



# FLORIDA DEPARTMENT OF EDUCATION

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

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: Oscar Patterson Magnet Elementary	District Name: Bay District Schools
Principal: Mrs. Angela Hutchinson	Superintendent: Mr. William Husfelt
SAC Chair: Mr. Ronald Meyer	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)
Principal	Angela Hutchinson	BS - Elementary Education MS - Educational Leadership EdS - Curriculum and Instruction	4	14	Principal of Oscar Patterson Elementary Magnet School 2011 – 2012 Grade C, Reading (LV3+) <b>32%</b> , Math (LV3+) <b>30%</b> Writing (LV3+) <b>66%</b> , Science (LV3+) <b>20%</b> , Reading Learning Gains <b>65%</b> , Math Learning Gains <b>53%</b> , Lowest 25% Reading <b>67%</b> , Lowest 25% Math <b>65%</b>

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					<p>Principal of Oscar Patterson Elementary Magnet School 2010 – 2011  Grade: C, Reading Mastery: 54%, Math mastery: 60%, Science Mastery: 39%. The Total, White, and Black subgroup did not make AYP in reading and math. Student With Disabilities did not make AYP in reading and math. Economically Disadvantaged did not make AYP in reading and math.</p> <p>Principal of Oscar Patterson Elementary Magnet School 2009 - 2010  Grade: D, Reading Mastery: 57%, Math mastery: 67%, Science Mastery: 42%. Black, Ec. Disad. and SWD did not make AYP in reading and math.</p> <p>Principal of Hiland Park Elementary from 2007-2009  2008-2009:  Grade: A, Reading Mastery: 82%, Math mastery: 78%, Science Mastery: 37%. AYP: 85%, Black and SWD did not make AYP in reading and math.</p> <p>2007-2008: Grade: A, Reading Mastery 79%, Math Mastery 73%, Science Mastery 50%. The Total, White, and Black subgroup made AYP in reading and math. Student With Disabilities did not make AYP in reading and math. Economically Disadvantaged did not make AYP in math.</p>
Administrative Assistant	Christopher Coan	BA: Mathematics , Mathematics Education MA: Teaching EdS: Educational Leadership	2	2	<p>Administrative Assistant of Oscar Patterson Elementary Magnet School 2011 – 2012  Grade C, Reading (LV3+) <b>32%</b>, Math (LV3+) <b>30%</b>  Writing (LV3+) <b>66%</b>, Science (LV3+) <b>20%</b>,  Reading Learning Gains <b>65%</b>, Math Learning Gains <b>53%</b>,  Lowest 25% Reading <b>67%</b>, Lowest 25% Math <b>65%</b></p> <p>2010 – 2011 Teacher Arnold High School</p>

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				<p>Grade: B, Reading Mastery: 56%, Math mastery: 86%, Science Mastery: 47%. The Total and White subgroup did not make AYP in reading. Economically Disadvantaged did not make AYP in reading and math.</p> <p>2009-2010 J.R. Teacher Arnold High School Grade B, 63% reading FCAT proficiency 85% math FCAT proficiency, 58% reading learning gains, 79% math learning gains 46% in reading for lowest 25%, 66% in math for lowest 25%, AYP was not met.</p> <p>2008 -2009: Teacher J.R. Arnold High School Grade A, 62% reading FCAT proficiency, 86% math FCAT proficiency, 63% Reading Learning Gains, 80% Math Learning Gains, 63% in reading for lowest 25%, 70% in math for lowest 25% AYP was not met.</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)
MTSS	Dana Manis	BA: Psychology Cert: Elementary ED K-6 ESE K – 12 Media Specialist PreK - 12	1	1	

### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings of new teachers with Principal	Principal	June 2013
2. Partnering new teachers with veteran staff	Principal	June 2013
3. Participation by new teachers in New Teacher Induction Program	In collaboration with district Principal	June 2013

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### *Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
25	4% (1)	32% (8)	40% (10)	24% (6)	24% (6)	100% (25)	16% (4)	0	32% (8)

### *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
Serenity Anderson	Maribel Feliciano Beverly Norton Patricia Carter	Ms. Anderson is the District's English / Language Arts Specialist and assists fourth grade teachers in the area of writing to help teachers enhance students' writing abilities.	Mentor provides support to teachers in the area of FCAT Writing skills, classroom writing prompts and rubrics, grading and reporting, and other best practices in the area of

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			writing.
Paula Weaver	All teachers in grades K-5	Ms. Weaver assists teachers in the area of science at all grade levels. She models best science teaching practices, assists with lesson planning and instruction, gives advice regarding science resources and/or manipulatives related to themes or scientific theories, and monitors and assists to ensure teacher productivity.	Ms. Weaver meets with teachers to direct and redirect as needed, review concepts and data, and give feedback.
Dana Tutunick	All teachers in grades k-5, parents	Ms. Tutunick collaborates with all stakeholders to ensure effective intervention is being carried out at home and at school. She models positive communication and provides prescriptive assistance for each individual student. She attends parent conferences, conferences off campus, makes calls to doctors and other service providers needed by students and staff.	Ms. Tutunick works with all stakeholders as needed on a weekly basis and communicates with parents, other agencies and school as the needs arise. She ensures an open line of communication persists among the school and the home. May provide additional assistance to teachers attending training regarding Boys in Crisis and Fred Jones book studies.
Cylle Rolle, Ilea Faircloth	All grade levels	The math specialists give assistance with scope and sequence to new teachers who may have basic background knowledge in the area of FCAT math. They will monitor and assists teachers to ensure students receive effective and productive math instruction.	Cylle and Ilea will review lesson plans, assessments, and assessment data related to math. She assists teachers as needed to provide effective strategies to increase student/teacher effectiveness in the area of math.



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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.

<p>Title I, Part A</p> <p>Title I Part A funds provide much needed services and resources to our school.</p> <p>School level funds provide staff development opportunities, reading/math/writing/science resources, teachers, paraprofessionals, parent involvement resources, Parent Involvement workshops, parent center, technology, etc.</p>
<p>Title I, Part C- Migrant</p> <p>Title I Migrant provides services to eligible students and families through contacts, resources and agency/service referrals.</p>
<p>Title I, Part D</p> <p>This program provides supports to students in residential facilities. Supports are in the form of additional teachers and materials. The district provided extra school supplies for homeless and at risk students during last year's school term. Extra tutorial hours are provided through Supplementary Educational Services (SES). Title I, Part D provides services to eligible neglected and delinquent students returning to Patterson School.</p>
<p>Title II</p> <p>Title II has partnered with Title I to provide mentoring staff, professional development and resources for teachers. Funds provide professional development and mentor teachers to support high quality teachers.</p>
<p>Title III</p> <p>ESOL Programs</p> <p>This grant provides supplemental services and materials for Limited English Proficiency (LEP) students. Funds are provided by the district to provide ELL students with high quality instruction. Funds also provide professional development for teachers.</p>
<p>Title X- Homeless</p> <p>District funds provide support to students identified as homeless. The district works in conjunction with homeless shelters to provide services to families.</p>

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<p>Supplemental Academic Instruction (SAI)</p> <p>District provides funds for academic support to low performing students.</p> <p>SAI funds are provided to our students who have been unsuccessful. The SAI funds provide the Summer Camp for students performing at a level 1 on the FCAT.</p> <p>Tutorial services are also provided.</p>
<p>Violence Prevention Programs</p> <p>The Bay County Sheriff's Department and Panama City Police Department participated in providing spring fairs for student engagement. The Panama City police department has partnered with the school to provide training to fifth graders on violence prevention, drug prevention and internet abuse.</p> <p>The Parent Center provides training for parents on the dangers of not monitoring students while using the internet.</p>
<p>Nutrition Programs</p> <p>The University of Florida Extension Office provides nutrition information to students and teachers. The university staff members are available to teach lessons. The school reinforces those efforts with students through student planners and ITV.</p> <p>All students who qualify for free or reduced lunch, in accordance with federal guidelines, are provided breakfast and lunch at the school site.</p>
<p>Housing Programs</p> <p>Patterson Administration worked with Royal American Group at the Magnolia Point Apartment Complex to bring supplemental reading and mathematics information to students over the summer months.</p>
<p>Head Start</p> <p>The District Coordinator (along with the school principal) make frequent contact with Pre-K teachers to ensure routines and procedures are established to prepare Pre-K students for kindergarten at the present location or at any school where they may be in attendance.</p> <p>Bay District schools coordinate with Headstart Programs to ensure students transition as smoothly as possible into the public school setting.</p> <p>The school also communicates with the Head Start program and other preschool programs to provide information to parents on resources, enrollment and other necessary school information.</p>
<p>Adult Education</p> <p>The Parent Liaison provides parental support to parents in need of educational training to assist children with home assignments via workshops such as Donuts for Dads, Muffins for Moms and Math/Reading workshops. These workshops give parents an opportunity to assist their children's' learning using nontraditional</p>

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methods familiar to students and parents.

Also the school provides parents with information on furthering education. For example, parents are provided with information on GCCC career center, GCCC learning center, GED courses, and other community learning opportunities.

### Career and Technical Education

Patterson school partners with Gulf Coast Community College to provide information on programs students can enroll in after high school. Programs include college courses and also career tracks that can be completed within weeks or months. Information is also provided to parents. Field trips are provided for fifth grade students and their parents to GCCC.

### Job Training

Trainable mentally challenged students from Chatauqua Learn and Serve are placed in the school setting to learn skills necessary for daily living. Students are taught to catch the Bay Town Trolley, arrive at Patterson, and establish a working routine with teachers, students and staff as needed.

### Other

Patterson school also partners with other community sources to provide services to families and students. These sources include the Bay County Health Department, Fire department, Banks, Ambulatory services, restaurants, local churches, and other faith-based organizations.

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

### **Identify the school-based MTSS leadership team.**

Angela Hutchinson-Principal and Christopher Coan -Administrative Assistant: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS through bi-weekly meeting.

Mrs. Melanie Baggett - Primary Teacher and Ms. Patricia Marcino-Intermediate Teacher: Provide information about core instruction, participate in student data collection, and deliver Tier 1 instruction/intervention

Ms. Rutha Skelton - Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials, and

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collaborates with general education teachers through such activities as co-teaching.

Lisa Moore and Ilea Faircloth- Instructional Coaches Reading/Writing/Math/Science:

Assist with whole school screening programs that provide early intervention services for children considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Lisa Moore - Provides guidance to K-5 grades in implementation of the reading plan (CCRP); lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum; assist with whole school screening programs that provide diagnostic information for teachers such as Discovery Education assists in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development to include the Reading Framework; and provides support for instructional personnel.

Debra Davis -MTSS Teacher facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches; Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children considered “at risk;” assist in implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring, supports the implementation of MTSS

Karetta Monette - School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; and serves as a key member of the MTSS review team.

Cathy Everitt-Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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Dana Manis – MTSS Specialist – Assist in collecting data, training teachers on DIBELS next and progress monitor for fidelity an implementation of interventions.

**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?**

During bi-weekly meetings the team will engage in the following activities:

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

**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 MTSS Leadership Team meets with the School Advisory Council (SAC), Literacy Leadership Team, Administrative Assistant, and Principal to help develop the SIP. The team provides hands-on assistance and continuous monitoring of student data in reference to academic and social/emotional areas.

### 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: Progress Monitoring and Reporting Network (PMRN), FLKRS (Kindergarten), Discovery Education, Harcourt and Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN,) Discovery Education and FCAT Simulation Released Assessments and teacher identified assessments, DIBELS Next, Easy CBM

Midyear: Discovery Education, Diagnostic Assessment for Reading (DAR),

End of year: Discovery Education, SME, and FCAT

Behavior: FLRTIB – Data base and Focus Behavior inputs

Frequency of Data Days: twice a month for data analysis of RTI students

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<b>Describe the plan to train staff on MTSS.</b>
Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The MTSS team will also evaluate additional staff professional development needs during bi- weekly MTSS leadership Team meetings and from data gathered during informal and formal observations. Principal will meet with MTSS team to review universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level. In addition, she will meet to identify students who are meeting/exceeding benchmarks at moderate risk or at high risk for not meeting benchmarks.
<b>Describe the plan to support MTSS.</b>
The MTSS team will evaluate additional staff professional development needs during bi- weekly MTSS Leadership Team meetings and from data gathered during informal and formal observations. Principal will meet with MTSS team to review universal screening data and link to instructional decisions, review progress monitoring data at the grade level and classroom level. In addition, she will meet to identify students who are meeting/exceeding benchmarks at moderate risk or at high risk for not meeting benchmarks.

### ***Literacy Leadership Team (LLT)***

#### **School-Based Literacy Leadership Team**

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

Principal (Angela Hutchinson) and Administrative Assistant (Christopher Coan): Provide a common vision for the use of data-based decision-making. They also ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

General Education Teachers (Primary-Ms. Melanie Baggett and intermediate –Ms. Betty Higuera: Provide information about core instruction, participate in student data collection, deliver Tier-1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Rutha Skelton.\_ Participates in student data collection, integrates core instructional activities/materials into Tier 3

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instruction, and collaborates with general education teachers through such activities as co-teaching.

Literacy Coach (Lisa Moore): Provide guidance on K-12 reading plan; facilitates and supports data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data-based instructional planning.

MTSS Coach (Dana Manis): Analyze data and provide teachers feedback and strategies to supports the implementation of Academic and Behavioral Tier 1, Tier 2, and Tier 3 intervention plans.

Speech Language Pathologist (Cathy Everitt): Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The Literacy Leadership Team will focus meetings around an essential question. For example, How do we develop and maintain a problem-solving system to bring out the best in our school, in our teachers, and in our students?

The team meets once per month to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks; or are at risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The Team adjusts and monitors the instructional focus calendar as needed throughout the year. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Literacy Coach and Administration conduct classroom walkthroughs and the maintenance of the FCIM.

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

Major initiatives of the LLT will be to provide support in the CCRP and elementary reading frameworks. The team meets monthly with the School Advisory Council (SAC) and principal to analyze data from Discovery Education. The team will prescribe strategies for tier one, two and three targets. Based on the data additional professional development will be provided to enhance the reading framework.

### ***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.

#### EARLY CHILDHOOD TRANSITION PLAN

2012 - 2013

School Name: Oscar Patterson Elementary Magnet School

Early Childhood Transition Team: Debra Davis, Christopher Coan, Sarah Smith, Latasha Richardson, and Angela Hutchinson

Principal: Mrs. Angela Hutchinson

Teachers: Shirley Jackson, Carol Wills, Michelle Spencer, Darlene Griffin, Jaclyn McNeal, Brittany Jackson

Resource Teachers: Lisa Moore

Parents: Ms. Latasha Richardson, Ms. Sandra Taylor, Ms. Mary Polite

Community: Early Education and Care Services

Others: East Avenue Early Childhood Center, Quality Learning Child Care Center, Celebration of Learning Child Care Center, Children's Palace Child Care Center, Massalina Memorial Daycare, Vetter Childcare

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To increase the percentage of students achieving Level 3 or above to 35%(61 students) or better in FCAT reading for the 2012-2013 school term in order to reach a Safe Harbor target.

### 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.			New staff members with limited professional development	Implement CRISS strategies (graphic organizers) to build robust vocabulary and increase understanding  Strategies learned from Ruby Payne Workshop and Marzano's instructional strategies  Parent Workshops  Conduct professional development involving text complexity Bay District school K – 12 reading frameworks	Principal Literacy Leadership Team  All Staff	Principal chats  Productivity in the classroom	Discovery Education  Classroom Observation  Increased student achievement
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32% (50)	35% (61)					
			Language barriers due to limited vocabulary development	Continue triangulation of classroom data Interactive word walls Continue use of SuccessMaker Lab Literacy Coach assistance Conduct professional development involving text complexity Vocabulary Parade Word Wizards	Classroom Teachers  Principal  Literacy Leadership Team  All Staff	Data assessment  Strategy meetings with Principal	Discovery Education Data Assessment
				Implement Discovery Education assessments to	Administration Literacy Leadership	Follow steps learned during training received	Discovery Education

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		Poor test performance among subgroups.	monitor student progress. Implement Saxon Spelling (K-3) Include higher-order thinking questions and implement Marzano's High Yield Instructional strategies. Develop Instructional Focus Curriculum Map calendar for Reading and Language Arts Classes. LLT will monitor student data weekly.  Conduct professional development involving text complexity	Team Classroom Teachers Computer Lab Assistants	on implementing higher order thinking skills.  Formative and summative assessments	Report Card Grades State Assessments
		Inadequate student access to remediation due to tardiness or absenteeism during core subject area presentations.	Monitoring student attendance and tardiness.	Teacher Guidance Counselor Administration Office Staff	Monitoring of Attendance Schedule FOCUS	Attendance Schedule FOCUS
		Converting to Common Core Assessments from Sunshine State Assessments	Unpacking the Common Core Standards Implement text complexity professional development with higher order thinking questions	Administration Literacy Leadership District Staff	Additional Common Core and text complexity professional development for staff	Sign in sheets  Classroom Walk through
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Reading Goal #1B:</b>  No Students in data set	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>				
			1B.2.	1B.2.	1B.2.	1B.2.

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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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			Budget constraints	Literacy Coach to assist teachers in differentiated instruction.  Continue incorporation of additional technology in the classroom.  Additional hands-on activities	Literacy Coach  Teachers  Administration	Lesson Plans  Student Productivity	Discovery Education  SuccessMaker Reports  Report Cards
<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
15% (26) students will achieve levels 4 or 5 proficiency on the FCAT Reading Assessment in 2012-2013.	12% (19)	15% (26)					
			Need for professional development in higher-order thinking skills and questioning	Model/practice thought-provoking strategies such as inference, across the curriculum  Utilize Marzano strategies.  Professional development on text complexity  Professional development in higher order thinking and questioning skills	Teachers  Administration  Paraprofessionals  Resource Teachers	Teacher Observation  Increased student thought productivity	Assessments  Data Reports  Discovery Education  SuccessMaker
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
No Students in data set							
			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	
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			Time Constraints	Use of effective teaching strategies to form connections among disciplines.  Professional development on text complexity	Administration  Teachers  Literacy Coach  Resource Teachers  Paraprofessionals	Sufficient outcomes due to maximum time on task	Lesson Plans  Principal Chats	
<table border="1"> <tr> <td><b>Reading Goal #3A:</b></td> <td><u>2012 Current Level of Performance:</u>*</td> <td><u>2013 Expected Level of Performance:</u>*</td> </tr> <tr> <td>70%(120) of students will make learning gains in Reading in 2012-2013.</td> <td>68% (110)</td> <td>70%(120)</td> </tr> </table>								<b>Reading Goal #3A:</b>
<b>Reading Goal #3A:</b>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *						
70%(120) of students will make learning gains in Reading in 2012-2013.	68% (110)	70%(120)						
			Limited use of vocabulary	Word Wizard  Additional Library Checkout	Speech Pathologist  Librarian  Principal  Teachers	Effective student use of vocabulary  Communication more effective in core subject areas	Student work  Student grades  SuccessMaker Reports	
			New teachers and staff in need of professional development	Graphic Organizers along with Marzano's instructional strategies for the classroom	Teacher  Literacy Coach  Principal  Teachers	Teacher observation  Student achievement	Lesson Plans  Student Assessment Scores	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
<table border="1"> <tr> <td><b>Reading Goal #3B:</b></td> <td><u>2012 Current Level of Performance:</u>*</td> <td><u>2013 Expected Level of Performance:</u>*</td> </tr> <tr> <td>No Students in data set</td> <td></td> <td></td> </tr> </table>								<b>Reading Goal #3B:</b>
<b>Reading Goal #3B:</b>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *						
No Students in data set								
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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4. <b>FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			Time Constraints	MTSS Strategies	Literacy Team	Review student data Observations	SuccessMaker Discovery Education Classroom Assessments
Reading Goal #4:  74% (124) of the students in the lowest quartile of the students tested will make learning gains in Reading in 2012-2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	72% (117)	74% (124)					
			Computer delays in operation/shut downs	Early detection of learning needs via teacher assessments  Supplementary Educational Services twice per week	Teacher Administration  Coaches	Increased student achievement	Discovery Education  Teacher Assessment Data
			Schedule conflicts with lunch, special areas	Use computer assisted instruction in the classroom as well as during operation of computer lab	Classroom teacher  Lab paraprofessionals	Observations  Student Data  Teacher lesson productivity	SuccessMaker Reports  Progress Reports  Other Assessments

## 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
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>		Black: 25% White: 48% SWD: 18% ED: 32%	Black: 41% White: 48% SWD: 33% ED: 45%	Black: 47% White: 54% SWD: 39% ED: 51%	Black: 53% White: 59% SWD: 46% ED: 56%	Black: 59% White: 64% SWD: 53% ED: 62%	Black: 65% White: 69% SWD: 60% ED: 67%
	Reading Goal #5A:  By 2017 the Reading Satisfactory rate will improve to 67%							
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			Student time constraints	Administration to assist with strategies such as Webb's Depth of Knowledge and Marzano's instructional strategies appropriate to student subgroups not making AYP  Classroom teachers to utilize all outside resources to gain knowledge to impact achievement	Literacy Coach Assistance MTSS Coach Assistance Administration Teachers	Effective collaboration among staff and District Personnel	Triangulation of data FCAT Discovery Education Harcourt Student assessments	
Reading Goal #5B:  Each ethnicity group will 54% (White) 47% (Black) achieve proficiency in Reading in 2012 - 2013			2012 Current Level of Performance:  White: 48% Black: 41%	2013 Expected Level of Performance:  White: 54% Black: 47%				

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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
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			N/A	N/A	N/A	N/A	N/A
Reading Goal #5C: No Students in data set	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			Schedule Conflicts and Time Constraints	Analyze data and collaborate among all stakeholders (e.g. Literacy Coach, RtI Coach, Guidance, Intervention Specialist, ESE Teachers, etc.)  Work with SRA Consultant to impact achievement.	All stakeholders	Triangulation of Data	Discovery Education
Reading Goal #5D: 39% of all students with disabilities will achieve proficiency in Reading in 2012 -2013	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18%	39%					



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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
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			Time Constraints	Analyze data and Collaborate among all stakeholders, district Intervention Specialist, Guidance Counselor, Administration, and all essential staff	All school and district staff	Triangulation of Data	Student assessments
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
45% of economically disadvantaged students will achieve proficiency in Reading in 2012-2013.	32%	45%					
			Access to Reading Materials at home	Conduct parent workshops to provide materials for the house, and how to also use what is currently available at home to enhance the reading	All school staff Parent Liaison	Attendance of parental workshops and monitoring those students whose parents attend.	Sign in sheets

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

### Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Framework for Understanding Poverty	K-5	Ruby Payne Resource Teachers	School Wide	Faculty Meetings TDY as needed Teacher Common Planning Time	Principal/Teacher Sit-Down Chats Administrative classroom Walkthroughs Resource Teacher Observations District Fidelity Checks Increased Student Performance	All school Personnel
Marzano's High Yield Strategies	3 – 5	Bay Haven Staff	3 – 5 Staff	Meetings scheduled by Bay Haven Staff with Patterson Teachers	Teacher Effectiveness and Productivity Increased Student Achievement	Bay Haven Staff Administration District Personnel Resource Teachers
Utilizing Thinklink Data	K-5	Literacy Coach	School Wide	Meeting times as scheduled by Literacy Coach	Principal/Teacher Sit-Down Chats Administrative classroom Walkthroughs Resource Teacher Observations District Fidelity Checks Increased Student Performance	Literacy Coach Administration
Literacy Leadership Team	K-5	Lisa Moore Literacy Team Members or Appointee	School Wide	Ongoing as needed Scheduled Monthly	Minutes Sign-In Sheets Agendas	Literacy Coach
Fred Jones	K-5	Literacy Leadership Team	School Wide	Ongoing	Sign-In Sheets Agendas	Administration
Differentiated Instruction	K – 5	Principal Teacher Presentations	School Wide	Ongoing	Sign In Sheets Agendas	Administration
Text Complexity	K – 5	Principal	School Wide	Ongoing	Sign In Sheets Agendas	Administration
Book Studies	K – 5	Principal	School Wide	Ongoing	Sign In Sheets Agendas	Administration
Engaging Structures	K-5	District	School Wide	Ongoing	Sign in Sheets Agendas	Administration

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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
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Implement Discovery Education Assessment	Reading Assessment provided by FDOE	District	\$0.00
Continue implementation of SuccessMaker	SuccessMaker Software	District	\$0.00
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Instructional Strategies	Ruby Payne Training, Consultant	District	\$10,000.00
Engaging Structures	Jeremy Centreno	District	\$0.00
Instructional Strategies	Fred Jones Professional Development Modules	District	\$0.00
Professional Learning Communities	Substitute Pay for PLC's	Title I	\$836.00

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Professional Learning Communities	Stipends for Summer PD's	Title I	\$3,939.00
Professional Learning Communities	Administrative Assistant Salary / benefits for Summer Planning and PD	Title I	\$2,126.00
Professional Development Conferences	Supplements for travel and materials	Title I	\$2,625.00
			<b>Subtotal: \$19,526.00</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
Classroom Support	Teacher Salary / benefits	Title I	\$21,420.00
Supplemental Educational Services	21st Century After School Tutoring	21st Century Grant	\$93,000.00
Classroom Support	Paraprofessional Salaries and benefits	Title I	\$115,558.00
Saturday School	Teacher salary / benefits for teachers	Title I	\$572.00
Author Visit	Stipend for Author Visit	Title I	\$500.00
Materials and Supplies	Supplemental material and supplies	Title I	\$2,908.00
Dr. Adolph Brown Consultant	Consultant Fee	Title I	\$5,000.00

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Transportation for Educational Field Trips	Transportation expenses	Title I	\$400.00
			<b>Subtotal:\$236,450.00</b>
			<b>Total:\$255,976.00</b>

*End of Reading Goals*

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

### 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
<b>1. Students scoring proficient in listening/speaking.</b>		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: No Students in data set	2012 Current Percent of Students Proficient in Listening/Speaking:					
		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
<b>2. Students scoring proficient in reading.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: No Students in data set	2012 Current Percent of Students Proficient in Reading:					
		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
<b>3. Students scoring proficient in writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3:  No Students in data set	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.

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

### CELLA Budget (Insert rows as needed)

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

#### Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

#### Technology

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

#### Professional Development

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

#### Other

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

**Total:**

*End of CELLA Goals*



## 2012-2013 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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			Insufficient staff development in the area of Mathematics.	Increase staff development in math among third- fifth-grade teachers.	Administration Resource Teachers Classroom Teachers	Utilize Test Analysis
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		Use techniques and strategies by Marzano such as: Setting objectives and providing feedback.		Student Test Scores
<u>#1A:</u>				Utilizing Think Link and weekly data analysis to adjust instructions based on students' needs		Lesson Study
To increase the percentage of students achieving at level 3 and above in Mathematics to 33% (57) or better in order to meet the Safe Harbor expectation.	30% (48)	33% (57)		Utilizing Think Link and weekly data analysis to adjust instructions based on students' needs		Student Test Results
				Training in unpacking the Next Generation Standards and FCAT Item Specs.		Detailed Lesson Plans with remediation and enrichment activities.
				Professional Development involving Singapore Mathematics Strategies		
				Implement math curriculum map.		
			Converting to Common Core Assessments from Sunshine State Assessments	Unpacking the Common Core Standards Implement text complexity professional development with higher order thinking questions	Administration Literacy Leadership District Staff	Additional Common Core and text complexity professional development for staff
						Sign in sheets Classroom Walk through
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.

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<u>Mathematics Goal</u> <u>#1B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
No Students in data set	<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

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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			Students gain proficiency levels at different rates	Adult-student ratio MTSS PLC's	Principal MTSS Coach	Administrative walkthroughs Principal Chats Grade Level Meetings Math/Science Team	FCAT Discovery Education Harcourt End of Chapter Test Completed Lesson Plans
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
14% (25) students will achieve levels 4 or 5 proficiency on the FCAT Reading Assessment in 2012-2013.	8% (14)	14%(25)					
			Students' learning styles differ	Increase use of manipulatives Increase use of hands-on activities Professional Development involving Singapore Mathematics Strategies	Teachers Mentors Principal Paraprofessionals	Observation Feedback Student Achievement	Report Cards Lesson Plans Discovery Education
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
No Students in data set	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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

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
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			Student/Teacher Diversity	Ruby Payne's book on Poverty  Marzano's instructional classroom strategies	Principal  Reading Coach  Guidance	Students gaining understanding of math concepts  Higher student achievement	FCAT  Discovery Education  Harcourt End of Chapter Test  Completed Lesson Plans
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#3A:  To achieve Safe Harbor target 59% (101) of students will make learning gains in 2012-2013 on FCAT mathematics.	54% (89)	59% (101)					
			Student Language barriers	Ruby Payne's book on Poverty  Marzano's instructional classroom strategies	Teachers  Literacy Coach  Resource Teachers  Guidance	Better communication among students and teachers  Students better able to focus	Student math success rates  SuccessMaker Reports  Report Cards
			Students' lack of interest causing off-task behavior	Integrating Technology into math centers  Hands-on math  Peer/Buddy Math  Community Mentors  Lesson Study	Teacher  Administration  Guidance  Parent Liaison	Increased student interest  Higher student achievement	Higher assessment scores  Lower off-task rate
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#3B:  No Students in data set							
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

## 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
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			Teachers focused on whole group instruction.	Implementation of differentiated instruction by implementing and utilizing learning stations	Administration Literacy Team Classroom Teachers	Lesson Study  Differentiated grouping as noted on lesson plans.	Harcourt Chapter Test  Discovery Education Assessment  FCAT
<b>Mathematics Goal #4:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
68% (118) students will achieve level 3 or above to increase learning gains in the bottom quartile in mathematics	66% (114)	68% (118)					

## 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
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Mathematics Goal #5A:</b> <u>To increase all students satisfactory level on the Mathematics FCAT to 68%.</u>	<b>Baseline data 2010-2011</b> <u>35%</u>		<b>Black: 33%</b> <b>White: 33%</b> <b>SWD: 13%</b> <b>ED: 34%</b>	<b>Black: 44%</b> <b>White: 44%</b> <b>SWD: 28%</b> <b>ED: 51%</b>	<b>Black: 50%</b> <b>White: 50%</b> <b>SWD: 35%</b> <b>ED: 51%</b>	<b>Black: 55%</b> <b>White: 55%</b> <b>SWD: 49%</b> <b>ED: 56%</b>	<b>Black: 61%</b> <b>White: 61%</b> <b>SWD: 52%</b> <b>ED: 62%</b>	<b>Black: 67%</b> <b>White: 67%</b> <b>SWD: 57%</b> <b>ED: 67%</b>
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal #5B:</b> 33% of all students in each ethnicity group will achieve proficiency in Mathematics in 2012 - 2013			Cultural differences Real-life experiences  2012 Current Level of Performance: * White: <b>33%</b> Black: <b>33%</b>  2013 Expected Level of Performance: * White: <b>44%</b> Black: <b>44%</b>	Classroom Presentations Ruby Payne Training Doc Brown Training Singapore Mathematics Professional development	Teacher Principal Assigned Staff	Students gain clearer understanding of concepts Students' increased vocabulary relating to concept	FCAT Discovery Education Harcourt End of Chapter Test Completed Lesson Plans	
			Students have diverse learning styles	Increase use of Manipulatives Continued use of hands-on activities PLC's	Teacher Observation Administration Resource Teachers Classroom Teachers	Classroom Walkthroughs Classroom discussion Data Chats	Math/Science Leadership Team Lesson Plans Student achievement and assessment scores	
			Time constraints	Utilize mentors, paraprofessionals, and volunteers to assist in Instruction PLC's	Teachers Parent Liaison Paraprofessionals	Observation Monitoring targeted students	Discovery Education Anecdotal notes	

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

## 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
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			N/A	N/A	N/A	N/A	N/A
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	N/A	N/A	N/A	N/A	N/A
No Students in data set	N/A	N/A					
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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			Disability impacts student achievement outcomes	Increase use of manipulatives and hands-on activities to reinforce mathematics concepts.	Teacher Principal Paraprofessionals Math/Science	Higher rate of student success  Student on-task performance	Assessment Scores  Report Cards  IEPs  Team
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase student achievement in the subgroups to 28% students with disabilities will achieve AYP in Mathematics in 2012 - 2013	13%	28%	Student limited background knowledge	Analyze data and collaboration of stakeholders Teacher chats Real-life experiences	Teacher Principal Resource Teachers	Students increased awareness of concept Increased student interest levels	Assessment Scores  Report Cards  IEPs

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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
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			Time Constraints	Provide workshops to educate parents such as Family Math Night, FCAT Awareness Night, and parent Conferences.  Utilize math software to provide opportunities for learning such as FCAT Explorer, Math on-line, and eTextbooks	All Staff  Implement Classroom Assessment Guidelines	Higher student achievement  Increased FCAT performance	FCAT  Classroom Assessments  School Data
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E:  To increase student performance to 45% for economically disadvantaged students to achieve proficiency in math in 2012 – 2013.	34%	45%					
			Low Student assessment performance in core areas	Higher order thinking skills and C.R.I.S.S. Strategies	All Staff	Principal Chats District Fidelity Checks Increased student performance	Discovery Education  Classroom Assessments  FCAT Scores
			Access to Reading Materials at home	Conduct parent workshops to provide materials for the house, and how to also use what is currently available at home to enhance the reading	All school staff Parent Liaison	Attendance of parental workshops and monitoring those students whose parents attend.	Sign in sheets

*End of Elementary School Mathematics Goals*

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

### Mathematics Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Next Generation SunshineState Standards / Common Core	K-5	Resource Teachers  Harcourt Facilitators	School Wide	Ongoing through end of school term	Lesson Plans Effective TeacherLesson Presentations District on Track Tests ThinkLink Summative assessments	Teacher  Resource Teachers  Administration
Math Council Meetings	3-5	District Training Specialist Resource Teachers	School Wide	Monthly Meetings	Review of strategies for underserved population  Ongoing data collection	Teachers  Administrators  All Staff
Framework of Understanding Poverty	PreK-5	Principal Resource Teachers Literacy Coach	School Wide	Monthly Meetings	Ongoing	Administration  Resource Teachers
Item Specifications	K-5	Consultant and LLT	School Wide	Monthly Meetings	CWT	Administration
Higher Order Thinking and C.R.I.S.S. Strategies	K-5	Principal	School Wide	Monthly meetings	Monthly follow-up meetings CWT	Administrator and Grant Manager
Differentiated Instruction	K – 5	Principal	School Wide	Monthly Meetings	CWT	Administration
Book Studies	K – 5	Principal	School Wide	Monthly Meetings	Sign In Sheet	Administration
Singapore Mathematics Strategies	PreK-5	Consultant	School Wide	On-going	Sign in Sheet Agendas	Administration
Unpacking the Common Core	K – 5	Teachers District	School Wide	On going	Sign in sheets Agendas	Teacher Administration
Lesson Studies	K – 5	Teachers District	School Wide	Ongoing	CWT Follow up meeting notes	Teachers Administration District

## 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
Implement differentiated instruction and increase use of manipulatives	Harcourt Math Series	District Budget	\$40,000.00
			<b>Subtotal:\$40,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilizing Thinklink data	Thinklink Software	District	\$0.00
Data analysis to adjust instruction	SuccessMaker	District	\$0.00
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training in Unpacking Next Generation Sunshine State Standards	Training by consultant and District Resource Teachers	District	\$0.00
Training in Understanding Poverty	Consultant, Ruby Payne	District	\$10,000.00
Instructional Strategies	District curriculum and assessment guidelines	District	\$0.00
Professional Learning Communities	Substitute Pay for PLC's	Title I	\$836.00

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Professional Learning Communities	Stipends for Summer PD's	Title I	\$3,939.00
Professional Learning Communities	Administrative Assistant Salary / benefits for Summer Planning and PD	Title I	\$2,126.00
Professional Development Conferences	Supplements for travel and materials	Title I	\$2,625.00
<b>Subtotal:\$19,256.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplemental Education	Tutoring daily through 21st Century Afterschool Grant	21st Century Grant	\$97,000.00
Singapore Mathematics	Professional Development	Title I	\$6,500.00
Classroom Support	Teacher Salary / benefits	Title I	\$21,420.00
Classroom Support	Paraprofessional Salaries and benefits	Title I	\$115,558.00
Saturday School	Teacher salary / benefits for teachers	Title I	\$572.00
Materials and Supplies	Supplemental material and supplies	Title I	\$2,908.00
Dr. Adolph Brown Consultant	Consultant Fee	Title I	\$5,000.00

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Transportation for Educational Field Trips	Transportation expenses	Title I	\$400.00
			<b>Subtotal:\$249,358.00</b>
			<b>Total:\$308,614.00</b>

*End of 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.			Low quantity and quality of hands-on inquiry based lab activities at each grade level since closing of science lab.	Monitor progress on Discovery Education Assessment for 5th grade.	Resource Teachers Administration	Increased student participation in hands-on activities.	Discovery Education FCAT Science Assessments Student Report Cards
Science Goal #1A: To increase the percentage of students achieving at level 3 and above in Mathematics to 22% (12) or better in order to meet the Safe Harbor expectation.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		Solicit science mentors from neighboring high school.		Success of Science Fair.	
	20%(10)	22% (12)		Weekly use of hands-on lab experiments with direct instruction in whole and small group settings.		Increased student science scores. Student observations	
			Insufficient staff development in the area of science.	Increase staff development in science among fifth-grade teachers.	Administration Resource Teachers Classroom Teachers	Student responses/participation Student Test Scores Lesson Study Student Test Results	Clear/effective lesson plans. Discovery Education SuccessMaker Science
				Use techniques and strategies by Marzano such as: Setting objectives and providing feedback; Generating and Testing Hypothesis; Cues, Questions, and Advanced Organizers.			
				Implement science Curriculum map.			

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			Integration of Science into Reading – Fusion leveled readers.			
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1B.1.	1B.1.	1B.1.	1B.1.
<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
No Students in data set						
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
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			Low performance amongst the bottom quartile.	Provide alternate learning strategies for bottom quartile students to meet individual student needs.  Method of instruction includes the inclusion model and focus on specific skills.  Encourage alternative presentation of science  Provide FCAT Science Practice and Science Buddies	Teachers  Administration  Resource Teachers	Student participation  Monthly Data Chats with Teachers
<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				Assessments  Report Cards  Increased student Achievement
9%(5) of students will achieve level 4 or 5 on FCAT Science FCAT for the 2012 - 2013 school year.	2% (1)	9% (5)				
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2B.1.	2B.1.	2B.1.	2B.1.
<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
No Students in data set	<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>				

### *End of Elementary and Middle School Science Goals*

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

### Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Classroom Instruction That Works	K-5	Resource Teachers Mentor Teachers Administration	School Wide	Planning Sessions	Effective Teacher use of hands-on resources in the classroom Student observation	Resource Teachers Administration District Personnel/Mentors
Hands-on Science Lesson Studies	K-5	Resource Teachers District Mentors Administration	School Wide	Planning Sessions	Teacher Evaluations Classroom Observation	Administration Resource Teachers Mentor Teachers
Item Specifications	K-5	Math/Science Coach	School-Wide	On-going	Lesson Plans CWT	Administration
Common Core integration	K – 5	Teachers	School Wide	On – going	Lesson Plans CWT	Administration District



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

### 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
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>

#### Technology

Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>

#### Professional Development

Strategy	Description of Resources	Funding Source	Amount
Hands-on Lesson Study	Monthly Professional Development	District	\$15,000.00
Implement Science Curriculum	Map Mentor Teachers	District	\$15,000.00
			<b>Subtotal: \$30,000.00</b>

#### Other

Strategy	Description of Resources	Funding Source	Amount
Material and Supplies	Supplemental Materials and Supplies	Title I	\$2908.00
District Science / Math Coach	Science and Math Coach	Title 2	\$48,000.00
Provide Real world science experiences	After school program	21st Century Grant	\$97,000.00
Professional Development Conferences	Supplements for travel and materials	Title I	2625.00
Transportation	Transportation for Field Trips	Title I	\$400.00
			<b>Subtotal:\$150,933.00</b>
			<b>Total: \$180,933.00</b>

*End of Science Goals*

## 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
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			Students do not have the prerequisite writing skills to be successful.	Use techniques and strategies by Marzano such as: Setting objectives and providing feedback.  Implement writing curriculum map.  Access 4 <sup>th</sup> Grade Anchor Sets from FLDOE	Resource Teachers  Administration  Classroom Teachers  SMILE Writing Consultant	Monthly writing Analysis by Literacy Leaderships Team and Administrators  Sign in Sheets	SMILE Rubrics
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To increase the percentage of students achieving level 4 or above to 50%(24) or better in FCAT Writing Test for the 2011-2012 Administration.	7% (4)	50%(24)					
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
No Students in data set							
			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
IPDP training Department Meetings	K-5	Administration Area Leader Staff Development Coordinator	School wide	Ongoing	Assessments Teacher Observation Principal Chats Patterson Writes	Administration All Teachers
SMILE Writing Lesson Studies	4	Gena Navarre	4th Grade Administration Literacy Team	Ongoing	Student writing achievement	Administration Fourth Grade Teachers Literacy Coach RtI Coach
Smart Board Training	K-5	Administration Area Leader Staff Development Coordinator	School Wide	Ongoing	Writing Assessments	Administration Teachers RtI Coach Literacy Coach
4 <sup>th</sup> Grade Writing Anchor Sets from FLDOE	K – 5	Staff Training specialists	School Wide	Ongoing	CWT Sign in sheet	Administration Teachers Literacy Coach

### 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
SMILE Writing Program	SMILE Writing Materials	Title 1	\$1,200.00
			<b>Subtotal:\$1,200.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00

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<b>Subtotal:\$0.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Promote School Writing Focus	SMILE Consultant	Title 1	\$3,000.00
Promote School Writing Focus	Curriculum Map	District	\$15,000.00
Promote School Writing Focus	Monthly school writing	Title 1, District	\$0.00
<b>Subtotal:\$18,000.00</b>			
<b>Total:\$19,200.00</b>			

*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			Medically and emotionally fragile students.	Monitor students' attendance and recognize students each nine weeks during regularly scheduled special awards events.	Teacher Attendance Clerk Administration	FOCUS Increased student attendance awards	FOCUS
Attendance Goal #1:  To increase our daily attendance rate to 96%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	94.38%	96.00%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	164	100					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	62	50					
			Parent unaware of the attendance policy.	Conference with Principal	Teacher Attendance Clerk Administration	FOCUS	FOCUS

## 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
A Framework for Understanding Poverty	K-5	Ruby Payne	School-wide	Ongoing	CWT Attendance Reports	PBS Team
Cooperative Classroom	K-5	Teachers	School Wide	Ongoing	CWT	Administration

### 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
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>
			<b>Total:\$0.00</b>

*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
<b>1. Suspension</b>			Funds to support implementation of PBS.	Decrease office referrals through implementation of Positive Behavior Support School-wide	Administration Guidance Counselor	Data Analysis
<b>Suspension Goal #1:</b>  <i>Decrease the number of in-school suspension for school year 2012-13</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Staff buy-in	Actively engage discipline committee which is representative of grade levels in PBS Discussions  Share Data Monthly		
	49	40				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
	49	40				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	93	70				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	93	70				
			Scheduling conflicts	Fred Jones classroom management training.	LLT	CWT Data analysis
			Increased Data Collection	PBS Chats RTI – B Data Base Training	Administration PBS TEAM	Data Analysis
						RTI – B Data Base Results FOCUS Reports

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

### 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
A Framework for Understanding Poverty	K-5	Ruby Payne	K-5 Staff	Pre-School training and monthly follow up meetings	CWT, Grade level meetings, PBS Meetings	Administration, Discipline Committee
Engaging Structures Strategies	K-5	Jeremy Centeno	K-5	1 <sup>st</sup> semester	CWT	Administration,

### 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
Decrease Office Referrals	PBS	School Advisory	\$1,000.00
			<b>Subtotal:\$1,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Decrease Office Referrals	RTI – B Data Base	District	\$250.00
			<b>Subtotal:\$250.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Decrease office referrals	Fred Jones Classroom Management Training	District	\$0.00
			<b>Subtotal: \$0.00</b>
Other			

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Strategy	Description of Resources	Funding Source	Amount
Professional Learning Community	Administrative Assistant Salary / benefits for Summer Planning and PD	Title I	\$2,126.00
Dr. Adolph Brown Consultant	Consultant Fee	Title I	\$5,000.00
Decrease office referrals	Crisis Prevention Teacher	Title 1	\$22,550.00
			<b>Subtotal:\$29,626.00</b>
			<b>Total: \$30,876.00</b>

*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
<b>1. Parent Involvement</b>			Illiterate Parents/NonEnglish Speakers	Assure illiterate parents that the Parent Liaison will be available to assist with reading/explaining school info along with other school staff and volunteers.	Parent Liaison Administration Resource	Increased return of parental surveys.	Parent conference sign in sheets
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>		Letters/information written in several languages	Teachers Office Staff	Increased attendance during parental conferences.	
To increase the percentage of parental involvement, the school will create new and innovative opportunities for parents to participate and persistently encourage parents to attend school-based activities for the 2011 -2012 school year increasing parental involvement to 20% or better.	45 students represented	70 students represented		Names of bilingual staff given in newsletters.  Employ parent liaison		Returned surveys	
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			Parents unable to attend conferences/events during regularly scheduled school times due to transportation/job hindrances.	Encourage parents to contact school via phone conferences, email or written communication.  Conduct parent workshops to help assist students with academic areas. Target parents of students in subgroups that did not make adequate yearly progress.  Utilize business and community partners.  Pay teachers a stipend to stay extended hours to hold parent conferences.  Provide information on Parent Portal.  Utilize the IRIS Reporting System	Parent Liaison Guidance Counselor Guidance Clerk All school staff	Increased availability among no-show parents. Parents more willing to interact with school.	Phone conference schedule. Copies of written parent communication

### Parent Involvement Professional Development

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

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
Developing Parent Partnerships	PreK - 5	All Staff	School Wide	Monthly Rotating among grade levels	Sign-in Sheets Surveys	Parent Liaison Teachers Staff
FCAT Night 3-5 Parent Liaison	3-5	Teachers	3-5 Teachers	October 2012 and January, 2013	Parent Survey Responses Parent Feedback	3-5 Teachers Counselor Administration
Math/Science Night Parent Liaison	K-5	K-5 Teachers	School Wide	October 2012 and January, 2013	Student Classroom Participation Principal Chats with Teacher	Administration Classroom Teachers Parent Liaison
Spring Carnival	PreK-5	Parent Liaison Volunteers Mentors Motivators Business Partners	School Wide	April, 2013	Parent Surveys Student observation/feedback Ticket Sales Parent Liaison	Administration Resource Teachers

## 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
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:\$10,000.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase Parent Involvement	Parent Liaison	Title I	\$11,917.00
Increase Parent Involvement	Flyers, newsletters, door-prizes, other incentives	Title I	\$2,074.00
Increase Parent Involvement	Parent Conferences	Title I	\$1,429.00
			<b>Subtotal:\$15,420.00</b>
			<b>Total:\$15,420.00</b>

*End of Parent Involvement Goal(s)*

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

### 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
<b>STEM Goal #1:</b>  <i>Increase STEM offerings to impact student achievement</i>	Teacher understanding of STEM initiative at the elementary level	Professional Development to provide STEM Awareness  Acknowledge how initiative is already in place, to build upon existing offerings  Student clubs promoting STEM (robotics, forensics club, star gazers)  STEM integration to Family nights	Administration	Higher student achievement  Increased FCAT performance	CWT Sign in sheets
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

### STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Stem Awareness	K-5	Teacher Leaders Administration	School wide	Ongoing	Family nights Lesson Plans	Administration
School Clubs	3 – 5	Teachers	3 – 5 Teachers	Ongoing	Club interaction Sign in sheets	Teachers Administration

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

### 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
Science Lab	Science Teacher	Title I	(In science budget)
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
SMART Technology in classroom	SMART equipment	District	N/A
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
STEM at the elementary Level	Professional Development	District	\$0.00
Science / Math Coach	Teacher	District	N/A
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Robotics Club	School wide club	School Budget	(in science budget)
Forensics Club	School wide club	School Budget	\$150.00
			<b>Subtotal:\$150.00</b>
			<b>Total:\$150.00</b>

*End of STEM Goal(s)*

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

### 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
<b>CTE Goal #1:</b>  <i>Increase CTE awareness amongst staff</i>	Knowledge of CTE initiative	Professional Development outlining CTE at the elementary level  Develop a plan to address CTE at the Elementary Level	Administration District Staff	CWT PLC's	CWT Educational Field Trips
	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						
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
N/A						

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

### 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
No data	No data	No data	\$0.00

**Subtotal:0.00**

#### Technology

Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00

**Subtotal:0.00**

#### Professional Development

Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00

**Subtotal:0.00**

#### Other

Strategy	Description of Resources	Funding Source	Amount
Educational Field Trips promoting CTE	Transportation	Title I	\$1200.00

**Subtotal:\$1200.00**

**Total:\$1200.00**

*End of CTE Goal(s)*



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

### Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
<b>1. Additional Goal</b>			Students failing to report unsafe issues or concerns.	Provide an anonymous reporting box in the office for students to report concerns.	Administration PBS Team	Monitor student reports
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>				
<i>Decrease safety concern</i>	12%	0%				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

### **Additional Goals Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No data submitted	No data submitted	No data submitted	No data submitted	No data submitted	No data submitted	No data submitted

## 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	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00
			<b>Subtotal:\$0.00</b>
			<b>Total:\$0.00</b>

*End of Additional Goal(s)*

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

### Final Budget (Insert rows as needed)

Please provide the total budget from each section.

<b>Reading Budget</b>	<b>Total:\$255,976.00</b>
<b>CELLA Budget</b>	<b>Total:\$0.00</b>
<b>Mathematics Budget</b>	<b>Total:\$308,614.00</b>
<b>Science Budget</b>	<b>Total:\$180,933.00</b>
<b>Writing Budget</b>	<b>Total:\$19,200.00</b>
<b>Civics Budget</b>	<b>Total:\$0.00</b>
<b>U.S. History Budget</b>	<b>Total:\$0.00</b>
<b>Attendance Budget</b>	<b>Total:\$0.00</b>
<b>Suspension Budget</b>	<b>Total:\$30,876.00</b>
<b>Dropout Prevention Budget</b>	<b>Total:\$0.00</b>
<b>Parent Involvement Budget</b>	<b>Total:\$28,000.00</b>
<b>STEM Budget</b>	<b>Total: \$150.00 + (included in science and math)</b>
<b>CTE Budget</b>	<b>Total: (included in other content areas)</b>
<b>Additional Goals</b>	<b>Total:\$811,169.00</b>
	<b>Grand Total:\$811,169.00</b>

## 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	

Are you reward school? ☐ Yes ☐ No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

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

### 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 School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people improvement plan and to assist the principal with the annual school budget. Additionally, SAC receives funds to be used at the discretion of the School Advisory Committee. A portion of the

The whole point of school improvement is data-driven decision making. The process is straight forward: The SAC reviews relevant data (which is much more than test scores), identifies problems, and will be used to positively impact student discipline via PBS (Positive Behavior System). Faith-based organizations along with other stakeholders will provide mentors to assist in core areas if become available and needs arise.

Describe the projected use of SAC funds.	Amount
Positive Behavior System Incentives	\$1,000.00