

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Beverly Shores Elementary	District Name: Lake
Principal: Kathy Tatro	Superintendent: Dr. Susan Moxley
SAC Chair: Howard Braden	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.

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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	Kathy Tatro	Master of Education, Bachelor of Science in Education/ School Principal	1	20	Beverly Shores Elementary: Made a C Reading Mastery 38% Math Mastery 43% Astatula Elementary School: 2010-2011-Made a grade of A-Did not make AYP 2009-2010 – grade B – Reading Mastery 79%, Math Mastery 74%, Writing Mastery 88%, Science Mastery 63% - didn't make AYP Tavares High School: 2008-2009 – grade B – Reading Mastery 48%, Math Mastery 76%, Writing Mastery 79%, Science Mastery 44% - didn't make AYP 2007-2008 – grade B – Reading Mastery 50%, Math Mastery 79%, Writing Mastery 82%, Science Mastery 39% - didn't make AYP
Assistant Principal	Samuel L. Danner	Bachelor's degree in Elementary Education, Masters Degree in Ed. Leadership/Elementary Ed. 1-6; School Principal	1	7	Beverly Shores Elementary: Made a C Made a C Reading Mastery 38% Math Mastery 43% 2010-2011-Astatula Elementary School: Made a grade of A-Did not make AYP East Ridge Middle School: 2008-2010 – Made a grade of A-Did not make AYP 2007-2008 - Grassy Lake Elementary School. Made a grade of A and did not make AYP. 2005-2007 - Odyssey Middle School and made a grade of A and did not make AYP either year

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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)
Primary Literacy Coach/Reading	Latonya McDuffie	BS Public and Cultural Communications Pre-K-3 ESOL Endorsed Reading Endorsed	5	0	Beverly Shores Elementary: Reading Mastery 38% Math Mastery 43% 2010-11-F 2009-10-C 2008-09-A
Intermediate Literacy Coach/Reading	Ginger Shivers	BS in Elementary Education 1-6 ESOL 9 Years Reading Instructional Experience	1	1	Beverly Shores Elementary: Made a C Reading Mastery 38% Math Mastery 43% Astatula Elementary: 2010-2011-Made a grade of A-Did not make AYP 2009-2010 – grade B – Reading Mastery 79%, Math Mastery 74%, Writing Mastery 88%, Science Mastery 63% - didn't make AYP 2002-2009- Made a grade of A-Did not make AYP
Math/Science	Sue Rixie	BS Elementary Ed ESOL Endorsement	35	0	Beverly Shores Elementary: Made a C Reading Mastery 38% Math Mastery 43% 2010-11-F 2009-10-C 2008-09-A
CRT	Lynda Ferguson	BS in Elementary Education, Certified Gr. 1-6, ESOL Endorsement 13 Years Instructional Experience	1	1	Beverly Shores Elementary: Made a C Reading Mastery 38% Math Mastery 43% Astatula Elementary: 2010-2011-Made a grade of A-Did not make AYP 2009-2010 – grade B – Reading Mastery 79%, Math Mastery 74%, Writing Mastery 88%, Science Mastery 63% - didn't make AYP 2002-2009- Made a grade of A-Did not make AYP

Highly Qualified Teachers

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. TQR will continue attending district meetings to provide information and support for newer teachers	Assistant Principal	Ongoing
2. Literacy Coach and CRT will provide training to new teachers regarding all aspects of curriculum and assessment	Literacy Coach and CRT	Ongoing
3. Professional Learning Communities provide education and support for all teachers	Assistant Principal	Ongoing
4. Grade level meetings provide ongoing training, data analysis and support services for teachers	Leadership Team	Ongoing

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	3(3%)	14(32%)	16(37%)	12(28%)	6(13%)	43(100%)	7(16%)	0(0%)	36(75%)

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
Lynda Ferguson	Joseph Newton	New Teacher paired with an experienced teacher on same grade level	Teacher Orientation Program, Peer Coaching, Collaborative planning
Teri Bender	Leonor Ibarra	New Teacher paired with an experienced teacher on same grade level	Teacher Orientation Program, Peer Coaching, Collaborative planning
Nicole Givens	Kelly Messer	New Teacher paired with an experienced teacher on same grade level	Teacher Orientation Program, Peer Coaching, Collaborative planning

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A The Title I plan and budget were developed based on the needs outlined in the School Improvement Plan. School personnel who are funded through Title I will focus on meeting these needs (<i>Literacy Coach, Family Support Liaison and Teacher Assistants</i>). Funds will also be used to provide after school programs. The district coordinates Title I services for educational services and staff development.
Title I, Part C- Migrant The district-based Migrant Liaison provides services and support as needed to qualifying students and parents.
Title I, Part D The district receives funds for students in need of neglected and delinquent services.
Title II The district receives funds for technology to enhance instructional strategies as well as also funding for professional development.
Title III The district curriculum department provides services for educational materials and support for ELL students.
Title X- Homeless The school guidance counselors and social worker coordinate resources for students identified as homeless.
Supplemental Academic Instruction (SAI) SAI funds will be issued in addition to Title I funds to provide additional in school academic support for students in the need of assistance.
Violence Prevention Programs The school will use the district approved "Too Good for Drugs" and "Too Good for Violence" programs. DARE is used for our 5 th Grade students.
Nutrition Programs A Wellness Leader has been designated for the campus.
Housing Programs N/A
Head Start N/A
Adult Education Technology training will be offered to parents and members of the community.

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Career and Technical Education N/A
Job Training N/A
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. The Principal, Assistant Principal, CRT, Literacy Coach, Guidance Counselors, Classroom Teacher, School Psychologist, and ESE School Specialist as needed work as a team to fulfill the responsibilities of the RtI team.</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI Leadership Team assists in the identification of students who are possible candidates for the RtI process by analyzing data throughout the year. The RtI Team meets with teachers who refer students for RtI and assists them in developing and implementing interventions based on the data and specific student needs. The RtI team provides ongoing support during the RtI process. Every Wednesday of the month will be designated for RtI meetings to ensure that needs are addressed in a timely manner.</p>
<p>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 chair of the RtI team, will meet with the SAC chair in July and August to make sure the RtI process is part of the School Improvement Plan for the coming year. The purpose is to insure that a systematic approach to academic improvement is in place before the year starts.</p>
MTSS Implementation
<p>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. The team also reviewed the school improvement plan.</p>
<p>Describe the plan to train staff on MTSS. The faculty and staff will be trained by the leadership team during pre-planning on the BSE process of RtI. They will be anecdotal records and documentation that the leadership will instruct the instructional staff of its use and purpose. On-going training will be given on an as needed basis.</p>
<p>Describe the plan to support MTSS.</p>

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal, Assistant Principal, Literacy Coach, CRT, Media Specialist, and grade level representatives
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Literacy Leadership Team will meet monthly to address the literacy needs and concerns of the school.
What will be the major initiatives of the LLT this year? Comprehension strategies and implementation of intervention/enrichment groups (reading intervention groups)

Public School Choice

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

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

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

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

Local preschools, Head Start, and daycares are welcome to visit our campus. Many bring their prospective kindergartners for a school and classroom tour in the Spring. A Kindergarten Round-up is scheduled every Spring to register students and provide vital information for prospective Kindergartners and their parents.

Florida's Kindergarten Readiness Screening instrument is administered in the Fall to document student readiness. The tests are submitted to the state for results to be reported at a later date.

School volunteers assist K. teachers throughout the school year, especially in the beginning of the year. Volunteers provide the extra attention with students who are experiencing transitional difficulties.

The "transition" from preschool to kindergarten begins with diagnostic evaluations including Literacy First. Students are given FLKRS and FAIR to determine readiness for kindergarten skill development. The data is then used to drive the instruction.

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

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

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****High Schools Only***

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. - lack of knowledge in interpreting data	1A.1. Differentiated small group instruction	1A.1. Administration, CRT, Literacy Coaches and teachers	1A.1. Disaggregate reading data by grade level and classroom and discuss trends	1A.1. FAIR, Literacy First Assessments, Reading Mini-Assessments, 2013 FCAT scores
Reading Goal #1A: 33% of the students in grades 3-5 will score a level 3 on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	- Technology and infrastructure issues - Teacher buy-in - Time	Professional Development on data sort days. Literacy First training will be provided to new teachers			
	23% which is 58 out of 254	33%					
			1A.2. New teachers with limited or no Literacy First training/experience.	1A.2. Utilize Literacy First process to enhance comprehension strategies.	1A.2. Administration, CRT, Literacy Coaches	1A.2. Analyze Literacy First data, lesson plan checks and	1A.2. FAIR, Literacy First Assessments, Reading Mini-

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			Provide model lessons in classrooms.		classroom walkthroughs	Assessments, 2013 FCAT scores
		1A.3. - Lack of clear understanding on how to utilize data - Teacher buy-in	1A.3. Empower teachers with in-depth knowledge about their students through the use of data chats	1A.3. Administration, CRT, Literacy Coaches	1A.3. Utilize the coaching cycle, lesson plan checks and classroom walkthroughs	1A.3. FAIR, Literacy First Assessments, Reading Mini-Assessments, 2013 FCAT scores
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.						
Reading Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			1B.1.	1B.1.	1B.1.	1B.1.
			1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. - Teachers new to Reading content area - Lack of clear understanding on how to utilize data	2A.1. Utilize FAIR and LBA assessments and analyze the data during grade level PLCs to differentiate and guide instruction Provide opportunities for instructional coaches to assist new teachers.	2A.1. Administration, CRT, Literacy Coaches and teachers	2A.1. Disaggregate reading data by grade level and classroom and discuss trends in student performance	2A.1. FAIR, LBA Assessments, Reading Mini-Assessments and 2013 FCAT scores
Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
20% of the students in grades 3-5 will score a level 4 or 5 on FCAT	16% which is 40 out of 254	20%					

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		2A.2. Lack of clear understanding of rigorous tasks 2A.3. - Lack of rigor	2A.2. Utilize Literacy First process to enhance comprehension strategies and develop higher order thinking tasks and authentic assessments during PLCs Use Benchmark Task cards to increase rigor Increase use of complex text.	2A.2. Administration, CRT, Literacy Coaches and teachers	2A.2. Analyze FAIR and LBA data, student work samples, lesson plan checks and classroom walkthroughs	2A.2. FAIR, LBA Assessments, Reading Mini-Assessments and 2013 FCAT scores
		2A.3. - Lack of rigor	2A.3. Implement school-wide Reading Intervention groups that address the specific needs of students based on data analysis. Enrichment groups will focus on comprehension in the content area (science, social studies and technology)	2A.3. Administration, CRT, Literacy Coaches and teachers	2A.3. Classroom walkthroughs during intervention groups, data analysis within classes and grade levels	2A.3. FAIR, Literacy First Assessments, LBA Assessments, Reading Mini-Assessments and 2013 FCAT scores
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Lack of consistency in implementing data driven instruction	3A.1. Analyze data from FAIR, LBAs, Reading Mini-Assessments and Literacy First Assessments during grade level PLCs and utilize that data to implement differentiated instruction based on student data and needs Effective use of teacher lead instruction/center	3A.1. Administration, CRT, Literacy Coaches and teachers	3A.1. Classroom walkthroughs during intervention groups, data analysis within classes and grade levels	3A.1. FAIR, LBAs, Literacy First Assessments, 2013 FCAT scores
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
70% of the students in grades 4-5 will have learning gains in reading	65% of students which is 116 of 179	70%					
			3A.2. New teachers with limited or no Literacy First training/experience	3A.2. Utilize Literacy First process with fidelity to enhance comprehension strategies Professional development for new teachers Coaches will attend capacity building forums for PD.	3A.2. Administration, CRT, Literacy Coaches and teachers	3A.2. Analyze Literacy First data, lesson plan checks, classroom walkthroughs	3A.2. FAIR, Literacy First Assessments, 2013 FCAT scores
			3A.3. Teacher motivation in deliberate planning	3A.3. Provide support in data driven instruction that is scaffolded and differentiated Professional development for new teachers	3A.3. Administration, CRT, Literacy Coaches	3A.3. Walkthroughs during reading intervention groups, data analysis	3A.3. Reading Mini-Assessments, FCIM
			3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. - Lack of student motivation - Loss of reading resource teacher and intervention group providers	4A.1. Continue implementation of school-wide intervention groups to address specific needs of students based on data analysis Data sort will be used to identify the correct intervention for students Assign student based mentors for unmotivated students	4A.1. Administration, CRT, Literacy Coaches and teachers	4A.1. Disaggregate reading data for each student. Compare to grade level and classroom performance and discuss trends. Classroom walkthroughs during reading intervention groups	4A.1. FAIR, LBAs, Literacy First Assessments, 2013 FCAT scores
Reading Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
80% of the students in the lowest 25% will have learning gains in reading	77% of students which is 35 of 45	80%					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: <i>We will reduce our achievement gap by 50% in Reading.</i>	Baseline data 2010-2011 36%		38 %	47%	52%	57%	63%	68%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: <i>48% of students will make reading gains.</i>			5B.1. White:Socio-Economic Status, Parental Support Black: Socio-Economic Status, Parental Support Hispanic: Second Language Asian: Second Language American Indian:	5B.1. Infuse high-yield instructional/assessment strategies within the curriculum for increased student rigor and achievement. Flexible groups will be utilized to re-teach skills in need of improvement. Positive Behavior System will be used to motivate students and encourage responsible behavior.	5B.1. Administration /Literacy Coach	5B.1. CWT Lesson Plans	5B.1. FCAT On-going progress monitoring Report Cards	
	2012 Current Level of Performance: * 38%	2013 Expected Level of Performance: * 48%						
	White:57% Black:26% Hispanic:TM Asian:38% American Indian:	White:66% Black:36% Hispanic:TM Asian:55% American Indian:	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of clear understanding of the needs of students	5E.1. Utilize FAIR and Literacy First assessments and analyze data during grade level PLCs	5E.1. Principal, Literacy Coach and teachers	5E.1. Disaggregate reading data by grade level and classroom and discuss trends	5E.1. FAIR and Literacy First assessments, 2011 FCAT scores and Edusoft
Reading Goal #5E: 40% of students that are ED will make satisfactory	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70% 149 out 214	60%					
			5E.2. New teachers with limited or no Literacy First training/experience	5E.2. Utilize Literacy First process to enhance comprehension strategies. Provide model lessons in classrooms.	5E.2. Literacy Coach and Leadership Team	5E.2. Analyze Literacy First data, Lesson Plan checks, and Classroom Walk Throughs	5E.2. FAIR Assessments, Literacy First assessments, 2011 FCAT scores and Edusoft
			5E.3. Loss of reading resource teachers	5E.3. Implement school-wide intervention groups (intervention/enrichment) that will address the specific needs of all students based on data analysis.	5E.3. Principal, Literacy Coaches, CRT, and Leadership Team	5E.3. Walkthroughs during Intervention groups, data analysis within classes and grade levels	5E.3. FAIR Assessments, Literacy First assessments, 2011 FCAT scores and Edusoft

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis, instructional strategies and individual student needs	All grade levels	District support and guests, Grade Level chairs, Literacy Coaches	Grade Level PLCs	Twice a month during common planning time	PLC meeting notes, data notebooks	Principal, Assistant Principal, CRT, Literacy Coach and PLC facilitators
Reading Groups (intervention/enrichment)	All grade levels	Gina Zugelder, Developmental Studies Center	Grade Level	10 days throughout the year	Data analysis, classroom modeling, lesson plans, walkthroughs	Principal, CRT and Literacy Coach
Literacy First	All grade levels	Literacy Coaches	Grade Level	4 days training	Classroom modeling, walkthroughs, lesson plans	Principal, CRT and Literacy Coaches

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
SIPPS	Reading Intervention Program	Title 1	
Making Meaning	Reading Intervention Program	Title 1	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reading Groups (Intervention/Enrichment)	Reading Intervention and Data Analysis	Title 1	
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Commutating at home and school proficiently in the English language	1.1. Small group instruction Voice proximity by teacher and staff Modification of assignments	1.1. Classroom teacher Counselor	1.1. IPT I Literacy First Classroom Assignments	1.1. CELLA Annual ESOL meeting FCAT
CELLA Goal #1: <i>ESOL students will increase their proficiency in listening and speaking the English language.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 43%.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Commutating at home and school proficiently in the English language	1.1. Small group instruction Voice proximity by teacher and staff Modification of assignments Rosetta Stone used in classroom and home	1.1. Classroom teacher Counselor	1.1. IPT I Literacy First Classroom Assignments	1.1. CELLA Annual ESOL meeting FCAT
CELLA Goal #2: <i>30% of our ESOL students are proficient in reading</i>	2012 Current Percent of Students Proficient in Reading: 30%.					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. The understanding of the writing process	2.1. Send home extra worksheets with alphabets and sight word lists. More assistance in small group writing Writing folder Writing taskcards will be used	2.1. Classroom Teacher	2.1. Classroom assignment Writing Prompts Utilize FCAT anchor sets Utilize FCAT calibration guide for fidelity to K-12 Writing Plan.	2.1. Writing Prompts Write Score Data
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
25% of ESOL students are proficient in Writing	25%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. - Lack of understanding in how to analyze and effectively utilize data - Teacher buy-in - Time	1A.1. Differentiated small group instruction	1A.1. Administration, CRT, Math Coach, classroom teachers	1A.1. Disaggregate math data by grade level and classroom and discuss trends	1A.1. LBAs, Math Mini-assessments, 2013 FCAT scores
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
35% of students will score a level 3 on FCAT	25% which is 64 out of 255	35%					
1A.2. - Teachers not knowing how to effectively incorporate these programs into the curriculum - Computer and network issues			1A.2. Utilize Go Math, FastMath and FCAT Explorer programs	1A.2. Administration, CRT, Math Coach, classroom teachers	1A.2. Analyze reports, classroom walkthroughs, lesson plan checks	1A.2. Program reports, LBAs, Math Mini-assessments, 2013 FCAT scores	1A.2. Program reports, LBAs, Math Mini-assessments, 2013 FCAT scores
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. - Lack of understanding in how to analyze and effectively utilize data - Teacher buy-in - Time	1A.1. Differentiated small group instruction	1A.1. Administration, CRT, Math Coach, classroom teachers	1A.1. Disaggregate math data by grade level and classroom and discuss trends	1A.1. LBAs, Math Mini-assessments, 2013 FCAT scores
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#1A: 20% of students will achieve a level 4 or 5 on FCAT	16% which is 40 out of 255 students	20%					
			1A.2. - Teachers not knowing how to effectively incorporate these programs into the curriculum - Computer and network issues	1A.2. Utilize Go Math, FastMath and FCAT Explorer programs	1A.2. Administration, CRT, Math Coach, classroom teachers	1A.2. Analyze reports, classroom walkthroughs, lesson plan checks	1A.2. Program reports, LBAs, Math Mini-assessments, 2013 FCAT scores
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#1B: <i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Lack of clear understanding of the needs of students	2A.1. Data chats analyzing testing data to drive small group, differentiated instruction	2A.1. Administration, CRT, Math Coach, classroom teachers	2A.1. Disaggregate math data by grade level and classroom and discuss trends	2A.1. LBAs, Math mini-assessments, 2013 FCAT scores
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
20% of students will achieve a level 4 or 5 on FCAT	16% which is 40 out of 255 students	20%					
			2A.2. - Teachers not knowing how to effectively incorporate these programs into the curriculum - Computer and network issues	2A.2. Utilize Go Math, FastMath and FCAT Explorer, Odyssey of the Mind and Singapore Math programs	2A.2. Administration, CRT, Math Coach, classroom teachers	2A.2. Disaggregate math data by grade level and classroom and discuss trends	2A.2. LBAs, Math mini-assessments, 2013 FCAT scores
			2A.3. Scheduling a time for students to meet and practice	2A.3. Initiate STEM Bowl teams for 3 rd , 4 th and 5 th grade students to enhance critical thinking skills and enrich math/science knowledge	2A.3. CRT, Math Coach, classroom teachers	2A.3. Walkthroughs during practice sessions, data analysis	2A.3. LBAs, Math mini-assessments, 2013 FCAT scores
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	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.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. - Lack of clear understanding of the needs of students - Time management	3A.1. Implement small group, differentiated instruction to address the specific math needs of students based on data analysis	3A.1. Administration, CRT, Math Coach and classroom teachers	3A.1. Walkthroughs, lesson plans, data analysis within classrooms and grade levels	3A.1. LBAs, Math mini-assessments, 2013 FCAT scores
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
80% of 4 th and 5 th grade students will make learning gains in math	80% which is 144 out of 180 students	80%					
			3A.2. - Teacher buy-in - Computer and network issues	3A.2. Incorporate more hands-on, manipulative Go Math activities, FasttMath and FCAT Explorer	3A.2. Administration, CRT, Math Coach, classroom teachers	3A.2. Analysis of data, walkthroughs, lesson plans	3A.2. LBAs, Math mini-assessments, 2013 FCAT scores
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Lack of clear understanding of the needs of students	4A.1. Implement high yield strategies to lower quartile students in small group, differentiated instruction	4A.1. Administration, CRT, Math Coach, classroom teachers	4A.1. Analyze pre and post test data from mini-assessments	4A.1. LBAs, Math mini-assessments, 2013 FCAT scores
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
90% of students in the lowest 25% will make learning gains on FCAT	90% which is 32 out of 36 students	90%					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>We will reduce our achievement gap by 50% in math..</i>	Baseline data 2010-2011 <p style="text-align: center;">31%</p>		43%	43%	48%	54%	60%	66%	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>53% will make satisfactory progress</i>	<u>2012 Current Level of Performance:*</u> 57% White:60% Black:72% Hispanic:58% Asian:23% American Indian:	<u>2013 Expected Level of Performance:*</u> 47% White:40% Black:62% Hispanic:48% Asian:13% American Indian:	5B.1. White :Socio-Economic Needs and Parental Involvement Black: Socio-Economic Needs and Parental Involvement Hispanic: Language Asian: Language American Indian:	5B.1. Administer and analyze data from Math Benchmark testing Make sure accommodations are being received for those in ESOL	5B.1. Principal, CRT, Math Coach and classroom teachers	5B.1. Disaggregate math data for each student. Compare to grade level and classroom and discuss trends.	5B.1 . . Benchmark testing (county and school-based), 2012 FCAT scores and Edusoft		
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E:	66%	56%					
44% will make satisfactory progress	141 out of 215		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals **Mathematics Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data analysis, instructional strategies and individual students needs	All grade levels	Math Coach and Grade Level Chairs	All grade levels	Common planning time	Meeting notes, lesson plans, data notebooks	Administration, CRT, Math Coach
Unwrapping the math benchmarks	All grade levels	Math Coach	All grade levels	Common planning time	Meeting notes, lesson plans	CRT, Math Coach
Common Core Mathematical Practices	All grade levels	CRT, Math Coach	All grade levels	Common planning time	Meeting notes, lesson plans, classroom walkthroughs	CRT, Math Coach

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Teachers new to the science content area.	1A.1. Incorporate hands-on science labs and utilize K-5 AIMS activities	1A.1. Administration, CRT, classroom teacher	1A.1. Analyze data throughout the year, classroom walkthroughs, lesson plans	1A.1. Science LBAs, Science mini-assessments, 2013 FCAT scores
Science Goal #1A: 31% of students will achieve proficiency in science.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	26% which is 25 out of 95 students	31%					
			1A.2. Lack of consistency in implementing data driven instruction	1A.2. Utilize student data to implement differentiated instructional stations	1A.2. Administration, CRT	1A.2. Analyze data from benchmark testing and mini-assessments during data chats	1A.2. Science LBAs, Science mini-assessments, 2013 FCAT scores
		1A.3. Lack of internet access at home	1A.3. Utilize FCAT Explorer program at home and school	1A.3. Administration, CRT, classroom teacher	1A.3. Review and analyze FCAT Explorer reports	1A.3. Science LBAs, Science mini-assessments, FCAT Explorer, 2013 FCAT scores	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Teachers new to the science content area.	2A.1. Incorporate hands-on science labs and utilize K-5 AIMS activities	2A.1. Administration, CRT, classroom teacher	2A.1. Analyze data throughout the year, classroom walkthroughs, lesson plans	2A.1. Science LBAs, Science mini-assessments, 2013 FCAT scores
<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
10% of students will score a level 4 or 5	5% which is 5 out of 95 students	10%					
			2A.2. Lack of consistency in implementing data driven instruction	2A.2. Utilize student data to implement differentiated instructional stations	2A.2. Administration, CRT	2A.2. Analyze data from benchmark testing and mini-assessments during data chats	2A.2. Science LBAs, Science mini-assessments, 2013 FCAT scores
			2A.3. Lack of internet access at home	2A.3. Utilize FCAT Explorer program at home and school	2A.3. Administration, CRT, classroom teacher	2A.3. Review and analyze FCAT Explorer reports	2A.3. Science LBAs, Science mini-assessments, FCAT Explorer, 2013 FCAT scores
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	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>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AIMS/Hands on Science Activities	All grade levels	District science program specialist	All grade levels	Common planning time	Lesson plans and classroom walkthroughs	Administration, CRT
Data Analysis and Data Chats	5 th grade	CRT	5 th Grade science teachers	Common planning time	Lesson plans and classroom walkthroughs	CRT
Unwrapping the science benchmarks	4 th & 5 th Grade	CRT	4 th & 5 th Grade science teachers	Common planning time	Lesson plans and classroom walkthroughs	CRT

Science Budget (Insert rows as needed)

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

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			Subtotal:
			Total:

End of Science Goals

DRAFT

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Lack of exposure to strategies needed to implement K-5 Writing Plan specific to the needs of Beverly Shores Elementary students.	1A.1. Utilize FCAT Anchor Set to assess writing samples	1A.1. CRT, Literacy Coach and classroom teachers	1A.1. Analysis of writing samples, Classroom Walkthroughs, lesson plan checks	1A.1. 2011 FCAT scores , Edusoft and Write Score data LBA/Midyear Prompt
Writing Goal #1A: 75% of students will achieve a 4.0 in writing	2012 Current Level of Performance:* 69%	2013 Expected Level of Performance:* 75%		Use Being A Writer Curriculum			
				Utilize FCAT Calibration Guide to evaluate student writing samples			
			1A.2. Lack of data on incoming 4 th grade writing abilities	1A.2. Utilize Write Score program to assess 4 th grade writing samples	1A.2. . CRT	1A.2. Analyze Write Score data and progress and tailor instruction to address specific skills	1A.2. Write Score data, Classroom writing samples, 2011 FCAT scores and Edusoft
			1A.3. . Varying abilities and understanding of writing components	1A.3. Differentiated instruction for key writing components. Identify students for flexible groups by utilizing FCAT Writing taskcards	1A.3. Principal, Leadership Team, CRT Writing team	1A.3. Group and individual assessment of key concepts in writing. Instruct targeted students in flexible groups	1A.3. Being A Writer Program Writing Folio Leadership Team Classroom Walk-Through Lesson Plans Progress Monitoring
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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
Data analysis, instructional strategies and individual student needs, Writing Rubrics	All grade levels	Grade level chairs	Grade level PLCs	Twice a month during common planning time	PLC meeting notes, data notebooks	Principal, Literacy Coach, CRT and PLC Facilitators
FCAT Anchor Set	4th	Instructional Coach	4 th Grade Common Planning PLCs	Ongoing	PLC meeting notes and student writing folders	Principal, Literacy Coach, CRT PLC Facilitators and classroom teacher

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
Write Score	Writing rubric	Title I	2733.72
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Difficulty contacting parents by letter and phone	1.1. Send 5+ Absence letter to applicable families within the first three weeks of school. Counselor contacts family if absences continue and possibly initiates Meeting 1 of attendance child study process. Utilize family school liaison to contact families and make home visits. Use Synvoice phone messages to inform parents of all unexcused absences.	1.1 Instructor, Guidance Counselor, Family School Liaison.	1.1. Analyzing data from Synvoice system, call logs to households, documentation of all contact with families, meeting notes.	1.1. Attendance rosters, Synvoice data
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Increase attendance among students and decrease tardiness	95%	96%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box	Enter numerical data for expected number of absences in this box.					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in	Enter numerical data for expected number of students tardy in					

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	<i>this box.</i>	<i>this box.</i>					
			1.2. Family beliefs and historical attendance patterns Maintaining consistent follow-up	1.2. Obtain list from last year of students with excessive absences / tardiness. Use positive recognition systems for good attendance,(i.e. weekly and monthly awards	1.2. Instructor, Guidance Counselor, Family School Liaison, CRT, Administration	1.2. Monitoring rates of attendance and tardiness	1.2. Attendance rates and student data
			1.3.	1.3. Discuss attendance with faculty early in school year. Teachers contact families when reason for absence/tardiness is unknown or upon three consecutive absences and contact counselor if not resolved. Counselor meets with School Social Worker every three weeks to review attendance data and determine if families need to be invited to a child study meeting II. Follow to child study meeting III if necessary	1.3. Guidance Counselor, Family School Liaison, CRT, Administration, School Social Worker, Instructor	1.3 . Document attempts to contact families regarding attendance/tardiness	1.3. Contact logs

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals **Suspension Goal(s)**

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Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: Reduce the number of in-school and out-of-school suspensions.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Establishing consistency with discipline procedures on campus.	Initiation of Positive Behavior Support campus-wide.	Principal, Assistant Principal, Behavior Specialist, PBS-trained team MTSS/RtI Coach	Decrease in number of suspensions.	Action Summary Report of In-School and Out-of-School Suspensions.
	161	81					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	51	25					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	159	80					
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
33	17						
			1.2. Establishing consistency with discipline procedures on campus.	1.2. Implementation of a school wide progressive discipline plan and In-School Mentoring (ISM)	1.2. Principal, Assistant Principal, Mr. C. Brown, Counselor, Behavior Specialist, Teachers	1.2. Decrease in number of suspensions and inappropriate behavior	1.2. Action Summary Report of In-School and Out-of-School Suspensions and PLC notes.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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PBS Training	K-5	PBS Team	School-wide	Once a month	CWT Observations during dismissal	J. Hand, Baker, C. Brown, 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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

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.

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Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Misunderstandings regarding available resources	1.2. Continue to educate parents and teachers regarding available materials and services 1.3. Provide academic based family activity nights	1.2. Family Liaison	1.2. Monitor usage of resources by both teachers and parents	1.2. Statistics on student prescriptions
Parent Involvement Goal #1: Increase number of parents utilizing services of Family Liaison including resource checkout and Family Night events	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	61%	70%	1.4. Parents who work during school hours	1.3. Family Liaison works on a flexible schedule to meet the needs of working parents	1.3. Family Liaison	1.3. Monitor parent involvement, review parent feedback	1.3. Statistics on parent involvement
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide Reading Challenge	All Grade Levels	Family School Liaison and Literacy Coach	School -Wide	Oct. 2012	Online and Hard copy Survey Input card to parents about nightly reading for Accelerated Readers	Administration, School Liaison, Literacy Coach and CRT

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Strategies 1 and 2	Materials to support duties of the Parent Liaison	District Title One Budget	4852.00
	Food to provide light dinner on family activity nights.		
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:4852.00
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Review and Approve SIP Approve usage of SAI Funds Approve, advise and assist with the building of an additional playground

Describe the projected use of SAC funds.	Amount

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BEVERLY SHORES ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Kathy Tatro, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

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Signature of Principal or Designee

Date Signed

Mission Statement

Parental Involvement Mission Statement (Optional)

Response: Beverly Shores Elementary School believes parents and the community can work with our school family to provide the best educational setting for our students. In support of strengthening student academic achievement, we implement and actively encourage parental involvement as defined in Section 9101 (32), ESEA. We offer a welcoming climate to all parents and strongly encourage them to participate as informed partners with the Title 1 School and home programs, in an effort to improve student's attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society through parental involvement.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: -Provide parents with the opportunity to have input in our Title 1 Plan at our Annual Title 1 meeting. Parents are also encouraged to give input at our school parent involvement activities and events.

-Provide parents with a copy of the school Parent Involvement Plan via a flyer and have a copy posted on the school's website.

-Provide parents with opportunities to give input and suggestions at our monthly School Advisory Council (SAC) meetings and annual Title I meeting. Our Annual Title 1 Plan is offered at different times to make sure it is convenient for our parents. All of our parents are invited to attend, have input and become members of our school SAC. The SAC Committee represents the demographics of our school. Minutes are taken at all of our meetings and parents are given the opportunity to ask questions and give input.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	Title 1 Pre-K/ VPK	Take home folders, parent meetings, flyers and synvoice
2	SES Tutoring	Parent letters are sent home, parent meetings with providers, SLP Signing Night, Meet the Teacher night table set-up
3	Parent Resource Center	Resources available for parents to check out on a regular basis to promote parent involvement and at home learning.

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4	Admin/ESE	We will provide services thru Title I, Part C-Migrant, Title III-Cella testing, IDEA-ESE. We will also utilize the homeless liaison for the district.
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Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop agendas, flyers, and/or presentation materials that address required components	CRT, Family School Liaison	September	Copies of agendas, sign-in sheets, and flyers
2	Synrevoice Message	Bookkeeper	September	Confirm working phone numbers and high percentage of parent attendance
3	Flyer's sent home to students	CRT, Family School Liaison	Monthly	By sending home with students, ensures that every parent received the flyers and is aware.
4	Title I Meeting Announcement posted on the website	Family School Liaison	September	Website Counter
5	Sign-In Sheets	Family School Liaison	September	Sign-In sheets for meetings and individual classrooms.
6	Maintain documentation	CRT, Family School Liaison	Monthly	Title I Parent Involvement Box housed in the Parent Resource Center with Family School Liaison as well as online via Sharepoint
7	Maintain documentation	CRT, Family School Liaison	Annually	Minutes will be taken at the Title I Annual meetings where parents give suggestions and/or input.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: The Parent Resource Center offers flexible hours to offer flexibility for parents. Meetings will be scheduled before, during and afterschool. With the Title 1 funds we will offer the following to accommodate parents as needed; childcare, transportation, refreshments and translators for school related meetings and training sessions as well as home visits when needed.

Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include

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information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Meet the Teacher/ Open House Night	Administration, Faculty and Staff, Community Membe	Parents can meet the teachers and see their child's progress	09/21/2010	High percentage of parent and student attendance, also, sign-in sheets/handouts, synrevoice
2	Parent Conference Night	Administration, Faculty and Staff	Parents can discuss their child's progress with the teachers in a one-on-one session	1st Nine Weeks	Large percentage of parent attendance, interpreters for ELL parents, also, sign-in sheets/handouts
3	Scholastic Book Fair and Reading Night	Media Specialist	Content specific sessions will be provided for parents. Information will include grade level proficiency, strategies parents can use at home, and assessment measures	Annually	High percentage of parent and student attendance. Also, sign-in sheets/ handouts
4	Grandparents Day	Administration, School Liaison, RTI Specialist and CRT	Grandparents will receive an educational packet to work with their grandchild at home	Annually	The number of grandparents in attendance
5	Science Fair	Mrs. Gray, Administration, Faculty, CRT and Math/Science Coach	Allows parent to actively become involved with their children. Together they create science experiments. This will ultimately increase parent involvement by getting the parents and students involved together.	Annually	Sign-in sheets, handouts and synrevoice
6	Rev Up your engines and READ	Administration, Faculty & Staff, School Liaison, CRT and RTI Specialist	Parents and students will have an exciting presentation about the importance of reading. The will recieve books to read for at home learning.	Annually	Sign-in Sheets, handouts and synrevoice
7	FCAT Night	Administration, Faculty & Staff	Parents can discuss FCAT with teachers and receive pertinent information to help their child succeed.	Annually	Sign-in Sheets, handouts, synrevoice
8	Family Literacy Movie Night (2 events- Fall and Spring)	Administration, Faculty & Staff, CRT, Literacy Coach,	Parents and students paired together to read under the stars. Books will be provided.	Annually	Sign-in Sheets, Handouts, Synrevoice
9	Breakfast & Reading	CRT, Family School Liaison	Parents are invited to come to breakfast with their child. The library will be open for parents to read with their students while they enjoy breakfast.	Annually	Sign-in Sheets, Handouts, Synrevoice

Staff Training

Describe the training the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

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count	Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Training Presentation for Faculty and Staff	Principal and Asst. Principal	Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement, by explaining the Value of P.I. and the Building ties between home and school.	Monthly	Sign-In Sheets, handouts, agendas, and presentation materials

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Parent Resource Center- Parents have the opportunity to checkout resources which will encourage learning at home.

Parent /Teacher Conferences- Allows parents to speak with teachers to discuss their child(s) progress.

Parent Conference Report Night- Gives parents and teachers the opportunity to speak with each other concerning the student's academic progress.

Sign-in sheets, agendas and/or minutes along with attendance will be the documentation of the effectiveness/completion of these activities.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]: 1118(c)(4)(A);

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children [Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

Response: To notify parents of Title I programs parents will receive a variety of brochures in the Parent Resource Center explaining all of the opportunities for students at Title I schools, the school website will contain pertinent information as well as newsletters that will be taken home with the students and at SAC/PTO meetings. The school will monitor effectiveness by sign-in sheets, parent suggestions and input, attendance. This documentation will be kept in the Title I documentation box. Parents have a self-serve option on eSembler to track their students' progress, as well as, the opportunity to schedule parent teacher conferences to speak with teachers on a one-on-one basis. Surveys will be given out annually to parents to determine their satisfaction with the school-wide program.

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Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Here at Beverly Shores we want our parents to have input regardless of any accommodations needed. We strive in working closely with our parents to get them actively involved here at the school. To accommodate parents' needs we have allocated in our budget accommodations for transportation, child care, and translators as needed for school related meetings and training sessions, or anything that can pose as an obstacle for our parents to get involved. Our Parent Resource Newsletter is printed in English and Spanish as well as our school wide calls will have an English and Spanish option. Parents will receive a newsletter bi-monthly stating the activities and events that will be taking place for those months.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
1	Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and	SAC Meetings	SAC Chairperson	Parents are influencing decisions for training based on the needs they identify with their children	Monthly
2	Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and	Parent Resource Center- Rosetta Stone and other Literacy Resources	Family School Liaison, CRT	With the language and literacy barrier being broken between Parents, Teachers and even students, parents are more likely to become involved.	Parent Resource Center is open with flexible hours
3	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	PTO Meetings	PTO Parent	Increasing awareness of parental involvement programs	Monthly
4	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Offering flexible scheduling of conferences for working parents	Classroom Teacher	Engaging parents in the classroom environment by offering opportunities to visit the classroom.	As needed
5	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities	Invite and encourage local business and faith based communities to take ownership	Local Businesses, Faith-based organizations,	Keep parents informed about community and faith based organizations and programs that	Quarterly

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	[Section 1118(e)(13)].	of the school and develop a school-to-home and a home-to-school relationship	school faculty/staff	can be of assistance to them to help with their child's academic achievement as well as getting them more involved.	
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Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

[Uploaded Document](#)

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

[Uploaded Document](#)

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

[Uploaded Document](#)

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Evaluation of the 2010-2011 Parental Involvement Plan
Building Capacity Summary

Provide a summary of activities provided during the 2010-2011 school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count	Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
1	Open House	1	270	Parents can meet the teachers and see their child's progress
2	Parent Conference Night	2	384	Parents can discuss their child's progress with the teachers in a one-on-one session
3	Scholastic Book Fair and Reading Night	1	119	Content specific sessions will be provided for parents. Information will include grade level proficiency, strategies parents can use at home, and assessment measures
4	Volunteer Round-up	1	40	Increases parent involvement by having parents sign-up for volunteering and explains the important role they play in academic achievement
5	Science Fair	1	84	Allows parent to actively become involved with their children. Together they create science experiments. This will ultimately increase parent involvement by getting the parents and students involved together.
6	Splash into Science Night 3-5th	1	62	Allows parents to be actively involved with students in an array of science experiments

Staff Training Summary

Provide a summary of the professional development activities provided by the school during the 2010-2011 school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count	Content and Type of Activity	Number of Activities	Number of Participants	Correlation to Student Achievement
1	Training Presentation for Faculty and Staff	2	65	Improve the ability of staff to work effectively with parents by providing examples of best practices for parental involvement

Barriers

Describe the barriers that hindered participation by parents during the 2010-2011 school year in parental involvement activities. Include the steps the school will take during the 2011-2012 school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count	Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
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1	Communication	Sent home school newsletter monthly, school website and synrevoice call system
2	Dinner	At most evening events dinner was provided on behalf of Sonics
3	Childcare	For parents who needed childcare service it was offered.
4	Translator	For ESOL/ELL families a translator was provided.
5	Transportation	For ESOL/ELL parents who need transportation it will be provided. We are also offering events and different times to accommodate parents.

Best Practices (Optional)

Describe the parental involvement activity/strategy the school implemented during the 2010-2011 school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count | **Content/Purpose** | **Description of the Activity**

1. School Improvement Planning						
DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school may use the district School Improvement Plan (SIP) providing it addresses the Annual Measurable Objective (AMO) targets not met.	<ul style="list-style-type: none"> The district and school will maintain a copy of the completed SIP and documentation regarding its implementation. 	Completed SIP AMO Data from state	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Utilized state SIP Template district-wide	Principal, School Leadership Team	October 2012
The district must review, approve, and monitor the SIP.	<ul style="list-style-type: none"> The district and school will maintain a copy of the completed SIP and documentation regarding its implementation. 	Completed SIP	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	District Peer Review Process	Principal, School Leadership Team Director of Accountability Director of Teaching and Learning Principal Assessors	September 2012 October 2012 Ongoing

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<p>A School Advisory Council (SAC) must be established for each school in accordance with Section 1001.452, F.S.</p>	<ul style="list-style-type: none"> Upon request, the school will provide the RED with minutes and sign-in sheets to document that the SIP was reviewed with the SAC. 	<p>Completed SIP Monthly SAC Meeting Minutes SAC Agendas</p>	<p><input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance</p>	<p>Adherence to Section 1001.452, F.S.</p>	<p>Principal, School Leadership Team, SAC Chair</p>	<p>October 2012</p>
<p>In conjunction with the district-based leadership team, the SAC must assist the school leadership team in the development of the SIP.</p>	<ul style="list-style-type: none"> Upon request, the school will provide the RED with minutes and sign-in sheets to document that the SIP was reviewed with the SAC. 	<p>Monthly SAC meetings and SAC agendas Summer Leadership Institute</p>	<p><input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance</p>	<p>SIP will be developed collaboratively with district, school, and SAC School attended the district Summer Leadership Institute</p>	<p>Principal, Assistant Principals, SAC Chair, Content Area Coaches, Teachers, District Leadership</p>	<p>October 2012</p>
<p>The SAC must review school performance data (baseline, mid-year, and end-of-year) and determine the causes of low performance in order to advise the school on its SIP goals.</p>	<ul style="list-style-type: none"> Upon request, the school will provide minutes and sign-in sheets to document that the school performance data (baseline, mid-year, and end-of-year) was reviewed with the SAC to guide SIP goal setting. 	<p>Mid-year report will be completed based on analysis of FAIR assessments, Edusoft District Benchmark Assessments and Writing Prompts</p>	<p><input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance</p>	<p>Monthly PLC meeting notes which will include data chats; data notebooks; data chats with students in need of additional interventions; SIP will be updated; SAC will review the SIP</p>	<p>Principal, Assistant Principals, SAC Chair, Content Area Coaches, Teachers</p>	<p>October 2012</p>
<p>The school must establish a Literacy Leadership Team consistent with the district K-12 Comprehensive Research-Based Reading Plan.</p>	<ul style="list-style-type: none"> The school will maintain a copy of the K-12 Reading Plan and a roster of the Literacy Leadership Team for review upon request by the regional staff. 	<p>Literacy Leadership Team monthly agendas</p>	<p><input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance</p>	<p>Literacy opportunities available in all classrooms Meeting highlights shared on school website or in Principal's/School's Newsletter Implementation of reading research-</p>	<p>Principal, Assistant Principal, Literacy Leadership Team, Literacy Coach</p>	<p>June 2013</p>

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				based strategies		
The district must approve the SIP following peer review*.	<ul style="list-style-type: none"> The district and school will maintain a copy of the completed SIP and documentation regarding its implementation. 	SIP Draft Submitted for District Review Process SIP Notes from District Review Process Completed SIP	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	The school will participate in the district SIP Review Process to allow for feedback, support, and collaboration.	Principal, Assistant Principals, SAC Chair, Content Area Coaches, District Leadership	October 2012
<p>*Non-Title I and Title I, Part A, B, or C schools may receive a waiver from using the Department's online template if the district/school can demonstrate that their existing SIP template provides strategies for subgroups that did not meet their annual measurable objective (AMO) in the areas of data analysis, Multi-tier System of Supports (MTSS), and increasing student achievement. Note that <u>all</u> schools must comply with Florida Statutes regarding SIP components including: postsecondary readiness, dropout prevention and academic intervention, and professional development as stated in Sections 1008.37(4), 1003.53(2)(b), 1003.413, and 1001.42(18), F.S.</p>						

2. Leadership						
DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The district shall ensure that the administrative team and relevant instructional support staff (coaches) are high skilled and effective.	<ul style="list-style-type: none"> The district SIP shall include a narrative regarding the qualifications and performance history of the administrative team and instructional support staff (coaches) 	Current Leadership Team Resume and Educational Achievements	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Review of Leadership team educational resume and achievements	Superintendent and Human Resource Department	June 2013
<p>**The following guidelines should be considered when determining if a change in leadership is necessary:</p> <p>The school grade declines or there is consistent failure (D or F) under the same leadership for 2 years: The principal should be replaced.</p> <p>The school grade declines under the same leadership for 1 year and the percentage of Annual Measurable Objectives (AMOs) Criteria Met decreases: The principal should be replaced.</p>						

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The school grade declines under the same leadership for 1 year and the learning gains in reading and mathematics decline: The principal should be replaced.

The school grade declines under the same leadership for 1 year but the learning gains in reading and mathematics increase: The principal has one more year to show growth.

3. Educator Quality						
DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school must be fully staffed by the first day of the new school year.	<ul style="list-style-type: none"> The district shall maintain a staffing roster for each school and prioritize staffing for existing vacancies. 	Staff Roster District Rosters	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	All staff hired prior to start of school.	Principal, Assistant Principals, District Leadership	July 2013
School leadership teams must monitor coaches' daily logs. They must ensure that coaches do not provide pull-out instruction outside the context of providing professional development for teachers and do not teach more than one class.	<ul style="list-style-type: none"> Throughout the school year, school-based instructional coaches will maintain a daily log. Reading coaches must maintain a daily log on Florida's Progress Monitoring and Reporting Network (PMRN). The District and school shall develop a plan to monitor the submission of coaching logs. 	Instructional/Content Area Coaches Calendars PMRN Coach Logs DA Online Logs	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	All instructional coaches log their activities and submit them to their supervising administrator for review and monitoring. All reading coaches are required to maintain a daily log of activities on the PMRN. District staff members monitor these logs to ensure all requirements are met.	Principal, Assistant Principals, District Leadership	June 2013

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Teachers assigned to subgroups not making progress towards the AMO goals must be highly qualified and certified in-field.	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance. These items will be available for review upon request. 	Staff Roster District Certification Rosters	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	All returning teachers assigned to subgroups not meeting AMOs are highly qualified and certified in	Principal, Assistant Principals, District Leadership	August 2012
The school must not employ teachers who are designated less than satisfactory by the teacher evaluation instrument.	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance. These items will be available for review upon request. 	Staff Roster District Rosters	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	All returning teachers have received satisfactory or above evaluations by the district teacher evaluation instrument.	Principal, Assistant Principals, District Leadership	July 2012
The school must ensure that mid-year vacancies are filled.	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance. These items will be available for review upon request. 	Staff Roster District Certification Rosters	<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Non-Compliance	School leadership team will post vacancies and search for highly qualified applicants	Principal, Assistant Principals, District Leadership	January 2013

4. Professional Development

DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school must provide professional development opportunities for school administrators to help them identify the specific needs of subgroups not making AMO targets and prepare them to facilitate conversations in their schools about the standards and performance-based assessments.	<ul style="list-style-type: none"> By October 1, 2012, the school will have a completed calendar of professional development for administrators as outlined in the SIP. 	Summer Institute Attendance DA Conference Attendance BSE Training Calendar	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Implement strategies received at DA Conference and Summer Institute from administration	Principal, Asst Principal, School Leadership Team	August 2012
The school must ensure that Individual Professional Development Plans (IPDPs) for teachers of targeted	<ul style="list-style-type: none"> By October 15, 2012, the school will have final copies of all IPDPs. The 	Overview of AMOs	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Review of subgroups, AMOs and student	Principal, Asst Principal, School	October 2012

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subgroups include professional development that helps them to identify the needs of subgroups that did not meet AMO targets and to hold rigorous and relevant expectations for all students, and builds their capacity to teach all students to be college or career ready	school will provide these upon request by the regional support staff as a means to guide their coaching efforts.	Completed Deliberate Practice Plans		expectations in faculty meetings and PLCs for increased rigor and student achievement	Leadership Team District Professional Development Team	
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5. Curriculum Aligned and Paced

DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school must ensure that students are properly placed in rigorous coursework.	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance. These items will be available for review upon request. 	Student Schedules	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Reading Intervention Program Science Labs Higher Levelled Questioning Strategies	Principal, Assistant Principal, Data Clerk, Guidance Counselor, Content Area Coaches, Teachers	August 2012
The school must implement the district K-12 Comprehensive Research-Based Reading Plan.	<ul style="list-style-type: none"> The school shall maintain records including the master schedule, CAR-PD/NG CAR-PD trained 	Student Schedules	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Reading Intervention Scheduled Intervention classes	Principal, Assistant Principal, Data Clerk, Guidance	August 2012

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	staff, decision tree used for placement in reading interventions, lists of students with assigned intervention teachers, and reading teacher credentials.			implemented as identified by reading plan	Counselor, Reading Coaches, Teachers	
The school and district must review performance data to determine the effectiveness of all instructional programs and class offerings.	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance. These items will be available for review upon request. 	Academic Services Monitoring Plans	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Monitoring mini benchmark assessments and baseline data Review of Academic Services Instructional Visit Look For Checklist And School Progress Report	Principal, Asst Principal Academic Services Team	Ongoing
The school must review data to determine the effectiveness of all instructional programs and class offerings.	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance. These items will be available for review upon request. 	Edusoft Reports PLC Meeting Notes Student Schedules	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Monitoring mini benchmark assessments and baseline data Data chats with instructional staff in PLCs and data sorts	Principal, Asst Principal CRT Data Clerk Developmental Studies Center consultant	Ongoing
The district and school must review data to determine the effectiveness of the schools' instructional programs and class offerings.	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance. These items will be available for review upon request. 	Academic Services Monitoring Plans Edusoft Reports PLC Meeting Notes Student	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Monitoring mini benchmark assessments and baseline data Review of Academic Services Instructional Visit Look For Checklist And School Progress Report	Principal, Asst Principal Academic Services Team CRT Data Clerk Developmental Studies Center consultant	Ongoing

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		Schedules		Data chats with instructional staff in PLCs and data sorts		
<p>The school must implement district-developed instructional pacing guides that are aligned to the Common Core (CCSS)/Next Generation Sunshine State Standards (NGSSS) in reading, writing, mathematics, and science.</p> <p>For grades K-12, , these pacing guides may delineate time by quarter (fall, winter, spring) and must promote an integrated teaching approach for language arts.</p>	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance with this aspect. These items will be available for review upon request. 	<p>District and School-Based Summer Review and Writing Teams</p> <p>Curriculum Blueprints</p> <p>Instructional Focus Calendars</p>	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Com	<p>Summer Review Teams conducted to allow grade levels and departments common planning time utilizing the CCSS, NGSSS, FCAT Item Test Specs, Curriculum Maps, Pacing Guides, and Instructional Focus Calendars.</p>	<p>Principal, Assistant Principal, Staffing Specialist, Guidance Counselor, Content Area Coaches, Teachers</p>	<p>July 2013</p>

6. Florida's Continuous Improvement Model

DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
<p>The district will monitor the schools must development and implementation of comprehensive FCIM which includes an FCIM calendar, curriculum pacing guide, and progress monitoring data collection/analysis schedule.</p>	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance with this aspect. These items will be available for review upon request. 	<p>Use of curriculum blueprints, common benchmark assessments, and intervention/ enrichment groups District Summer Leadership Institute</p>	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	<p>Data chats at all levels; data notebooks Continuously revisiting data to guide and inform instruction Data chats among teachers & students; teachers & administration</p>	<p>Principal, Assistant Principal, CRT, Math Coach and Literacy Coaches</p>	<p>August 2012</p>

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<p>The district must monitor each school's use of MTSS to analyze progress monitoring data in reading, writing, mathematics, and science through interim assessments to inform instruction.</p> <p>In the area of reading, this requirement may be fulfilled through the use of the FAIR.</p>	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance with this aspect. These items will be available for review upon request. 	<p>FAIR Data WriteScore Reports Baseline Data Mini-Benchmark Data Literacy First Data FCAT Data</p>	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	<p>Monitor baseline and mini-benchmark data for math, science and reading Monitor Literacy First data</p>	<p>Principal, Assistant Principal and CRT, Math Resource Teacher and Literacy Coach District Curriculum Team</p>	<p>Ongoing</p>
<p>The school must implement Florida's MTSS model set forth in the Statewide MTSS Implementation Plan.</p>	<ul style="list-style-type: none"> The district and school shall maintain records that demonstrate successful compliance with this aspect. These items will be available for review upon request. 	<p>Rtl training provided during faculty meetings and common planning time. Schedules of Rtl meetings kept by guidance counselors</p>	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	<p>Rtl training is provided to all teachers. Rtl Leadership Team schedules monthly Rtl meetings.</p>	<p>Principal, Assistant Principal and Guidance Counselors MTSSS/Rtl Coach</p>	<p>August 2012</p>

7. Monitoring Processes and Plans

DA Requirements	Deliverables	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
<p>The school must provide SES to eligible Level 1 and Level 2 students.</p>	<ul style="list-style-type: none"> The school shall maintain records of the items below that are to be made available upon request. <ol style="list-style-type: none"> Number of Level 1 and 2 students. Names of approved SES providers. Calendar of 	<p>Facility Use Agreement Sign In Log for tutors and tutoring students SES Provider Data</p>	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	<p>Place approved SES flyer out for parents School Coordinates with SES bi-weekly</p>	<p>Sylvan A+ Tutor Guidance Counselor</p>	<p>August 2012</p>

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	support/services. 4. Outline of its review process for SES providers.					
The school must participate in a comprehensive instructional monitoring process.	<ul style="list-style-type: none"> The school shall maintain records that demonstrate successful compliance with this aspect. These items will be available for review upon request. 	Classroom Walkthroughs, observations, projects, Data notebooks, Assessment data (Edusoft, FAIR	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	District and school-based instructional monitoring meetings PLC Meetings	Principal, Assistant Principals, SAC Chair, Content Area Coaches, District Leadership	August 2012 and ongoing June 2013
The school must develop, monitor and provide support for Student Learning Plans.	<ul style="list-style-type: none"> The school shall maintain records that demonstrate successful compliance with this aspect. These items will be available for review upon request. <ol style="list-style-type: none"> Number of Level 1 and 2 students. Student Learning Plans. School calendar for ongoing progress monitoring, clearly indicating adequate support and review (school-based programs only). 	Baseline, Mid-Year and End-of-Year Benchmark Test WriteScore Test Curriculum Blueprints Focus Calendar	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	Mini benchmark assessment monitored weekly WriteScore monitored by classroom teachers Item analysis conducted by instructional team Test scores maintained and collected by instructional leadership team Student data reviews in PLCs	Principal, Assistant Principals, CRT, Content Area Teachers Data Clerk	August 2012
The school must provide updates to the district on the implementation of the SIP and make revisions to the SIP as needed.	<ul style="list-style-type: none"> Upon request, the school will provide minutes and agendas from school leadership team meetings. 	Leadership Team Meetings District Monitoring and Support Meetings SAC Agendas	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance	School Leadership Team meetings to discuss SIP implementation and review of data with SAC	Principal, Assistant Principals, SAC Chair, Content Area Coaches, District Leadership	June 2013

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<p>The district in collaboration with school leadership must monitor implementation of the SIP.</p>	<ul style="list-style-type: none"> Upon request, the school will provide minutes and agendas from school leadership team meetings. 	<p>Classroom Walkthroughs, observations, projects, Data notebooks, Assessment data (Edusoft, FAIR</p>	<p><input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Non-Compliance</p>	<p>District and school-based instructional monitoring meetings PLC Meetings</p>	<p>Principal, Assistant Principals, SAC Chair, Content Area Coaches, District Leadership</p>	<p>August 201 and ongoing June 2013</p>
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