

# FLORIDA DEPARTMENT OF EDUCATION



## Callaway Elementary School Improvement Plan (SIP) Form SIP-1

2012-2013

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Callaway Elementary	District Name: Bay
Principal: Timothy Keiffer	Superintendent: William Husfelt
SAC Chair: Michelle Morris	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Tim Keiffer	<b>MS:</b> Educational Leadership <b>BS:</b> Social Science, <b>Certifications:</b> Educational Leadership-School Principal, Language Arts 5-9, Social Science 5-9 and 6-12	4	13	2011-2012 Principal, Callaway Elementary Grade: C Reading Mastery: 52%, Math Mastery: 52%, Science Mastery: 43%, Writing: 66% Learning Gains: Reading -57%, Math-66%

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				<p>Lowest 25%: Reading-64% , Math-75%</p> <p>2010-2011 Principal, Callaway Elementary School Grade: B Reading Mastery: 78%, Math Mastery: 74%, Science Mastery: 32%, Writing: 68% Learning Gains: Reading –58%, Math –59% Lowest 25%: Reading –66%, Math –65% AYP: All subgroups achieved AYP.</p> <p>2009-2010 Principal, Callaway Elementary School Grade: C Reading Mastery: 71%, Math Mastery: 69%, Science Mastery: 36%, Writing: 68% Learning Gains: Reading – 50%, Math – 57% Lowest 25%: Reading – 38%, Math – 60% AYP: White, Black, F/R, and SWD students did not make AYP in Reading or Math.</p> <p>2008-2009 Assistant Principal, Jinks Middle School Grade: A Reading Mastery: 72%, Math Mastery: 66%, Science Mastery: 46%, AYP: 85%, Black students did not make AYP in math. F/R and SWD did not make AYP in reading and math.</p> <p>2007-08 Assistant Principal, Jinks Middle School Grade: A Reading Mastery: 68%, Math Mastery: 62%, Science Mastery: 51%, AYP: 87%, Black students did not make AYP in reading and math. F/R did not make AYP in reading and math. SWD did not make AYP in math.</p> <p>2006-07 Assistant Principal, Jinks Middle School Grade: B Reading Mastery: 65%, Math Mastery: 66%, Science Mastery: 49%, AYP: 92%, Black students did not make AYP in reading and math.</p>
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					F/R did not make AYP in reading.
Administrative Assistant	Carla Lilja	<b>MS:</b> Educational Leadership <b>BS:</b> Elementary Education <b>Certifications:</b> Educational Leadership-School Principal, National Board Middle Childhood Generalist; Elementary 1-6, ESOL	14	1 <sup>st</sup> Year	2011-2012 Callaway Elementary Grade: C Reading Mastery: 52%, Math Mastery: 52%, Science Mastery: 43%, Writing: 66% Learning Gains: Reading -57%, Math-66% Lowest 25%: Reading-64% , Math-75%

### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
MTSS	Diane Celestini	Bachelor's Degree K-3, K-6, ESOL, Mgmt.	1	1	2011-2012 MTSS Coach, Callaway Elementary Grade: C Reading Mastery: 52%, Math Mastery: 52%, Science Mastery: 43%, Writing: 66% Learning Gains: Reading -57%, Math-66% Lowest 25%: Reading-64% , Math-75%

### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings for new teachers with Principal.	Principal	On-going
2. Partnering new teachers with Team Leaders.	Principal	On-going

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3. Correspondence with District Human Resources Department	Principal	N/A
4. Provide professional development throughout the school year for instructional staff.	Administration	On-going

***Non-Highly Effective Instructors***

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

***Staff Demographics***

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
32	6.3% (2)	43.8% (14)	21.9% (7)	28.1% (9)	9.4% (3)	96.9% (31)	12.5% (4)	9.4% (3)	46.9% (15)

***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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Serinity Anderson	Honor Six	First year teacher	Modeling and Counseling
Serinity Anderson	Efrim Floyd	First year teacher	Modeling and Counseling
Serinity Anderson	Bonnie Dillon	First year teacher	Modeling and Counseling

### Additional Requirements

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

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

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted at each school site.
Title I, Part C- Migrant N/A
Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district dropout prevention programs.
Title II District receives supplemental funds for staff development and technology. Services are provided to schools through professional development opportunities and various forms of technology designed to enhance the instructional platform within the district.
Title III The District receives funds to support needs of ESOL students. Callaway currently has 17 students who qualify for this assistance.
Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, and social service referrals) for students identified as homeless within the district.
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A

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Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training The Callaway Media Specialist services a small group of fourth and fifth graders who plan, operate, and coordinate activities for the school's ITV program. These students produce a morning show covering school-wide activities, announcements and promotional events designed to enhance the learning environment for all stakeholders. Ms. C. Williams manages the student council which exposes students to the political election process and community service activities.
Other N/A

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. Administration: Tim Keiffer, Principal and Carla Lilja, Administrative Assistant: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.</p> <p>Guidance Counselors: JoAnn Rogers and Michelle Stratton-Freeman Provide guidance on K-12 reading plan, facilitate and support data collection activities, assist in data analysis, assist in progress monitoring, provide technical assistance to teachers regarding data-based instructional planning, and support the implementation of Tier 2 and 3 intervention plans. They coordinate between school and outside agencies that may provide additional support to families/students in need of specialized assistance including emotional, social, or behavioral concerns.</p> <p>School Psychologist: Dr. John Bell Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.</p> <p>Speech Language Pathologist: Robin Shealy and Kathy Graydon Educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.</p> <p>Regular Education Teachers: Karen Cajote, K-2 Representative and Monica Phillips, 3-5 Representative</p>

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<p>Provide information about core instruction, participate in student data collection, deliver Tier 2 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.</p>
<p>MTSS Coach: Diane Celestini Develops, leads, and evaluates school core content standards and programs; identifies and analyzes existing literature on scientifically based curriculum and behavior assessment and intervention approaches. Identifies appropriate, evidence-based intervention strategies; supports the implementation of Tier 2 and Tier 3 intervention plans; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. MTSS Coach also provides direct student instruction through push-in and pull-out for Tier 3 students as needed.</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <p>The MTSS team will meet monthly. The MTSS team may meet more often at beginning of the school year. The MTSS team functions to conduct on-going FCAT data, and other Universal Screening data to match interventions to student needs and stakeholder accountability. The MTSS team ensures MTSS professional development is provided to staff. The MTSS team is responsible for school-wide implementation. The MTSS team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan. The team also coordinates with SLP's to provide additional strategies that more closely match the students instructional needs.</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 MTSS problem-solving process is used in developing and implementing the SIP?</p> <p>MTSS team will collaborate with the School Improvement Team and School Advisory Council to help in the development of the School Improvement Plan. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship). The MTSS Team will contribute to the professional development areas of the plan by outlining how MTSS professional development will be delivered to faculty and staff.</p>
<b>MTSS Implementation</b>
<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.</p> <p>The MTSS Leadership Team and classroom teachers will make use of a school-developed data summary chart to include the following data: Baseline data: Discovery Ed Assessments and FCAT scores Progress Monitoring: Discovery Ed Assessment results (3 times annually), Classroom assessments, DIBELS Next, EasyCBM Mid-Year: Discovery Ed Assessment results (3 times annually), Classroom assessments, DIBELS Next End-of-Year: FCAT results, Final Discovery Ed Assessment results, Promotion/Retention Data</p> <p>The team will also consider individual information about a student concerning their need for academic and/or behavioral interventions. The team will provide classroom teachers examples of individual data collection charts to use as a monitoring tool. Classroom teachers will select or develop one that best fits their individual needs and bring completed data sheets to meetings when specific students are discussed at CST, MTSS, or Administrative meetings.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>The MTSS Coach received district level training in August, 2012, and will attend monthly MTSS Coach inservice trainings at the district level. Classroom teachers also received updated/refresher MTSS training during site-based inservice in August, 2012. Throughout the school year, teachers will receive additional training as needed through common planning and one-on-one assistance from the MTSS Coach.</p>
<p>Describe the plan to support MTSS.</p> <p>Callaway Elementary has rehired Ms. Celestini as the full-time teacher to serve as our MTSS Coach. Her duties include monitoring the status of all Tier II students, working with teachers to provide training and assistance, and provide Tier III interventions to these students as a push-in or pull-out approach. The MTSS Leadership Team will also meet monthly to review the progress for all Tier II/III students and manage the overall program.</p>



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### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Tim Keiffer, Principal; Carla Lilja, Administrative Assistant; Michelle Stratton-Freeman, Guidance; JoAnn Rogers, Guidance; Ginny Smith, Grade Chair 4-5; Karen Cajote, Grade Chair 2-3; Jennifer Warren, Grade Chair K-1.

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

The LLT meets monthly, focusing on reading initiatives designed to identify and isolate student needs based on established data. This data drives remediation and overall instruction to improve deficiencies as outlined by student performance.

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

The LLT will progress monitor all struggling readers to ensure concepts and standards are mastered as prescribed by school accountability. The MTSS Coach will meet regularly with grade levels to discuss specific progress of individual students and make instructional recommendations for remediation as needed.

### *Public School Choice*

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

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

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

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

At Callaway Elementary School, all incoming Kindergarten students will use a staggered start model. Parents and students will attend a two-hour orientation on the first day of school. Half of the students will attend school on the second day of school. The second half will attend on the third day of school. All kindergarteners will attend on the fourth day and continue thereafter for the remainder of the school year. This gives parents and teachers more time to discuss concerns and meet students on a more personal level. Students will be screened for academic and social development to determine a baseline for future growth. This data will be used to develop lessons and activities throughout the school year.

### ***\*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?

N/A

### ***\*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?

N/A

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?

N/A

### ***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](#).

N/A

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			IA.1. Limited support from home.	IA.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)	IA.1. Administration/Teachers/Parent Liaison/Guidance	IA.1. Parent Contact Log	IA.1. Student performance indicators
<b>Reading Goal #1:</b>  <i>Third, Fourth and Fifth grade students achieving Level 3 proficiency on the 2013 FCAT Reading assessment will increase by 3%</i>	<b>2012 Current Level of Performance:*</b>  <i>Level 3 Proficiency</i> <i>3<sup>rd</sup>-26% (20)</i> <i>4<sup>th</sup>-33% (30)</i> <i>5<sup>th</sup>-23% (17)</i>	<b>2013 Expected Level of Performance:*</b>  <i>Level 3 Proficiency</i> <i>3<sup>rd</sup>-29% (23)</i> <i>4<sup>th</sup>-36% (33)</i> <i>5<sup>th</sup> 26% (20)</i>	Parent Portal and ThinkCentral assistance will be provided	Mrs. Lilja and Ms. Taylor	Progress monitoring of activities	Focus & ThinkCentral	
			IA.2. Available time in the school day for effective interventions in Reading instruction	IA.2. Continued use of a master schedule to ensure maximum instructional time  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program  Continued use of Instructional Focus Calendars	IA.2. Guidance/Administration  Teachers & MTSS Coach  Teachers  Administration	IA.2. Completed master schedule  Progress monitoring of interventions  SME5 progress monitoring  Lesson Plans	IA.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports
			IA.3. Available time to deliver appropriate professional development to improve instruction.	IA.3. Provide professional development during scheduled faculty meetings.	IA.3. Administration/select others	IA.3. Professional Learning Master Calendar  Classroom Walkthroughs	IA.3. Fidelity documentation

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool							
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>  <b>Reading Goal #2A:</b>  <i>Third, Fourth and Fifth grade students achieving Level 4 &amp; 5 proficiency on the 2013 FCAT Reading assessment will increase by 3 %.</i>			2A.1. Limited support from home.	2A.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)  Parent Portal and ThinkCentral assistance will be provided.	2A.1. Administrator/Teacher/Parent Liaison/Guidance  Mrs. Lilja/ Ms. Taylor	2A.1. Parent Contact Logs  Progress monitoring of activities	2A.1. Student performance indicators  Focus & ThinkCentral							
								<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">2012 Current Level of Performance:*</th> <th style="width: 50%;">2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td> <i>Level 4 Proficiency</i>            3<sup>rd</sup>-24% (19)            4<sup>th</sup>-18% (17)            5<sup>th</sup>-16% (12)         </td> <td> <i>Level 4 Proficiency</i>            3<sup>rd</sup>-27% (21)            4<sup>th</sup>-21% (19)            5<sup>th</sup>-19% (14)         </td> </tr> <tr> <td> <i>Level 5 Proficiency</i>            3<sup>rd</sup>-3% (2)            4<sup>th</sup> 2% (2)            5<sup>th</sup> 9% (7)         </td> <td> <i>Level 5 Proficiency</i>            3<sup>rd</sup>-6% (5)            4<sup>th</sup> -5% (5)            5<sup>th</sup>-12% (9)         </td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Level 4 Proficiency</i> 3 <sup>rd</sup> -24% (19) 4 <sup>th</sup> -18% (17) 5 <sup>th</sup> -16% (12)	<i>Level 4 Proficiency</i> 3 <sup>rd</sup> -27% (21) 4 <sup>th</sup> -21% (19) 5 <sup>th</sup> -19% (14)	<i>Level 5 Proficiency</i> 3 <sup>rd</sup> -3% (2) 4 <sup>th</sup> 2% (2) 5 <sup>th</sup> 9% (7)	<i>Level 5 Proficiency</i> 3 <sup>rd</sup> -6% (5) 4 <sup>th</sup> -5% (5) 5 <sup>th</sup> -12% (9)
								2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
								<i>Level 4 Proficiency</i> 3 <sup>rd</sup> -24% (19) 4 <sup>th</sup> -18% (17) 5 <sup>th</sup> -16% (12)	<i>Level 4 Proficiency</i> 3 <sup>rd</sup> -27% (21) 4 <sup>th</sup> -21% (19) 5 <sup>th</sup> -19% (14)					
<i>Level 5 Proficiency</i> 3 <sup>rd</sup> -3% (2) 4 <sup>th</sup> 2% (2) 5 <sup>th</sup> 9% (7)	<i>Level 5 Proficiency</i> 3 <sup>rd</sup> -6% (5) 4 <sup>th</sup> -5% (5) 5 <sup>th</sup> -12% (9)													
2A.2. Available time in the school day for effective interventions in Reading instruction	2A.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program  Continued use of Instructional Focus Calendars	2A.2. Guidance/Administration  Teachers & MTSS Coach  Teachers  Administration	2A.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring  Lesson Plans	2A.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports										
2A.3. Available time to deliver appropriate professional development to improve instruction.	2A.3. Provide professional development during scheduled faculty meetings.	2A.3. Administration/select others	2A.3. Professional Learning Master Calendar  Classroom Walkthroughs	2A.3. Fidelity documentation										
2A.4. Available time to deliver appropriate professional development to improve instruction.	2A.4. Provide differentiated instruction professional development	2A.4. Teacher/Administration	2A.4. Lesson Plans	2A.4. Administrative Lesson Plan Reviews										

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1 Limited support from home	3A.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)	3A.1. Administration/Teachers/Parent Liaison/ Guidance	3A.1. Parent Contact Logs	3A.1. Student performance indicators
<b>Reading Goal #3A:</b>  <i>The number of students making learning gains in Reading will increase by 5 %</i>	<u>2012 Current Level of Performance:*</u> 57%(140)	<u>2013 Expected Level of Performance:*</u> 62%(152)		Parent Portal and ThinkCentral assistance will be provided	Mrs. Lilja /Ms. Taylor	Progress Monitoring of Activities	Focus & ThinkCentral
			3A.2. Available time in the school day for effective interventions in Reading instruction	3A.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program  Continued use of Instructional Focus Calendars	3A.2. Guidance/Administration  Teachers & MTSS Coach  Teachers  Administration	3A.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring  Lesson Plans	3A.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports
			3A.3. Available time to deliver appropriate professional development to improve instruction.	3A.3. Provide professional development during scheduled faculty meetings.	3A.3. Administration/select others	3A.3. Professional Learning Master Calendar  Classroom Walkthroughs	3A.3. Fidelity documentation

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1. Difficult to facilitate and assist with effective Reading interventions without a full-time MTSS Coach	4A.1. Maintain a full-time MTSS Coach	4A.1. Administration	4A.1. Coach's weekly service schedule and instructional deliveries	4A.1. Performance Recommendation
<b>Reading Goal #4:</b>  <i>Of the students in the lowest quartile, 69% will make learning gains in Reading.</i>	<u>2012 Current Level of Performance:*</u> 64 % (39)	<u>2013 Expected Level of Performance:*</u> 69%(42)					
			4A.2. Available time in the school day for effective interventions in Reading instruction	4A.2. Continued use of a master schedule to ensure maximum instructional time	4A.2. Guidance	4A.2. Completed Master Schedule	4A.2. Administrative Lesson Plan Reviews and classroom walkthroughs

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

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		MTSS meetings for all grade levels K-5 with MTSS Coach	Teachers & MTSS Coach	Progress monitoring of interventions	MTSS documentation
		Use of SME5 software program	Teachers	SME5 progress monitoring	SME5 progress reports
		Continued use of Instructional Focus Calendars	Administration	Lesson Plans	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Reading Goal #5A:</b> <i>The number of students represented by the achievement gap will reduce by 3.4% each year.</i>	<b>Baseline data 2010-2011</b>  58%		5A.1. All Students: 62%  White: 62% Black: 56% Hispanic: 43% Asian: N/A American Indian: N/A	5A.1. All Students: 65%  White: 66% Black: 60 % Hispanic: 48 % Asian: N/A American Indian: N/A	5A.1 All Students: 69%  White: 69% Black: 64% Hispanic: 54 % Asian: N/A American Indian: N/A	5A.1. All Students: 72%  White: 73% Black: 68% Hispanic: 59 % Asian: N/A American Indian: N/A	5A.1. All Students: 76%  White: 76% Black: 72% Hispanic: 64 % Asian: N/A American Indian: N/A	5A.1. All Students: 79%  White: 80% Black: 76% Hispanic: 69 % Asian: N/A American Indian: N/A
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b> <b>Reading Goal #5B:</b> The % of students scoring satisfactory in each subgroup will increase by the following :  White: 15% Black: 10% Hispanic: 6% Asian: N/A American Indian: N/A	2012 Current Level of Performance:* White: 51% Black: 50% Hispanic: 42% Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: 66% Black: 60% Hispanic: 48% Asian: N/A American Indian: N/A	5B.1. Limited support from home	5B.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)  Parent Portal and ThinkCentral assistance will be provided	5B.1. Administration/Teachers/Parent Liaison/ Guidance  Mrs. Lilja /Ms. Taylor	5B.1. Parent Contact Logs  Progress Monitoring of Activities	5B.1. Student performance indicators  Focus & ThinkCentral	
	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:			5B.2. Available time in the school day for effective interventions in Reading instruction	5B.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program	5B.2. Guidance/Administration  Teachers & MTSS Coach  Teachers	5B.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring	5B.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports

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			Continued use of Instructional Focus Calendars	Administration	Lesson Plans	
		5B.3. Available time to deliver appropriate professional development to improve instruction.	5B.3. Provide professional development during scheduled faculty meetings.	5B.3. Administration/select others	5B.3. Professional Learning Master Calendar  Classroom Walkthroughs	5B.3. Fidelity documentation
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>		5C.1. N/A	5C.1.	5C.1.	5C.1.	5C.1.
<u>Reading Goal #5C:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A	N/A	N/A				
		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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>		5D.1. Limited support from home	5D.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)	5D.1. Administration/Teachers/Parent Liaison/ Guidance	5D.1. Parent Contact Logs	5D.1. Student performance indicators
<u>Reading Goal #5D:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The % of students scoring satisfactory in the Students with Disabilities subgroup will increase by 18%	33%	51%	Parent Portal and ThinkCentral assistance will be provided	Mrs. Lilja /Ms. Taylor	Progress Monitoring of Activities	Focus & ThinkCentral
		5D.2. Available time in the school day for effective interventions in Reading instruction	5D.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program	5D.2. Guidance/Administration  Teachers & MTSS Coach  Teachers	5D.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring	5D.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports

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			Continued use of Instructional Focus Calendars	Administration	Lesson Plans		
		5D.3. Available time to deliver appropriate professional development to improve instruction.	5D.3. Provide professional development during scheduled faculty meetings.	5D.3. Administration/select others	5D.3. Professional Learning Master Calendar Classroom Walkthroughs	5D.3. Fidelity documentation	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>		5E.1. Limited support from home	5E.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)  Parent Portal and ThinkCentral assistance will be provided	5E.1. Administration/Teachers/Parent Liaison/ Guidance  Mrs. Lilja /Ms. Taylor	5E.1. Parent Contact Logs  Progress Monitoring of Activities	5E.1. Student performance indicators  Focus & ThinkCentral	
<b>Reading Goal #5E:</b>  The % of students scoring satisfactory in the Economically Disadvantaged subgroup will increase by 17%	2012 Current Level of Performance:* 45%	2013 Expected Level of Performance:* 62%					
			5E.2. Available time in the school day for effective interventions in Reading instruction	5E.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program  Continued use of Instructional Focus Calendars	5E.2. Guidance/Administration  Teachers & MTSS Coach  Teachers  Administration	5E.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring  Lesson Plans	5E.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports
			5E.3. Available time to deliver appropriate professional development to improve instruction.	5E.3. Provide professional development during scheduled faculty meetings.	5E.3. Administration/select others	5E.3. Professional Learning Master Calendar Classroom Walkthroughs	5E.3. Fidelity documentation

## 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

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MTSS Updates	3-5	District MTSS Team	Grades 3-5 Teachers	September 2012	Progress monitoring of interventions	Teachers, MTSS Coach & MTSS Team
Harcourt Training	All Grades	Harcourt Trainers	All Teachers	Ongoing	Lesson Plans	Administration
Elementary Frameworks Training	All Grades	District	New Teachers	Ongoing	In-service Record, Fidelity Checks, Classroom Walkthroughs	District
Professional Learning Communities	MTSS	MTSS Coach	All Teachers	Ongoing	Monthly meetings	MTSS Coach
CCSS Text Complexity	K-1	Serinity Anderson	Grades K-1 Teachers	August 2012	Lesson Plans	Administration

### 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
Provide instruction to teachers of students that rank in the lowest quartile, 69% will increase by one or more learner levels.	MTSS Coach	Title I	\$46,080.00
Provide instruction using District mandated curriculum	1. Harcourt Reading Series 2. Social St. curriculum 3. Science 4. Copy Paper 5 Social St. supplemental materials	1. School Textbook fund 2. School Textbook fund 3. Title I	\$54,874.97
			<b>Subtotal: \$100,954.97</b>

#### Technology

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>

#### Professional Development

Strategy	Description of Resources	Funding Source	Amount
Provide differentiated instruction professional development	Substitutes for planning and professional development	Title I	\$2,172.00

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<b>Subtotal: \$2,172.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
All reading strategies	Salary and Benefits of Paraprofessionals	Title I	63,112.00
<b>Subtotal: \$0.00</b>			
<b>Total: \$166,238.97</b>			

*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
<b>1. Students scoring proficient in listening/speaking.</b>  <b>CELLA Goal #1:</b> <i>The number of students achieving proficient will increase by 3%.</i>	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b> A: 43% (6) B: 100% (2)	1.1. Lack of teacher understanding of ELL oral communication stages	1.1. Provide ELL Professional Development	1.1. District Personnel	1.1. Conduct Teacher Survey	1.1. Survey Results
		1.2. Lack of time to explore research based strategies	1.2. Provide ELL Professional Development	1.2. District Personnel	1.2. Monitor Lesson Plans for implementation ELL of strategies	1.2. Administrative Lesson Plan Reviews
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>  <b>CELLA Goal #2:</b>	<b>2012 Current Percent of Students Proficient in Reading:</b>	2.1. Language Barrier between parents/guardians and the school	2.1. Use district interpreter for translations.  Increase parental awareness of resources in native tongue.	2.1. Administration, District  Teacher, District	2.1. Conduct a parent/teacher survey for classroom effectiveness.	2.1. Survey Results

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The number of students achieving proficient will increase by 3%.	A: 29% (4) B: 50% (1)					

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>	3.1. Lack of integration of writing with critical components of reading (phonemic awareness, phonics)	3.1. Provide Professional Development on integrating writing	3.1. District personnel	3.1. Walkthroughs to observe and encourage the implementation of cross curricular teaching	3.1. Administrative Lesson Plan Reviews and classroom walkthroughs
<b>CELLA Goal #3:</b> The number of students achieving proficient will increase by 3%.	2012 Current Percent of Students Proficient in Writing :				
	A:43% (6) B: 50% (1)				

**CELLA Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal: \$0.00</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Provide ELL Professional Development	Guidance Counselors/District Personnel	School	\$0.00
<b>Subtotal: \$0.00</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: \$0.00</b>			
<b>Total: \$0.00</b>			

*End of CELLA Goals*

**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1. Limited support from home.	1A.1 Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)  Parent Math Night (to include ThinkCentral training)  Parent Portal and ThinkCentral lessons offered by Teacher on Special Assignment  Teachers communicate with parents on how to complete homework assignments via ThinkCentral and a “how to” page	1A.1. Administration/Teachers/Parent Liaison/ Guidance  Teachers  Teachers	1A.1. Parent Contact Logs  Parent Night sign-in sheets  Parent Training sign-in sheets	1A.1. Student performance indicators  Parent surveys
<b>Mathematics Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Third, Fourth and Fifth grade students achieving Level 3 proficiency on the 2013 FCAT Math Assessment will increase by 3%.</i>	<i>Level 3 Proficiency: 3<sup>rd</sup>-24% (19) 4<sup>th</sup>- 35% (32) 5<sup>th</sup>- 33% (25)</i>	<i>Level 3 Proficiency: 3<sup>rd</sup>- 27% (21) 4<sup>th</sup>- 38% (35) 5<sup>th</sup>- 36% (27)</i>					

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		1A.2. Available time in the school day for effective interventions in Math instruction	1A.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Maintain Math Leadership Team  Use of SME5 software program  Continued use of Instructional Focus Calendars	1A.2. Guidance/Administration  Teachers & MTSS Coach  Teachers  Administration	1A.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring  Lesson Plans	1A.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports
		1A.3. Available time to deliver appropriate professional development to improve instruction.	1A.3. Provide professional development during scheduled faculty meetings	1A.3. Administration/select others	1A.3. Professional Learning Master Calendar  Classroom Walkthroughs	1A.3. Fidelity documentation

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>		2A.1. Limited support from home.	2A.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)  Parent Math Night (to include ThinkCentral training)  Parent Portal and ThinkCentral lessons offered  Teachers communicate with parents on how to complete homework assignments via ThinkCentral and a “how to” page	2A.1. Administration/Teachers/Parent Liaison/ Guidance  Teachers  Teachers/ Mrs. Lilja & Ms. Taylor  Teachers	2A.1. Parent Contact Logs  Parent Night sign-in sheets  Parent Training sign-in sheets	2A.1. Student performance indicators	
<b>Mathematics Goal #2A:</b>	2012 Current Level of Performance:*						2013 Expected Level of Performance:*
<i>Third, Fourth and Fifth grade students achieving Level 4 &amp; 5 proficiency on the 2013 FCAT Math Assessment will increase by 3%.</i>	<i>Level 4 Proficiency:</i> 3 <sup>rd</sup> - 17% (13) 4 <sup>th</sup> - 13% (12) 5 <sup>th</sup> - 16% (12)						<i>Level 4 Proficiency:</i> 3 <sup>rd</sup> - 20% (16) 4 <sup>th</sup> - 16% (15) 5 <sup>th</sup> - 19% (14)
		2A.2. Available time in the school day for effective interventions in Math instruction	2A.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach	2A.2. Guidance/Administration  Teachers & MTSS Coach	2A.2. Completed Master Schedule  Progress monitoring of interventions	2A.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation	

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			Use of SME5 software program	Teachers	SME5 progress monitoring	SME5 progress reports
			Continued use of Instructional Focus Calendars	Administration	Lesson Plans	
	2A.3. Available time to deliver appropriate professional development to improve instruction.	2A.3. Provide professional development during scheduled faculty meetings		2A.3. Administration/select others	2A.3. Professional Learning Master Calendar  Classroom Walkthroughs	2A.3. Fidelity documentation
	2A.4. Students not being challenged.	2A.4. Ensure that teachers are delivering differentiated instruction.		2A.4. Teachers/Administration	2A.4. Lesson Plans/Classroom Walkthroughs	2A.4. Administrative Lesson Plan Reviews and classroom walkthroughs

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1. Limited support from home	3A.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)  Parent Math Night (to include ThinkCentral training)  Parent Portal and ThinkCentral lessons offered by Teacher on Special Assignment  Teachers communicate with parents on how to complete homework assignments via ThinkCentral and a "how to" page	3A.1. Administration/Teachers/Parent Liaison/ Guidance  Teachers  Mrs. Lilja/Ms. Taylor  Teachers	3A.1. Parent Contact Logs  Parent Night sign-in sheets  Parent Training sign-in sheets	3A.1. Student performance indicators
<b>Mathematics Goal</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<b>#3A:</b>	66%(162)	71%(174)					
<i>The number of students making learning gains in Math will increase by 5%.</i>							
			3A.2. Available time in the school day for effective interventions in Math instruction	3A.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program  Implementation and use of Instructional Focus Calendars	3A.2. Guidance/Administration  Teachers & MTSS Coach  Teachers Administration	3A.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring  Lesson Plans	3A.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports

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		3A.3. Available time to deliver appropriate professional development to improve instruction.	3A.3. Provide professional development during scheduled faculty meetings	3A.3. Administration/select others	3A.3. Professional Learning Master Calendar  Classroom Walkthroughs	3A.3. Fidelity documentation
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>		4A.1. Lack of MTSS Coach to facilitate and assist with effective Math interventions	4A.1. Hire a full-time MTSS Coach	4A.1. Administration	4A.1. Employment Record	4A.1. Performance Recommendation	
<b>Mathematics Goal #4A:</b>  <i>Of the students in the lowest quartile, 80% will make learning gains in Math.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75%(46)	80%(49)					
		4A.2. Available time in the school day for effective interventions in Math instruction	4A.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program  Continued use of Instructional Focus Calendars	4A.2. Guidance  Teachers & MTSS Coach  Teachers  Administration	4A.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring  Lesson Plans	4A.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  51%	5A.1. All Students: 55%  White: 61% Black: 35% Hispanic: 22% Asian: N/A American Indian: N/A	5A.1. All Students: 59%  White: 64% Black: 41% Hispanic: 29% Asian: N/A American Indian: N/A	5A.1. All Students: 63%  White: 68% Black: 47% Hispanic: 36% Asian: N/A American Indian: N/A	5A.1. All Students: 67%  White: 71% Black: 53% Hispanic: 43% Asian: N/A American Indian: N/A	5A.1. All Students: 71%  White: 75% Black: 59% Hispanic: 50% Asian: N/A American Indian: N/A	5A.1. All Students: 76%  White: 79% Black: 65% Hispanic: 58% Asian: N/A American Indian: N/A
<b>Mathematics Goal #5A:</b>  The number of students represented by the achievement gap will reduce by 4.2% each year.							

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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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <u>Mathematics Goal</u> <b>#5B:</b> The % of students scoring satisfactory in each subgroup will increase by the following :  White: 10% Black: 8% Hispanic: 4% Asian: N/A American Indian: N/A			5B.1. Limited support from home.	5B.1 Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)  Parent Math Night (to include ThinkCentral training)  Parent Portal and ThinkCentral lessons offered by Teacher on Special Assignment  Teachers communicate with parents on how to complete homework assignments via ThinkCentral and a "how to" page	5B.1. Administration/Teachers/Parent Liaison/ Guidance  Teachers  Teachers	5B.1. Parent Contact Logs  Parent Night sign-in sheets  Parent Training sign-in sheets	5B.1. Student performance indicators  Parent surveys		
			2012 Current Level of Performance:* White:54% Black: 33% Hispanic: 25% Asian: N/A American Indian: N/A	2013 Expected Level of Performance:* White: 64% Black: 41% Hispanic: 29% Asian: N/A American Indian: N/A	5B.2. Available time in the school day for effective interventions in Math instruction	5B.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program  Implementation and use of Instructional Focus Calendars	5B.2. Guidance/Administration  Teachers & MTSS Coach  Teachers Administration	5B.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring  Lesson Plans	5B.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports
					5B.3. Available time to deliver appropriate professional development to improve instruction.	5B.3. Provide professional development during scheduled faculty meetings	5B.3. Administration/select others	5B.3. Professional Learning Master Calendar  Classroom Walkthroughs	5B.3. Fidelity documentation

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

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N/A	N/A	N/A					
			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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1. Limited support from home.	5D.1 Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)	5D.1. Administration/Teachers/Parent Liaison/ Guidance	5D.1. Parent Contact Logs	5D.1. Student performance indicators
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5D: The % of students scoring satisfactory in the Students with Disabilities subgroup will increase by 19%	26%	45%		Parent Math Night (to include ThinkCentral training)  Parent Portal and ThinkCentral lessons offered by Teacher on Special Assignment  Teachers communicate with parents on how to complete homework assignments via ThinkCentral and a “how to” page	Teachers  Teachers	Parent Night sign-in sheets  Parent Training sign-in sheets	Parent surveys
			5D.2. Available time in the school day for effective interventions in Math instruction	5D.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program  Implementation and use of Instructional Focus Calendars	5D.2. Guidance/Administration  Teachers & MTSS Coach  Teachers Administration	5D.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring  Lesson Plans	5B.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports
			5D.3. Available time to deliver appropriate professional development to improve instruction.	5D.3. Provide professional development during scheduled faculty meetings	5D.3. Administration/select others	5D.3. Professional Learning Master Calendar  Classroom Walkthroughs	5D.3. Fidelity documentation

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1. Limited support from home.	5E.1 Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)	5E.1. Administration/Teachers/Parent Liaison/ Guidance	5E.1. Parent Contact Logs	5E.1. Student performance indicators
<b>Mathematics Goal</b> <b>#5E:</b> The % of students scoring satisfactory in the Economically Disadvantaged subgroup will increase by 8%	<b>2012 Current Level of Performance:*</b> 45%	<b>2013 Expected Level of Performance:*</b> 53%			Parent Math Night (to include ThinkCentral training)  Parent Portal and ThinkCentral lessons offered by Teacher on Special Assignment  Teachers communicate with parents on how to complete homework assignments via ThinkCentral and a "how to" page	Teachers  Teachers	Parent surveys  Parent Night sign-in sheets  Parent Training sign-in sheets
			5E.2. Available time in the school day for effective interventions in Math instruction	5E.2. Continued use of a master schedule to ensure maximum instructional time.  MTSS meetings for all grade levels K-5 with MTSS Coach  Use of SME5 software program  Implementation and use of Instructional Focus Calendars	5E.2. Guidance/Administration  Teachers & MTSS Coach  Teachers Administration	5E.2. Completed Master Schedule  Progress monitoring of interventions  SME5 progress monitoring  Lesson Plans	5E.2. Administrative Lesson Plan Reviews and classroom walkthroughs  MTSS documentation  SME5 progress reports
			5E.3. Available time to deliver appropriate professional development to improve instruction.	5E.3. Provide professional development during scheduled faculty meetings	5E.3. Administration/select others	5E.3. Professional Learning Master Calendar  Classroom Walkthroughs	5E.3. Fidelity documentation

### Mathematics Professional Development

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

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“Go Math” Curriculum Training	3-5	Harcourt Trainers/BDS	Grades 3-5 Classroom Teachers	Ongoing	Classroom Assessments, Lesson Plans	Classroom Teachers
New Generation Sunshine State Standards	3-5	Harcourt Trainers	Grades 3-5 Classroom Teachers	Ongoing	Classroom Assessments, Lesson Plans	Classroom Teachers
Common Core Math Training	Designated Classroom Teachers K-1	District selected	Classroom Teachers	Ongoing	Classroom Assessments, Lesson Plans	Classroom Teachers

**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
<b>Evidence-based Program(s)/Materials(s)</b>			
Strategy	Description of Resources	Funding Source	Amount
Monitor implementation of District strategies	Go Math Core Curriculum SRA Workbooks Manipulatives	Title I	\$ 12,533.00
			<b>Subtotal: \$12,533.00</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Provide professional development during scheduled faculty meetings	Substitutes for planning and professional development	Title I	\$2,173.00
Provide professional development during scheduled faculty meetings	Materials for workshops	Title I	\$73.00
			<b>Subtotal: \$2,246.00</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
All Math Strategies	Paraprofessional Salaries and Benefits	Title I	\$63,112.00
			<b>Subtotal: \$63,112.00</b>
			<b>Total: \$77,891.00</b>

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*End of Mathematics Goals*

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>IA. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			IA.1. Limited support from home	IA.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)  Parent Portal and ThinkCentral lessons offered  Science Fair Night	IA.1. Administration/Teachers/Parent Liaison/ Guidance/ Teachers  Mrs. Lilja/ Ms. Taylor  Teachers	IA.1. Parent Contact Logs  Parent Night sign-in sheets  Parent Training sign-in sheets	IA.1. Student performance indicators
<b>Science Goal #1A:</b>  <i>Fifth grade students achieving Level 3 proficiency on the 2013FCAT Science Assessment will increase by 10%.</i>	<u>2012 Current Level of Performance:*</u> 5 <sup>th</sup> - 32% (24)	<u>2013 Expected Level of Performance:*</u> 5 <sup>th</sup> -42% (32)	IA.2. Available time in the school day for effective Science instruction	IA.2. Continued use of a master schedule to ensure maximum instructional time.  Maintain a Science Leadership Team  Continued use of Instructional Focus Calendars	IA.2. Administration/Guidance  Administration/Teachers  Teachers	IA.2. Professional Learning Master Calendar  Classroom Walkthroughs	IA.2. Fidelity documentation
			IA.3. Effective lesson delivery addressing the Science standards	IA.3. Departmentalization of Science within the 5th grade  Expand and utilize STEM lessons in the Science Lab	IA.3. Administration  Administration	IA.3. Completed Master Schedule  Lesson Plans	IA.3. Fidelity Documentation  Administrative Lesson Plan Reviews
			IA.4. Lack of participation due to transportation	IA.4. Explore the option of a Science /STEM Club	IA.4. Michelle Morris	IA.4. Teacher feedback	IA.4. Meeting dates/student activities Program Guidelines

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1. Limited support from home.	2A.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)	2A.1. Administration/Teachers/Parent Liaison/ Guidance	2A.1. Teachers Parent Contact Logs	2A.1. Student performance indicators
<b>Science Goal #2A:</b>  <i>Fifth grade students achieving Level 4 &amp; 5 proficiency on the 2013 FCAT Science Assessment will increase by 3%.</i>	<b>2012 Current Level of Performance:*</b>  Level 4 Proficiency: 7% (5)	<b>2013 Expected Level of Performance:*</b>  Level 4 Proficiency: 10% (8)		Parent Portal and ThinkCentral lessons offered  Science Fair Night	Mrs. Lilja/Ms. Taylor  Teachers	Parent Night sign-in sheets  Parent Training sign-in sheets	
			2A.2. Available time in the school day for effective Science instruction	2A.2. Continued use of a master schedule to ensure maximum instructional time.  Maintain a Science Leadership Team  Continued use of Instructional Focus Calendars	2A.2. Administration/Guidance  Administration/Teachers  Teachers	2A.2. Professional Learning Master Calendar  Classroom Walkthroughs	2A.2. Fidelity documentation
			2A.3. Effective lesson delivery addressing the Science standards	2A.3. Departmentalization of Science within the 5th grade  Maintain and utilize a Science Lab for use by all grade levels	2A.3. Administration  Ms. Morris	2A.3. Completed Master Schedule  Classroom walkthroughs	2A.3. Fidelity Documentation

*End of Elementary and Middle School Science Goals*

### Science Professional Development

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

**Science Budget** (Insert rows as needed)

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Include only school-based funded activities/materials and exclude district funded activities/materials.			
<b>Evidence-based Program(s)/Materials(s)</b>			
Strategy	Description of Resources	Funding Source	Amount
Provide teachers with appropriate resources	Fusion Science Core Curriculum replacement consumables	Title I	\$12,533.00
			<b>Subtotal: \$12,533.00</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Maintain a Science Leadership Team	Agenda	School	\$0.00
Expand and utilize STEM lessons in the Science lab	Substitutes for planning and professional development	Title I	\$2,172.00
Maintain a Science Leadership Team	Materials for professional development	Title I	\$74.00
			<b>Subtotal: \$2,246.00</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
Expand and utilize STEM lessons in the Science lab	Science Lab consumables/non-consumable materials to include microscopes	School	\$1,396.73
All Science Strategies	Paraprofessional Salaries and Benefits	Title I	\$31,556.00
			<b>Subtotal: \$32,952.73</b>
			<b>Total: \$47,731.73</b>

### *End of Science Goals*

### **Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1. Limited support from home	1A.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)	1A.1. Administration/Teachers/Parent Liaison/ Guidance	1A.1. Parent Contact Logs	1A.1. Student performance indicators
<b>Writing Goal #1A:</b>  <i>Fourth grade students achieving Adequate Yearly Progress in Writing will increase by 5%.</i>	<b>2012 Current Level of Performance:*</b> 66%. (61)	<b>2013 Expected Level of Performance:*</b> 71%(65)		Parent Writing Night  Parent Portal and ThinkCentral lessons offered by Teacher on Special Assignment	Teachers  Mrs. Lilja/ Ms. Taylor	Parent Night sign-in sheets  Parent Training sign-in sheets	
			1A.2. Available time in the school day for effective interventions in Writing instruction .	1A.2. Continued use of a master schedule to ensure maximum instructional time.  Maintain a Writing Leadership Team  "Callaway Writes" assessments per quarter  Continued use of Instructional Focus Calendars	1A.2. Guidance/Administration  Administration/Teachers  Writing Leadership Team/Teachers  Teachers	1A.2. Completed Master Schedule  Progress Monitoring  Students Assessed by Colleagues  Lesson Plans	1A.2. Administrative Lesson Plan Reviews and classroom walkthroughs
			1A.3. Available time to deliver appropriate professional development to improve instruction.	1A.3. Provide professional development during scheduled faculty meetings.	1A.3. Administration/select others	1A.3. Professional Learning Master Calendar  Classroom Walkthroughs	1A.3. Fidelity documentation
			1A.4. New Staff	1A.4. Provide SMILE Writing training for one 2 <sup>nd</sup> grade teacher.	1A.4. Administration	1A.4. BDS Trainer: Serenity Anderson	1A.4. Agenda/Sign in sheet

### 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
SMILE Writing	2/Writing	Serenity	2 <sup>nd</sup> grade teachers	Per Bay District Trainer	Lesson Plans	Administration

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		Anderson		Schedule		
CCSS Writing	K-1	Serenity Anderson	Grades K-1 Teachers	Per Bay District Trainer Schedule	Lesson Plans	Administration

**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
Provide exemplary Writing curriculum	SMILE Writing Curriculum	School Budget	\$250.00
			<b>Subtotal: \$250.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Monthly Writing Meeting	Agenda	N/A	\$0.00
Provide professional development during scheduled faculty meetings.	Substitutes for planning and professional development	Title I	\$2,173.00
Provide professional development during scheduled faculty meetings.	Materials and supplies for workshops	Title I	\$73.00
			<b>Subtotal: \$2,246.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Callaway Writes	Consumable materials	Title I	\$400.00
			<b>Subtotal: \$400.00</b>
			<b>Total: \$2,896.00</b>

*End of Writing Goals*

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### Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1 Limited support from home	1.1. Increase communication between school and home (Parent Portal, School Website, Newsletters, Parent Contact Logs, IRIS calls)  Parent Portal lessons offered by Ms. Taylor	1.1. Administration/Teachers/Parent Liaison/ Guidance  Ms. Taylor	1.1. Parent Contact Logs  Parent Training sign-in sheets	1.1. Student performance indicators
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>Student attendance will improve by 2% for SY2013.</i>	94%(525)	96%(537)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	72	62					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	99	89					
			1.2. Inadequate adherence to the district attendance policy.	1.2. Monitor attendance issues and conduct CSTs to ensure adherence to attendance policy  Recognize students who do adhere to the attendance policy with quarterly attendance awards	1.2 Teachers/Guidance/ Admin	1.2. Student attendance records	1.2. Focus attendance reports
					Guidance/Administration	Student attendance records	Focus attendance reports

### Attendance Professional Development

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<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FOCUS	K-5	District Selected	Teachers grade K-5	Ongoing	Per Bay District Trainer Schedule	Classroom Teachers

**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
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$0.00</b>

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

*End of Attendance Goals*

**Suspension Goal(s)**

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

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
<b>I. Suspension</b>			1.1. Lack of funding for a behavioral intervention coach.	1.1. CES is adopting and implementing Positive Behavior Support initiatives.  BDS is adopting and implementing a bully-proofing curriculum.  Explore the use of SS Grin/Social Skills Groups strategies.	1.1. Administration/Teachers/Guidance	1.1. Progress monitoring of behavior	1.1. Focus Discipline reports
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	222	200					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	108	97					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	131	118					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	64	58					
			1.2. Availability of mentors outside the classroom	1.2. Continue the mentoring program to provide positive behavior reinforcement outside the classroom	1.2. District Mentoring program/School Rep	1.2. Progress monitoring of behavior	1.2. Focus discipline reports
			1.3 Lack of sufficient time to implement supplemental character education in the classroom.	1.3. ITV character education recognition and schedule time each month for character education push-in lessons.	1.3. Guidance/Administration	1.3. Progress monitoring of behavior	1.3. Focus discipline reports

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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	K-5	PBS Team	School-wide	Ongoing	Discipline Records	Administration
SS Grin/Social Skills Groups	Guidance/Administration	District	Guidance/Administration	District Schedule	Discipline Records	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
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide Positive Behavior Support	PBS Store	PTO	\$ 1,500.00
Provide Positive Behavior Support	PBS Activities	PTO	\$ 500.00
			<b>Subtotal: \$2,000.00</b>

*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.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b>			1.1. See Attached PIP	1.1.	1.1.	1.1.	1.1.
<b>Parent Involvement Goal #1:</b>  <i>See Attached PIP</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Parent Involvement Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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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**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
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent Involvement Plan	Parent Liaison	Title I	\$ 11,860.00
Parent Involvement Plan	Parent Center Supplies	Title I	\$ 2,102.00
			<b>Subtotal: \$16, 858.00</b>
			<b>Total: \$ 16,858.00</b>

*End of Parent Involvement Goal(s)*

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

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STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>STEM Goal #1:</b> Increase use of science, technology, engineering, and math for all 5 <sup>th</sup> graders through comprehensive science lab activities.	1.1. Effective lesson delivery addressing STEM	1.1. Expand and utilize STEM lessons in the science lab	1.1. Administration	1.1. Lesson Plans	1.1. Administrative Lesson Plan Reviews
	1.2. Lack of participation due to transportation	1.2. Explore the option of a STEM club	1.2. Michelle Morris	1.2. Teacher feedback	1.2. Meeting dates, student activities and program guidelines
	1.3. Available time to deliver appropriate professional development to improve instruction.	1.3. Provide professional development during scheduled faculty meetings.	1.3. Administration/select others	1.3. Professional Learning Master Calendar	1.3. Administrative Lesson Plan Reviews

**STEM Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM strategies	K-5	Amy French	All Teachers	Ongoing	Lesson Plans	Administration

**STEM Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

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Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Provide STEM strategies professional development.	School STEM contact	School Science Allocation Funds	\$763.40
			<b>Subtotal: \$763.40</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$763.40</b>

*End of STEM Goal(s)*

**Additional Goal(s)**

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

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

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1. Additional Goal			I.1.	I.1.	I.1.	I.1.	I.1.
Additional Goal #1:  <i>Continue to provide a safe learning environment for all students, improving the satisfaction results by 2% according to the school climate survey.</i>	2012 Current Level :*	2013 Expected Level :*	None anticipated	Restrict access to school with security fencing and the RAPTOR screening program	Administration	Locking gates at 8:30am each day, controlling gate access and operation of RAPTOR computer program.	Visitor Log
	95 %(531)	97%(542)					
			I.2.	I.2.	I.2.	I.2.	I.2.
			None anticipated	Update and expand safety plan	Administration	Administrative review of current plan to comply with district	Completed plan
			I.3.	I.3.	I.3.	I.3.	I.3.
			None anticipated	Completion of Safety Plan	Administration	Active Drill Practice	Progress monitoring of evacuation time.
			I.4.	I.4.	I.4.	I.4.	I.4.
			Funding	Complete perimeter fencing on campus	Facilities	Reduction in trespassers	Completed project

### Additional Goals Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
Technology			

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

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

Strategy	Description of Resources	Funding Source	Amount
Ensure current and accurate screening	Raptor update	School	\$425.00
			<b>Subtotal: \$425.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0.00</b>
			<b>Total: \$425.00</b>

*End of Additional Goal(s)*

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$166,238.97</b>
<b>CELLA Budget</b>	<b>Total: \$0.00</b>
<b>Mathematics Budget</b>	<b>Total: \$77,891.00</b>
<b>Science Budget</b>	<b>Total: \$47,731.73</b>
<b>Writing Budget</b>	<b>Total: \$2,896.00</b>
<b>Attendance Budget</b>	<b>Total: \$0.00</b>

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

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

<b>Suspension Budget</b>	
	<b>Total: \$2,000.00</b>
<b>Parent Involvement Budget</b>	
	<b>Total: \$16,858.00</b>
<b>STEM Budget</b>	
	<b>Total: \$763.40</b>
<b>Additional Goals</b>	
	<b>Total: \$ 425.00</b>
	<b>Grand Total: \$314,804.10</b>

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

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

Are you reward school?  Yes  No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

If No, describe the measures being taken to comply with SAC requirements.	
Describe the activities of the SAC for the upcoming school year.	
The school Advisory Council will continue to provide instructional support through specialized funding designed to enhance student performance.	

Describe the projected use of SAC funds.	Amount
The current available SAC funds will provide postage for consumable workbooks in various subject areas. If additional funds become available, the SAC committee will determine the most appropriate use of those funds.	\$204.05

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

### Parent - School Learning Compact Callaway Elementary School 2012-13

Callaway Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet Florida's student academic achievement standards as follows:  
All teachers are highly qualified and receive on-going training. Teachers are required to follow the School Improvement Plan and must implement Florida Standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's academic achievement. Conferences will be held (at least annually):  
Compacts will be signed at the annual parent-teacher conference, at Title I Meeting, or other times when parents and school personnel meet face to face. These will be scheduled during the first 9 weeks whenever possible.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:  
Progress Reports on September 26, December 10, February 28, May 9  
Report Cards on November 1, January 28, April 10, June 5  
Teacher communications to parents as needed.  
FCAT reports and other individual student assessment results  
Parent teacher conferences as requested
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:  
Teachers will be available at Open House and will be available for consultation with parents as requested by parents.
5. Provide parents opportunities to volunteer in their children's school and to participate in their children's class and observe classroom activities, as follows:  
Parents are welcome at school. Arrangements for volunteering, participating and observing in a classroom should be made in advance of the visit or activity. Parents will have opportunities to participate through working on various committees and attending parent workshops. Additionally parents can participate through attendance at conferences and through learning compacts.

**Parents** will support our children's learning in the following ways:

1. Monitoring attendance
2. Encouraging child to follow school rules
3. Providing a time/place for child to study and complete homework
4. Participating, as appropriate, in decisions relating to child's education
5. Promoting positive use of child's extracurricular time
6. Staying informed about child's education by communicating with the school, reading all notices from the school or the school district and responding promptly as appropriate
7. Developing a partnership with school personnel
8. Participating, to the extent possible, on school advisory groups

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

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

**Students** will share the responsibility to improve our academic achievement and achieve Florida's high standards in the following ways:

1. Attend school everyday unless I am sick
2. Follow the Code of Student Conduct
3. Ask my teachers questions when I don't understand something
4. Give my parent or guardian all notices and information received by me from my school

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

**WILLIAM V. HUSFELT, III**

September

**SUPERINTENDENT**

Dear Parent:

Your child may be eligible to receive **free tutoring** through the Supplemental Educational Services (SES) program for the 2012-2013 school year.

1311 Balboa Avenue

**How did my child qualify?**

Panama City, Florida

Students enrolled in a Title I school and scored a Level 1 or Level 2 on the 2012 Florida Comprehensive Assessment Test (FCAT) are eligible for SES services.

32401

**What is Supplemental Educational Services?**

Supplemental educational services (SES) are additional academic instruction designed to increase students' academic achievement in reading/language arts, mathematics, or science. This tutoring takes place outside of the regular school day by state-approved SES providers. Tutoring will start near October 15, 2012.

(850) 767-4100

Hearing Impaired Access

**How can I learn more?**

You can find the most up to date information about SES on our Web site at:

(800) 955-8770 Voice

<http://www.bay.k12.fl.us>

(800) 955-8771 TDD

**How do I apply?**

First, choose a provider for your child from the attached list of approved providers. To help you choose, we have enclosed a chart and a Provider Directory. Then, complete the attached application form and list the providers in the order of your preference. We will try to assign your child to your first choice. If your first choice is not available, your child will be assigned to your second or third choice.

[www.bay.k12.fl.us](http://www.bay.k12.fl.us)

You must return the SES Application Form **on or before September 21, 2012** by using one of the following:

Board Members:

- **Your child's school;**
- **Fax to 872-4434;**
- **Mail or deliver to the school district office at 1311 Balboa Ave, PC, FL 32401; or**
- **Complete the application on line at: [www.bay.k12.fl.us](http://www.bay.k12.fl.us)**

Joe Wayne Walker

District 1

Students will be prioritized if there are not enough funds to offer services to all eligible students whose parents request the services. If you have questions or need assistance, you may call Jennifer Lawrence at 767-4113 between the hours of 7 a.m. and 2:30 p.m.