms. Krystal Berrios 3rd Grade Teacher – Mr. Roskei Jackson 4th Grade Teacher – Ms. Tanya Bente 5th Grade Teacher – Ms. Wildalynn Harris</p>
<p>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?</p> <p>The RTI team meets bi-weekly to discuss the expectations of what students should learn. Based upon the data, the meetings will discuss:</p> <ul style="list-style-type: none">• How to monitor the data.• Review universal screening data and link to instructional decisions• Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks• Communicates with parents and the community regarding school-based RtI plans and activities• Collaborates with colleagues to constantly evaluate and review students' performances• Recommends instructional strategies to teachers that include reflective practices, analyzing student data, and differentiating instruction• Implement intense interventions for Tier 1, Tier 2, and Tier 3 students• Serves as liaison between teachers, students, and parents• Encourages students to take an active role in their learning <p>Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.</p>

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

The RtI team will present student data such as FCAT, FAIR, and Benchmark assessments with teachers. Based upon the data, each faculty will select an organizational team to work on such as Math and Technology, Reading, Foundations/Safety. Each organizational team will provide input on objectives and instructional strategies to focus on for the school year. Once the input has been provided to create the School Improvement Plan, the team will present the document to the School Advisory Council for input. As the school year progress, the team will review the School Improvement Plan throughout the year to ensure that it continues to meet the needs of the students

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.

Baseline Data:

- Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments, Florida Comprehensive Assessment Test (FCAT), Progress Monitoring and Reporting Network (PMRN) and Mini Assessments.

Mid-Year:

- FAIR, DRA-2, District Assessments

End of the Year:

- FAIR, FCAT

Ongoing Progress Monitoring:

- Weekly Mini-Assessments
- Exit Tickets
- PMA (Progress Monitoring Assessments)

Describe the plan to train staff on MTSS.

The RtI Leadership Team utilizes training materials provided by the District RtI Team to train teachers. Training will occur through Early Release trainings, faculty meetings, weekly grade level meetings, and professional learning communities. This provides whole group, small group, and content specific trainings to establish continuous analysis of student needs throughout the school year. Teachers will also discuss the RtI process as a means of differentiating instruction and providing rigorous instruction.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe the plan to support MTSS.

The team will meet bi-weekly to: review screening data and adjust instructional decisions; review progress monitoring data (a) to identify students who are meeting or exceeding benchmarks (b) to identify at moderate risk or at high risk for not meeting benchmarks. Additionally, the RtI team will meet with teachers to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and to learn and practice new procedures. Ongoing collaboration and data collection will enable the team to identify professional development and resources. The ESE Coach, Reading, Math and Instructional coaches will also provide additional support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Reading Coach- Robyn White

Instructional Coach- Tamara Halyard

Third Grade ELA- Melissa Lewis

Second Grade- Paula Carter

First Grade- Lasonya Rentz

Kindergarten- Ashley Payanis

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

The school based Literacy Leadership Team will meet bi-weekly to discuss the expectations of what students should be learning. Members will lead their grade level/ subject area teams in the area of reading and writing instruction and bring information back to their respective grade levels to ensure that instructional strategies and differentiation occurs within each classroom. Schools wide reading data will be discussed. Members will plan and lead events including Literacy Night for Parents and an Annual Reading Celebration.

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

The major initiatives of the Literacy Leadership Team will be to deepen knowledge of Common Core State Standards and research based best practices for literacy instruction, as well as school reading data analysis. Standards and practices discussed will be modeled and shared with grade level teams. Members will lead the transition to Common Core and present learning to the faculty as a whole. Members will also participate in data monitoring discussions using state and district based reading data to track and monitor growth of students across assessment periods. The team will also lead in planning for intensive reading instruction during the additional state mandated hour of the school day.

They will also plan the Million Word Campaign goal reading celebrations each quarter and for the end of the school year, Guest Author Visits, Parent Literacy Nights, Guided Reading, Differentiation within the Literacy Block, and Professional Development for teachers. The LLT will collaborate to create the Summer Reading assignments to be distributed to students at the end of the school year.

Public School Choice

- Supplemental Educational Services (SES) Notification

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

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

Within the first 45 days of enrollment, kindergarten students are given two assessments. The Florida Kindergarten Reading Awareness Assessment (FLKRS) is designed to provide for screening of each child's readiness for kindergarten. The FLKRS includes a subset of Early Childhood Observation System (ECHOS) and the Phonemic Awareness, Letter Naming, Listening Comprehension, and Vocabulary portions of FAIR (Florida Assessment for Instruction in Reading) to gather information on a child's development in emergent literacy. The results from the assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

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

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

****High Schools Only***

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

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

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

Postsecondary Transition

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](#).

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Discipline	1A.1. School base discipline plan including full CHAMPS implementation	1A.1. Principal, CHAMPS Lead Teacher, Instructional and Reading Coach	1A.1. Monitor the number of students being referred using discipline referrals and levels of infractions according to the Student Code of Conduct, CHAMPS based focus walks	1A.1. Discipline Referral Rate from S, Feedback from CHAMPS based focus walks		
<u>Reading Goal #1A:</u> The percentage of students achieving proficiency (Level 3) on the Reading portion of the FCAT will increase from 30% in 2012 to 40% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	30% (27 students)	40% (40 students)					
		1A.2. Student Attendance	1A.2. Parental contact when students are absent for two or more consecutive days or have tardies or early sign outs, Use of Attendance Intervention Plans for students with excessive absences and tardies, Impress importance of attendance for the entire school day during contacts with parents, Work closely with the truancy officer and attendance interventionist	1A.2. Guidance Counselor	1A.2. Monitor attendance data including tardies and early sign outs, Weekly reports and parent contacts of students who are absent, tardy, or signed out early	1A.2. Student attendance reports from Genesis, School based sign in and out logs	
		1A.3. Student Engagement	1A.3. Incorporating KAGAN Strategies into lessons, SuccessMaker Computer Based program, wide range of texts for student selection, professional development and lesson planning guidance, continual data analysis, student incentives for meeting goals for reading growth and performance	1A.3. Principal, KAGAN Lead Teacher, Instructional and Reading Coach	1A.3. Monitoring of students applications of lessons, student growth data from computer based program reports, mini-assessment data analysis during PLC with academic coaches, incorporation of KAGAN strategies into lesson plans	1A.3. Success Maker reports, feedback from engagement based and KAGAN strategy focus walks, district Interim Benchmark Assessment results	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Reading Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Rigor of Instruction	2A.1. Teachers will use higher order questioning within lessons, PLC with Academic Coaches will include scripting questions to be used with in lessons and selection of complex texts	2A.1. Principal, Instructional and Reading Coach	2A.1. Focus walks looking specifically at rigor of instruction, questioning, and text complexity, informal observations	2A.1. Focus Walk documents, PLC Planning documentation		
<u>Reading Goal #2A:</u> The percentage of students scoring Level 4 or above on the Reading portion of the FCAT will increase from 6% in 2012 to 12% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	6% (5 students)	12% (12 students)					
		2A.2. Novice Teachers depth of knowledge	2A.2. Novice teachers will observe mentor teachers using higher order questioning, lessons will be planned including scripted questions alongside Academic Coaches, Professional Development to include research based reading pedagogy	2A.2. Principal, Instructional and Reading Coach, District MINT Cadre, Resident Clinical Faculty	2A.2. Focus walks looking specifically at rigor of instruction, questioning, and text complexity, informal observations	2A.2. Focus Walk documents, PLC Planning documentation	

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

		2A.3. Instruction differentiated to meet needs of higher level students	2A.3. Teachers will differentiate by posing questions requiring higher level thinking skills to students, PLC with Academic Coaches will include scripting questions to be used with in lessons and selection of complex texts differentiated by student's level	2A.3. Principal, Instructional and Reading Coach	2A.3. Focus walks looking specifically at rigor of instruction and differentiation, questioning, and text complexity, informal observations	2A.3. Focus Walk documents, PLC Planning documentation	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: <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.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Reading Stamina of Students	3A.1. Teachers will increase students reading stamina by explicitly teaching habits of good readers, students will be given opportunities daily to read grade level text with varying levels of support, behaviors of students during independent reading and Reading assessments will be observed and recorded	3A.1. Principal, Instructional and Reading Coach	3A.1. Focus walk observation of students during Literacy Block looking at habits of readers, decrease in distractibility and time spent unfocused during assessments	3A.1. Focus walk tool, Testing Behaviors observation tool		
<u>Reading Goal #3A:</u> The percentage of students making learning gains on the Reading portion of the FCAT will increase from 63% in 2012 to 70% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	63% (57 students)	70 % (70 students)					

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

		3A.2. Reading Fluency	3A.2. FAIR and DRA2 data will be used to identify decoding deficiencies in students, teachers will provide small group instruction both during Rtl and the Literacy Block to address specific needs	3A.2. Principal, Instructional and Reading Coach	3A.2. Monitoring of growth using running records, word inventories, FAIR, DRA2	3A.2. FAIR, DRA2, classroom observations, informal running records	
		3A.3. Lack of reading skills and concepts needed to access grade level text	3A.3. Continuing the use of Florida Continuous Improvement Model in reading	3A.3. Principal, Academic Coaches, Teachers	3A.3. Focus walkthroughs , data analysis, planning support	3A.3. District Interim Benchmarks, FCIM mini-assessments	
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> <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.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Engagement of Students	4A.1. Incorporating KAGAN Strategies into lessons, wide range of texts for student selection, professional development and lesson planning guidance, continual data analysis, student incentives for meeting goals for reading growth and performance	4A.1. Principal, Instructional and Reading Coach	4A.1. Monitoring of students applications of lessons, mini-assessment data analysis during PLC with academic coaches, incorporation of KAGAN strategies into lesson plans	4A.1. feedback from engagement based and KAGAN strategy focus walks, district Interim Benchmark Assessment results		
Reading Goal #4A: The percentage of students in the lowest 25% making learning gains on the Reading portion of the FCAT will increase from 58% in 2012 to 65% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	58% (13 students)	65% (16 students)					

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

		4A.2. Instruction differentiated to meet needs of students in bottom quartile	4A.2. Teachers will differentiate tasks for students to bridge gaps in learning, use questions requiring higher level thinking skills to students, PLC with Academic Coaches will include designing tasks and scripting questions to be used with in lessons and selection of complex texts differentiated by student's level	4A.2. Principal, Instructional and Reading Coach	4A.2. Focus walks looking specifically at rigor of instruction and differentiation, questioning, and text complexity, informal observations	4A.2. Focus Walk documents, PLC Planning documentation	
		4A.3. Students reading below grade level	4A.3. SuccessMaker Computer Based program, Classroom support from Reading Interventionist, Additional support from UNF Interns	4A.3. Principal, Instructional and Reading Coach, Reading Interventionist, Resident Clinical Faculty	4A.3. Student growth data from computer based program reports, Increase in percentile ranking for FAIR Maze and Reading Comprehension tasks	4A.3. Success Maker Reading reports, FAIR, Interim Benchmark Assessments, mini-assessments	
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>					
	<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.	

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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: N/A Black: Hispanic: N/A Asian: N/A American Indian: N/A Black: Instruction differentiated to meet needs of students	5B.1. Teachers will differentiate tasks for students to bridge gaps in learning, use questions requiring higher level thinking skills to students, PLC with Academic Coaches will include designing tasks and scripting questions to be used with in lessons and selection of complex texts differentiated by student's level	5B.1. Principal, Instructional and Reading Coach	5B.1. Focus walks looking specifically at rigor of instruction and differentiation, questioning, and text complexity, informal observations	5B.1. Focus Walk documents, PLC Planning documentation		
<u>Reading Goal #5B:</u> The percentage of students achieving proficiency (Level 3) on the Reading portion of the FCAT will increase from 30% in 2012 to 40% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

	White: Black: 30% (27 students) Hispanic: Asian: American Indian:	White: Black: 40% (40 students) Hispanic: Asian: American Indian:					
		5B.2. Engagement of Students	5B.2. Incorporating KAGAN Strategies into lessons, wide range of texts for student selection, professional development and lesson planning guidance, continual data analysis, student incentives for meeting goals for reading growth and performance	5B.2. Principal, Instructional and Reading Coach	5B.2. Monitoring of students applications of lessons, mini-assessment data analysis during PLC with academic coaches, incorporation of KAGAN strategies into lesson plans	5B.2. feedback from engagement based and KAGAN strategy focus walks, district Interim Benchmark Assessment results	
		5B.3. Students reading below grade level	5B.3. SuccessMaker Computer Based program, Classroom support from Reading Interventionist, Additional support from UNF Interns	5B.3. Principal, Instructional and Reading Coach, Reading Interventionist, Resident Clinical Faculty	5B.3. Student growth data from computer based program reports, Increase in percentile ranking for FAIR Maze and Reading Comprehension tasks	5B.3. Success Maker Reading reports, FAIR, Interim Benchmark Assessments, mini-assessmemts	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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		

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading 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.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Engagement of Students	5E.1. Incorporating KAGAN Strategies into lessons, wide range of texts for student selection, professional development and lesson planning guidance, continual data analysis, student incentives for meeting goals for reading growth and performance	5E.1. Principal, Instructional and Reading Coach	5E.1. Monitoring of students applications of lessons, mini-assessment data analysis during PLC with academic coaches, incorporation of KAGAN strategies into lesson plans	5E.1. feedback from engagement based and KAGAN strategy focus walks, district Interim Benchmark Assessment results		
Reading Goal #5E: The percentage of students achieving proficiency (Level 3) on the Reading portion of the FCAT will increase from 30% in 2012 to 40% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	30% (27 students)	40% (40 students)					

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

		5E.2. Instruction differentiated to meet needs of students in bottom quartile	5E.2. Teachers will differentiate tasks for students to bridge gaps in learning, use questions requiring higher level thinking skills to students, PLC with Academic Coaches will include designing tasks and scripting questions to be used with in lessons and selection of complex texts differentiated by student's level	5E.2. Principal, Instructional and Reading Coach	5E.2. Focus walks looking specifically at rigor of instruction and differentiation, questioning, and text complexity, informal observations	5E.2. Focus Walk documents, PLC Planning documentation	
		5E.3. Students reading below grade level	5E.3. SuccessMaker Computer Based program, Classroom support from Reading Interventionist, Additional support from UNF Interns	5E.3. Principal, Instructional and Reading Coach, Reading Interventionist, Resident Clinical Faculty	5E.3. Student growth data from computer based program reports, Increase in percentile ranking for FAIR Maze and Reading Comprehension tasks	5E.3. Success Maker Reading reports, FAIR, Interim Benchmark Assessments, mini-assessments	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Introduction to and Implementation of Common Core Standards	K-5	Instructional and Reading Coach, District Literacy Coach	All teachers	Preplanning, Early Dismissal Days, and weekly PLC	Lesson planning alongside coaches	Principal, Instructional and Reading Coach

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

Text Complexity	K-5	Academic Coaches	All teachers	Preplanning, Early Dismissal, and weekly PLC	Monitoring of texts used within Literacy Block, Guiding teachers in selection of texts for use in instruction	Instructional and Reading Coach
Use of Data in Planning Instruction	K-5	Academic Coaches	All teachers	Preplanning, Early Dismissal, and weekly PLC	Data use within each weekly PLC	Principal, Instructional and Reading Coach
KAGAN Strategies for Literacy Instruction	K-5	KAGAN Lead Teacher	All teachers	Early Dismissal Days	Observation of use within daily lessons, Incorporation into daily planned lessons	KAGAN Lead Teacher, Instructional and Reading Coach

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

Instructional and Reading Coach

Reading Budget (Insert rows as needed)

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

End of Reading Goals

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Engagement of students in math instruction	1A.1. Incorporate the use of math manipulatives and learning games into the work time	1A.1. Math Coach, Instructional Coach	1A.1. Focus walkthroughs, planning support, data analysis	1A.1. Instructional planning documents, District Interim Benchmarks, mini-assessments		
<u>Mathematics Goal #1A:</u> The percentage of students achieving proficiency (Level 3) on the Mathematics portion of the FCAT will increase from 48% in 2012 to 58% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	48% (43 students)	58% (58 students)					

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

		1A.2. Student Attendance	1A.2. Parental contact when students are absent for two or more consecutive days or have tardies or early sign outs, Use of Attendance Intervention Plans for students with excessive absences and tardies, Impress importance of attendance for the entire school day during contacts with parents, Work closely with the truancy officer and attendance interventionist	1A.2. Guidance Counselor	1A.2. Monitor attendance data including tardies and early sign outs, Weekly reports and parent contacts of students who are absent, tardy, or signed out early	1A.2. Student attendance reports from Genesis, School based sign in and out logs	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal</u> <u>#1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Teacher knowledge of how to differentiate classroom instruction	2A.1. Provide professional development on how to use Quantile Math to identify students' strengths/ weaknesses in math and provide models and examples of classroom differentiation	2A.1. Math Coach, State STEM Coordinator, Principal	2A.1. Quantile Math data analysis, planning support, focus walkthroughs for differentiation	2A.1. Quantile Math reports, instructional planning documents, District Interim Benchmarks, mini-assessments		
Mathematics Goal #2A: The percentage of students achieving Level 4 or above on the Mathematics portion of the FCAT will increase from 16% in 2012 to 25% in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16 % (14 students)	25% (25 students)					
		2A.2. Lack of higher order questioning and rigor in the classroom	2A.2. Implement the Common Core Standards for Mathematical Practice in classroom instruction	2A.2. Grade Level Teachers, Math Coach, Instructional Coach, Principal	2A.2. Focus walkthroughs, planning support, student engagement and increased participation	2A.2. Instructional planning documents, District Interim Benchmarks, mini-assessments	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Lack of mathematical skills and concepts needed to access grade level content	3A.1. Continuing the use of the Florida Continuous Improvement Model in math	3A.1. Grade Level Teachers, Math Coach, Instructional Coach, Principal	3A.1. Focus walkthroughs, data analysis, planning support	3A.1. District Interim Benchmarks, FCIM mini-assessments		
<u>Mathematics Goal #3A:</u> The percentage of students making learning gains on the Mathematics portion of the FCAT will increase from 65% in 2012 to 70% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	65% (59 students)	70% (70 students)					
		3A.2. Interventions for students not responding to core instruction	3A.2. Provide individualized and small group support within the classroom for students who are below grade level	3A.2. Math Interventionist, Math Coach	3A.2. Data analysis, planning support	3A.2. Quantile Math reports, District Interim Benchmarks, mini-assessments	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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

3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<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.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Students working below grade level in mathematics	4A.1. Provide students with access to the SuccessMaker Computer Based intervention program, support from the Math Interventionist, and additional support from the University of North Florida Interns	4A.1. Math Interventionist, Math Coach	4A.1. SuccessMaker report analysis, Quantile Math report analysis	4A.1. District Interim Benchmarks, mini-assessments, Quantile Math reports, SuccessMaker reports		
<u>Mathematics Goal #4A:</u> The percentage of students in the lowest 25% making learning gains on the Mathematics portion of the FCAT will increase from 58% in 2012 to 65% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	58% (13 students)	65% (16 students)					
		4A.2. Lack of higher order questioning and rigor in the classroom	4A.2. Implement the Common Core Standards for Mathematical Practice in classroom instruction	4A.2. Grade Level Teachers, Math Coach, Instructional Coach, Principal	4A.2. Focus walkthroughs, planning support, student engagement and increased participation	4A.2. Instructional planning documents, District Interim Benchmarks, mini-assessments	

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

		4A.3. Engagement of students in math instruction	4A.3. Incorporate the use of math manipulatives and learning games into the work time	4A.3. Math Coach, Instructional Coach	4A.3. Focus walkthroughs, planning support, data analysis	4A.3. Instructional planning documents, District Interim Benchmarks, mini-assessments	
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.	

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

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

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

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: N/A Hispanic: N/A Asian: N/A American Indian: N/A Black: Lack of mathematical skills and concepts needed to access grade level content	5B.1. Continuing the use of the Florida Continuous Improvement Model in math	5B.1. Grade Level Teachers, Math Coach, Instructional Coach, Principal	5B.1. Focus walkthroughs, data analysis, planning support	5B.1. District Interim Benchmarks, FCIM mini-assessments		

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

<u>Mathematics Goal</u> <u>#5B:</u> The percentage of students achieving proficiency (Level 3) on the Mathematics portion of the FCAT will increase from 48% in 2012 to 58% in 2013.	<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: 48% (43 students) Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: 58% (58 students) Hispanic: Asian: American Indian:					
		5B.2. Interventions for students not responding to core instruction	5B.2. Provide individualized and small group support within the classroom for students who are below grade level	5B.2. Math Interventionist, Math Coach	3A.2. Data analysis, planning support	5B.2. Quantile Math reports, District Interim Benchmarks, mini-assessments	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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		

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

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.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 working below grade level in mathematics	5E.1. Provide students with access to the SuccessMaker Computer Based intervention program, support from the Math Interventionist, and additional support from the University of North Florida Interns	5E.1. Math Interventionist, Math Coach	5E.1. SuccessMaker report analysis, Quantile Math report analysis	5E.1.. District Interim Benchmarks, mini-assessments, Quantile Math reports, SuccessMaker reports		
<u>Mathematics Goal #5E:</u> The percentage of students achieving proficiency (Level 3) on the Mathematics portion of the FCAT will increase from 48% in 2012 to 58% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	48% (43 students)	58% (58 students)					
		5E.2. Lack of higher order questioning and rigor in the classroom	5E.2. Implement the Common Core Standards for Mathematical Practice in classroom instruction	5E.2. Grade Level Teachers, Math Coach, Instructional Coach, Principal	5E.2. Focus walkthroughs, planning support, student engagement and increased participation	5E.2. Instructional planning documents, District Interim Benchmarks, mini-assessments	

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

		5E.3. Engagement of students in math instruction	5E.3. Incorporate the use of math manipulatives and learning games into the work time	5E.3. Math Coach, Instructional Coach	5E.3. Focus walkthroughs, planning support, data analysis	5E.3. Instructional planning documents, District Interim Benchmarks, mini-assessments	
--	--	--	---	---------------------------------------	---	---	--

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
Incorporate technology components into math including SuccessMaker, Quantile Math, and Virtual Manipulatives	Grades K-5	Math Coach, District Instructional Technology Coach, State DA Coaches	K-5 school-wide	Early Dismissal Days, once a month PLCs, weekly	Data analysis, coaching support, classroom observations, walkthroughs	Math Coach, District Instructional Technology Coach, Principal
Embed the Common Core Standards for Mathematical Practice into math instruction	Grades K-5	Math Coach	K-5 school-wide	Early Dismissal Days, once a month PLCs, weekly	Coaching support, classroom observations, walkthroughs	Math Coach
Use formative data to drive daily math instruction	Grades K-5	Math Coach, State DA Coaches	Individual K-2 grade level PLCs Vertical grades 3-5 STEM PLC	PLCs, weekly	Data analysis, coaching support	Math Coach, Instructional Coach

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

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 Elementary School Mathematics Goals

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

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. Lack of science instruction in previous grade levels	1A.1. Increase science instructional time for students in kindergarten – fifth grades	1A.1. Grade Level Teachers, Math Coach, Principal	1A.1. Focus walkthroughs, planning support, data analysis, a STEM Block that includes daily science instruction	1A.1. Instructional planning documents, mini-assessments, district science interim benchmark		
<u>Science Goal #1A:</u> The percentage of students achieving proficiency (Level 3) on the Science portion of the FCAT will increase from 15% in 2012 to 30% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	15% (2 students)	30% (9 students)					

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

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

		1A.2. Lack of materials for hands-on science instruction	1A.2. Establish a dedicated classroom for a science lab and purchase additional science materials	1A.2. Math Coach, Principal	1A.2. Focus walkthroughs, planning support, student engagement and increased participation	1A.2. Monitoring the amount of time students spend in the science lab, increased use of student science notebooks, mini-assessments, district science interim benchmark	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
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>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Lack of science instruction in previous grade levels	2A.1. Increase science instructional time for students in kindergarten – fifth grades	2A.1. Grade Level Teachers, Math Coach, Principal	2A.1. Focus walkthroughs, planning support, data analysis, a STEM Block that includes daily science instruction	2A.1. Instructional planning documents, mini-assessments, district science interim benchmark		
Science Goal #2A: The percentage of students achieving Level 4 or above on the Science portion of the FCAT will increase from 0% in 2012 to 6% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% (0 students)	6% (2 students)					
		2A.2. Lack of materials for hands-on science instruction	2A.2. Establish a dedicated classroom for a science lab and purchase additional science materials	2A.2. Math Coach, Principal, UNF Science Professor in Residence	2A.2. Focus walkthroughs, planning support, student engagement and increased participation	2A.2. Monitoring the amount of time students spend in the science lab, increased use of student science notebooks, mini-assessments, district science interim benchmark	
		2A.3. Lack of student content knowledge in fifth grade	2A.3. Embed science content instruction within the fifth grade literacy block and provide instructional support from the University of North Florida Science Professor in Residence	2A.3. Fifth Grade Teachers, Reading Coach, Math Coach, UNF Science Professor in Residence	2A.3. Focus walkthroughs, planning support, data analysis	2A.3. Instructional planning documents, mini-assessments, district science interim benchmark	

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

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: <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.	

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.						
--	--	--	--	--	--	--

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

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
Incorporate the STEM philosophy into instructional time through use of a STEM Block that includes Science	K-5	Math Coach, State DA Coaches	K-5 school-wide STEM Team	Early Dismissal Days, once a month	Coaching support, classroom observations, walkthroughs	Math Coach, Principal
Embed Content Literacy and the use of Science Notebooks within Science	K-5	Math Coach, Reading Coach, Instructional Coach	K-5 school-wide	Early Dismissal Days, once a month PLCs, bi-weekly	Coaching support, classroom observations, walkthroughs	Math Coach, Reading Coach
Use the school science lab for student explorations and experiments	K-5	Math Coach	K-5 school-wide	Early Dismissal Days, once a month PLCs, bi-weekly	Coaching support, classroom observations, walkthroughs	Math Coach, Principal

Science Budget (Insert rows as needed)

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Subtotal:			
Total:			

End of Elementary and Middle School Science Goals

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

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

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Students lack of exposure to writing craft instruction	1A.1. Targeted professional development in writing in primary grades, planning alongside Academic coaches for writing instruction, use of variety of mentor texts to model use of writing craft, opportunities to add craft to writing pieces already developed	1A.1. Principal, Instructional and Reading Coach, Teachers	1A.1. Students writing shows increased use of craft that has been explicitly taught and modeled	1A.1. District Writing Prompts, monitor daily writing within writing work time, FCAT 2.0 Writing Rubric		

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

Writing Goal #1A: The percentage of students achieving proficiency (Level 3.0) on the Writing portion of the FCAT will increase from 61% in 2012 to 70% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61% (17 students)	70% (24 students)					
		1A.2. Students knowledge of English grammar and conventions	1A.2. Incorporation of FCIM for grammar and conventions skills using gradual release model, opportunities to revise and edit writing pieces, use of mentor texts to model use of grammar and conventions	1A.2. Principal, Instructional and Reading Coach, Teachers	1A.2. Students writing shows increased use of grammar and conventions that has been explicitly taught and modeled	1A.2. District Writing Prompts, monitoring of grammar and conventions use in student writing across content areas, mini-assessments, FCAT 2.0 Writing Rubric	
		1A.3. Time spent writing	1A.3. Include writing within all content areas	1A.3. Principal, Instructional Coach, Reading Coach, Math Coach	1A.3. Increased use of writing in reading, science, and math	1A.3. Monitoring of journals used in content areas,	
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>					

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

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

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

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
Elementary FCAT Writing 2.0	4	State DA Team	Grade 4 ELA Teacher	September 2012	Monitor progress of writing using state scoring rubric	Reading Coach, Principal
Incorporating Writing into Content Area Instruction	K-5	Academic Coaches	All teachers Grades K-5	Early Dismissal Days, PLC Planning	Coaching support, classroom observations, walkthroughs	Academic Coaches

Writing Budget (Insert rows as needed)

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

End of Writing Goals

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

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	1.1. Parental Involvement Parents having to leave home early to get to work or parents dropping students off late to school	1.1. Guidance Counselor will provide information about attendance, absences, tardies and consequences. Topic will also be discussed at Grade-level Parent Nights.	1.1. Principal Guidance Counselor CRT Operator Classroom Teachers	1.1. Student sign-in log OnCourse attendance Genesis	1.1. Genesis and OnCourse reports, attendance sheets from Parent Nights		

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

Attendance Goal #1: Decrease the number of students with 10 or more absences by 10%	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	In the 2012 school year our attendance rate was 93.8%	Our goals is to increase attendance rate by 2.2% to 96%					
	<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>					
	49% (116 students)	38% (91 students)					
	<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>					
	31% (73 students)	21% (48 students)					

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

		1.2. Inclement weather - large population of walkers don't attend school on days when weather is rainy, cold or inclement.	1.2. Communication of expectation of attendance following a weather event	1.2. Guidance Counselor, classroom teachers, Principal, district AIT representative	1.2. Compare quarterly attendance percentages to 2011-2012 school year; compare number of students with excessive absences (10 or more) to 2011-2012 school year.	1.2. Attendance numbers from Genesis/Oncourse and Attendance Intervention Team numbers	
		1.3. School works closely with DCPS truancy officer; truancy officer makes contact with parents regarding excessive absences after school has exhausted its interventions	1.3. Parent workshop on importance of regular attendance, phone call home after 2 consecutive days absent, AIT involvement when students absent 5 days in calendar month	1.3. Administration, Guidance Counselor, Teachers, AIT	1.3. Attendance reports generated from Genesis	1.3. Attendance numbers from Genesis/Oncourse and Attendance Intervention Team numbers	

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

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
Title I Parent Involvement Meetings	Pre-K-5 th	Principal/ Guidance Counselor	Pre-K – 5 th	1 time per nine week	Meeting Notes and Sign-In Sheets	Principals Parent Liaison Guidance Counselor
PTA/SAC	Pre-K-5 th	Principal	Pre-K – 5 th	1 time per nine week	Meeting Notes and Sign-In Sheets	Principals Parent Liaison Guidance Counselor
Attendance	Pre-K – 5 th	Principal/ Guidance Counselor	School-wide and Truancy Officer	As needed	Monitor the frequency of AIT meetings	Guidance Counselor

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
Letters home per nine week to all parents	Postage Stamps	School Operating Budget	\$800.00

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Subtotal:			
-----------	--	--	--

End of Attendance Goals

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

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. Ensuring that everyone follows the CHAMPS and Foundations model	1.1. Continue the implementation of CHAMPS and the guidelines for success	1.1. Principal CHAMPs PDF	1.1. Review and analyze the discipline reports monthly	1.1. Conduct classroom visits using the new CAST model to evaluate the classroom environment		
<u>Suspension Goal #1:</u> Decrease the number of students suspended out of school by .03% (5 students)	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	2% (5 students)	1% (2 students)					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	N/A	N/A					

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

	<u>2012 Total</u> <u>Number of Out-of-</u> <u>School Suspensions</u>	<u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u>					
	5% (12 students)	2% (5 students)					
	<u>2012 Total Number</u> <u>of Students</u> <u>Suspended</u> <u>Out- of- School</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>Suspended</u> <u>Out- of-School</u>					
	4% (11 students)	1% (2 students)					
		1.2. Daily communication with parents.	1.2. Each classroom teacher will indicate in the students' agenda an accurate description of their child day.	1.2. Principal CHAMPs PDF	1.2. Principal will periodically check agendas to verify that teachers are communicating daily with parents.	1.2. Discipline data as reported in Genesis.	
		1.3. Students failure to follow DCPS Code of student conduct	1.3. Fireside Chat grades K- 5	1.3. Principal CHAMPs PDF	1.3. Monitoring of student behavior inside and outside of classroom.	1.3. Discipline data as reported in Genesis.	

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

Suspension Professional Development

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS Classroom Management/ Expected Behaviors	K-5	CHAMPs PDF	School-wide, instructional and non-instructional faculty and staff	August 2012 through June 2013	Ongoing classroom monitoring by the administration and academic coaches	Principal CHAMPs PDF
STEP , Bullying Prevention Curriculum	K-5	Guidance Counselor	School-wide	August 2012 through June 2013	To re- assess monthly the needs of the students suspended	Principal CHAMPs PDF Guidance Counselor
Mentoring Program	K-5	Guidance Counselor Parent Liaison	School-wide	Ongoing daily	Monthly Mentor/Mentee Meeting	Guidance Counselor Parent Liaison

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
Implement (PBS) Positive Behavior System for students doing the right thing in classrooms, hallway, cafeteria and all common areas.	Classroom Celebration that earn 25 points. Panther's dollars can be earned for collective classroom behavior.	School Operating Budget	\$400.00
		SAC Funds	\$600.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

End of Suspension Goals

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Parent Involvement Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u> 	<u>2013 Expected Level of Parent Involvement:*</u> 					
	Enter numerical data for current level of parent involvement in this box.	Enter numerical data for expected level of parent involvement in this box.					

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

Parent Involvement 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

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

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)

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

Additional Goal(s) (Safety)

* 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		

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

1. Additional Goal <u>Additional Goal #1:</u>	1.1. Teacher participation due to time constraints	1.1. Promote Positive award system (Panthers dollars) across all grade levels. Encourage teachers to complete more positive award system to allow children who are making good choices more opportunities for recognition earning panthers dollars.	1.1. CHAMPs PDF	1.1. Monthly count of Positive Panthers dollars given. Student shopping in the Panther Store monthly	1.1. Suspension report pulled monthly. Teacher's feedback on student's improvement in behaviors		
---	--	---	---------------------------	--	---	--	--

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

2012 Due to time constraints 20% of our teachers did not participated. 2013 expectation is 100% participation	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	80% teacher participation	100% teacher participation					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

--	--	--	--	--	--	--

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	Descr
Subtotal:	
Technology	
Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
Subtotal:	
Total:	

End of Additional Goal(s)

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

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☐ Yes ☐ No

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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe the projected use of SAC funds.	Amount