Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School: **Area:**

South

Roy Allen Elementary

Principal: **Area Superintendent:**

Dr. Mark Mullins

Mrs. Carol Carmichael

SAC Chairperson:

Mrs. Kami Gelfond

Superintendent: Dr. Brian Binggeli

Mission Statement:

Higher achievement for all students in a safe and nurturing learning environment.

Vision Statement:

We, as the Roy Allen community, are dedicated to molding life-long learners in a safe and supportive environment.

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

One place to start – three year trend history (optional):

	Grade	Reading Gains	Math Gains	25% Reading	25%Math
2008-2009	A	74	60	63	50
2009-2010	A	74	65	58	59
2010-2011	A	67	69	54	56
2011-2012	A	67	68	81	65

	Reading Prof.	Math Prof.	AYP
08-09	85	82	No
09-10	83	80	No
10-11	80	82	No
11-12	59	66	?

Roy Allen continues to be a high achieving school, and has maintained an "A "status for the past 11 years. Although most grade levels student performance has only varied a few scale score points in reading and math over the past several years, every effort is being made to identify the areas of concern so that instruction can be modified to fill in the gaps and return the trends to an upward direction. Roy Allen's demographics have changed drastically as a result of redistricting and current national economic situation. In only a few years the enrolment has decreased from over 800 students to approximately 566 and the poverty rate has increased from 48% in 2005 to 59% in 2012. Currently Roy Allen's Minority Rate is 33%. As a result of targeted interventions and teacher dedication Roy Allen has been able to maintain high standards by receiving an "A" for 11 consecutive years.
 The major focus of this school improvement plan is to continue improving the effectiveness of the RTI process. At the beginning of the 2011-12 school year, the school based RtI Leadership Team developed a procedures manual for implementing RtI at Roy Allen. As a result of focusing on Tier 2 and Tier 3 Intervention, students in the lowest 25% had an increase in the percent of students making FCAT learning gains in reading from 54% to 81% and in math from 56% to 65%. However results for students performing at proficiency, level 3 or higher, decreased from 80% to 59% in reading and from 82% to 66% in math. Some of the factors that led to the decrease in students performing at level 3 or better include the increase in cut scores for each developmental level as well as, including ESE and ELL student scores in the school averages, which were previously included in the calculations.
Information is not available at this point to determine Roy Allen's AYP status for the 12-13 school year. Due to specific targeted interventions the percent of students not making satisfactory progress in reading on FCAT 2.0, decreased for the following sub groups; White 1%, Hispanic 5%, Asian 4%, ELL 12% and Students with disabilities (SWD) 15%. Conversely, there were slight increases in students not making satisfactory progress in reading for the following subgroups, Economically Disadvantaged (ED) 1% and Black 18%. The Black subgroup had a total of only 9 students. Additionally the percent of students not making adequate progress in math decreased in all subgroups respectively; White 2%, Black 7%, Hispanic 3%, Asian 1%, ELL 18%, SWD 18% and ED 4%. Roy Allen failed to make AYP the previous three years receiving 90% during the 08-09 school year and 85% during 09-10 school year and 87% during the 10-11 school year. During the 10-11 school year the total school population did not meet the 79% goal of students performing at or above grade level in reading. For the 10-122 school year, the total school

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population had 71% of the students at proficiency, which means that a "No" was received for reading for the total school population. The white subgroup received a "Yes" with 82% at proficiency. The following subgroups did not meet the high standards in reading; Economically Disadvantages and Hispanic students. Additionally it is important to note that students with disabilities received a "Yes" due to Safe Harbor, by decreasing the percent of students below grade level from 62% to 53%. As the requirement for math increased to 80% of the students meeting high standard, Roy Allen had only 74% of the total school population meet this requirement which means that a "No" was received for math in total school population.

Science trends over the past several years are as follows for fifth grade; in 2007, 2008 and 2011 63% met high standards in science and increased in 2010 to 66%. In 2012 there was a slight decrease with 62% of the 5th grade students meeting high standards in science. Previously, writing scores were showing an upward trend, improving from 73% 2009 meeting high standards to 78% in 2010 and 86% in 2011. In 2012 the students meeting high standards in writing decreased to 74% based on the 3.0 criteria. One possible reason for the decrease was the change in the scoring rubric. During the 2012 school year the state revised the scoring rubric to include increased emphasis on mechanics and spelling. During the transition to Common Core Standards, additional focus will be placed on writing in the primary grades, including increased emphasis of grammar and spelling and integrating of writing throughout the content areas.

After reviewing the end of the year District Reading Assessments (DRLA's) and District Math Benchmark Assessments in general the following subgroups; SWD, ELL, Hispanic, and Black scored lower on the assessments than their peers. Additionally, FAIR Assessment data and PASI results indicate that many students in grades kindergarten through second grade need additional support with print knowledge, phonemic awareness and decoding multi-syllabic words. As a result of this analysis all primary classroom teachers include Haggerty lessons in their daily core instruction. Dr. Thompson's findings on High Impact Practices, listed vocabulary as the singular most important practice in raising student achievement. His research also noted that children from families at or below the poverty line hears 600-700 words per hour or 5,000 words vocabulary by kindergarten. While during the same time period a child from an upper income family hears 2,900-3,100 words per hour equaling approximately 20,000 words. We are very excited to have the opportunity to provide quality full day VPK and Headstart Programs at Roy Allen this year. Through early exposure to a quality preschool program we believe that the students will enter kindergarten with a stronger sense of print knowledge and phonemic awareness.

CELLA results for 2012 are as follows; percent of students at proficiency in Listening/Speaking 45%, Reading 31% and Writing 32%. ELL students in second grade had 80% proficiency in Listening and Speaking, With this in mind it is essential the Common Core English Language Arts Key Standards of Writing, Speaking and Listening are embedded in daily instruction throughout the content areas.

Analysis of Current Practice: *(How do we currently conduct business?)*

The major focus of the school improvement plan is to continue improving the effectiveness of the RTI process. At the beginning of the 2011-12 school year, the school based RtI Leadership Team developed a procedures manual for implementing RtI at Roy Allen. As a result of focusing on Tier 2 and Tier 3 Intervention, students in the lowest 25% had an increase in the percent of students making FCAT learning gains in reading from 54% to 81% and in math from 56% to 65%. However results for students performing at proficiency, level 3 or higher, decreased from 80% to 59% in reading and from 82% to 66% in math. Some of the factors that led to the decrease in students performing level 3 or better include the increase in cut scores for each developmental levels as well as, including ESE and ELL student scores in the school averages.

In August 2012, members of the leadership team met with the current School Psychologist and Staffing Specialist to review the manual and update all forms. The MTSS (IPST) team determined that additional training was needed in the area of on-going progress monitoring, and increased focus needed to be given to the progress of all students in the intervention group. Based on the findings from Mr. Oliver's research, studies have repeatedly shown that schools that have a structure in place for collaboration have the highest student achievement. With this in mind the master schedule a Roy Allen has been created to provide daily intervention at all grade levels as well as biweekly Data Talk/Kid Talk meeting. Additionally faculty meetings and Committee Meetings are schedule monthly. Every Thursday is set aside for MTSS (IPST) meetings to focus on the students most at risk.

This problem solving model will provide the structure to identify, develop implement and evaluate instructional strategies to accelerate all students. A collaborative problem solving approach will be utilized to make data driven instructional decisions, to ensure that the needs of all students are being addressed. Additionally school-based collaborative teams will focus on identified groups of underperforming students in an effort to provide unified and accelerated support. Roy Allen's school motto is "You Can Count On Me". By making our actions match our words, every member of the faculty and staff takes ownership in our school mission which states, "Higher achievement for all students in a safe and nurturing learning environment". At the beginning of every school year a staff development needs assessment is completed and a schedule for site based trainings is implemented, based on results of the survey.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

By incorporating quality instruction with a school wide RtI program that focuses on the needs of students performing on all levels, it is our belief that we will increase student achievement while simultaneously closing the achievement gap. According to John Hattie's book, Visible Learning A Synthesis Of Over 800 META- Analyses Relating To Achievement specific strategies such as meaningful feedback, questioning strategies, and explicit vocabulary instruction have a significant impact on student achievement. Additionally, Dr. Thompson's research supports the importance of vocabulary instruction, "The singular importance of vocabulary has become a powerful insight to raising achievement."

Dr. Thompson research states that schools should assess students every four to six weeks to measure progress and act immediately on the results of these findings. By utilizing the results of specific on-going progress monitoring every two weeks for Tier 2 and Tier 3 students teachers will be able to accurately track student progress to determine if the intervention is having the desired impact on student achievement or if another highly effective instructional strategy is needed. Dr. Thompson's findings also state that, "Schools choose 2-3 high yield instructional practices to focus on each year, always carrying over the previous year's focus practice". He also indicates that teachers must have time to

work collaboratively, and have opportunities to observe other teachers. By implementing the district IPPAS guidelines, and implementation of the teachers Professional Growth Plans, teachers will have the opportunity to make data driven decisions and focus their professional development on areas they have identified as a need.

Response to Intervention (RTI) is an array of procedures that can be used to determine if and how students respond to specific changes in instruction. RTI provides an improved process and structure for school teams in designing, implementing, and evaluating educational interventions. Perhaps the biggest advantage of implementing RTI is the fact that RTI results in increased understanding of the academic skills of each student in the class. The Comer Process and professor at Yale University, proposes that no significant learning occurs without a significant relationship (Payne, 2005). The following is a definition of RtI from The National Center on Response to Intervention: "Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities."

 RTI encompasses the following core assumptions (NASDSE, 2005)

1.   that the educational system can effectively teach all children

2.   that early intervention is critical to preventing problems from getting out of control

3.   that the implementation of a multi-tiered service delivery model is necessary

4.   that a problem solving model should be used to make decisions between tiers

5.   that research based interventions should be implemented to the extent possible

6.   that progress monitoring must be implemented to inform instruction

7.   that data should drive decision making.

The Data Team Process is a six step cycle that ensures the RtI process is carried out with fidelity. The steps are as follows:
   1. Collect & Chart Data
   2. Analyze & Prioritize
   3. Set & Review Smart Goals
   4. Select Instructional Strategies
   5. Determine Results indicators
   6. Monitor & Evaluate Results

 Differentiated instruction offers the expert-driven, responsive, student-centered teaching that is required for effective RTI. In order to meet the individual needs of diverse students, especially those who are struggling learners, have special needs, or are English Language Learners (ELL), instruction and interventions must be student-centered, use flexible grouping and rely on ongoing assessments. By implementing their instruction/interventions in this manner, classroom teachers will obtain greater student success and referrals to special education will be reduced. Using Bloom's Taxonomy of Cognitive Educational Outcomes allows the teachers to design projects around the Content, Process, and Product that meet the needs of all levels of students in the class.(Tomlinson, 2003)

 Marzano's (2003) research presents nine strategies that promote effective instruction. These strategies are researched based and Marzano's findings emphasize that the classroom teacher makes a significant impact on individual student achievement. Specific strategies may yield as much as a 45 percentile

point gain in student achievement. Several of the strategies emphasize exposing students to higher-level questioning strategies. For example the strategy of "Cues, Questions, and Advance Organizers" emphasizes using higher level questions that require students to analyze information and elicit inferences. The strategy of "Summarizing and Note Taking", when done effectively requires students to further analyze information at a deeper level. This specific strategy demonstrates the potential, when effectively implemented, to yield a student achievement gain of 35 percentile points.

Common Core Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical studies and Math are in full implementation for kindergarten through second grade and transitioning into standards for third through sixth, to help ensure that all students are college and career ready upon graduation from high school.

Using the RtI process to identify student needs in Tiers 1, 2 and 3, the faculty will implement one or more of the aforementioned best practices to support student achievement.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Roy Allen will continue to improving the effectiveness of the RTI process, with the implementation of the Data Team Process incorporating all 6 steps of the process. A collaborative problem solving approach will be utilized to make data driven instructional decisions, to ensure that the needs of all students are being addressed. Using the RtI process to identify student needs in Tiers 1, 2 and 3, the faculty will implement one or more of the aforementioned best practices to support student achievement.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure

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1. RtI Process takes additional time to collaborate, assess and evaluate	1. The Master Schedule created to incorporate intervention times in reading and math for all grade levels	Administration and RtI Leadership Team	Prior to the start of the school year	.00	Master Schedule Intervention Schedule
2. Available staff to provide intervention	2. Create teacher and instructional assistant schedule based on intervention needs in reading and math for all grade levels	Administration and RtI Leadership Team	On going Updates as need	.00	Teacher and Instructional Assistants Schedules
3. RtI Manual needs to be updated	3. Meet with School Psychologist and Staffing Specialist to identify Necessary updates in reading and math for all grade levels	Guidance Administration RtI leadership Team	August and September	.00	Updated Manual
4. Additional teacher Training needed	4. Provide training for teachers on updates in manual	MTSS (IPST) Team	October	.00	Training agenda and sign-up sheet
5. Training on on-going progress monitoring tools and Data Team Process	5. Provide training with Progress monitoring instruments in reading and math for all grade levels	Reading Coach ELL Teacher MTSS (IPST) Team	Ongoing as needed	.00	Training agenda and sign-up sheet
6.Materials needed for intervention groups	6. Locate or purchase necessary instructional Materials based on identified student need	Administration MTSS (IPST) Team Bookkeeper	Ongoing as needed	$1,000	Purchase orders

7. Need additional time for mastery of skills	7. Provide quality extended day opportunities before and after school hours through ASP, SES and Art Explorer Programs.	Administrators, Title I Coordinator and Art Explorer Coordinator	Ongoing until funding is exhausted.	ASP $ 6,600 SES Provided by District Title I budget. Art Explorer-Federal Grant Funded	Attendance records and carry over to improved classroom grades
8. Faculty awareness of grade level instructional implications of Fry Sight Words	8.Correct spelling of the Fry Sight words will be taught from 1st - 3rd grade	Administration, Reading Coach and Teachers	On-going	.00	Sample lesson plans and work samples
9. Additional staff development in FCAT Writing 2.0 and Common Core Standards as well as new scoring rubrics	9. Mastery of grade level Fry sight words will be assessed during daily writing activities.	Administration and Teachers	On-going	.00	Increased scores on District Writing Assessments and student work samples
10. Additional staff development is needed on writing across the curriculum	10. Based on Common Core standards, writing will be integrated in all content areas.	Administration and Teachers	On-going	.00	Student Writing Samples across the curriculum K-6
11. Additional staff training needed	11. Theresa Phelps will provide 2nd- 4th grade well as ESE, Title I, ELL and Reading Coach training on a new resource "Developing Sentence Imitation"	Administration And teachers	First Semester 2012	$400 Title I Staff development funds or basic sub budget	Increased scores on District Writing Assessments and student work samples

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

During the 2012-13 school year, the professional practices at Roy Allen will be focusing on full implementation of the RtI problem solving model providing the structure to identify, develop implement and evaluate instructional strategies to accelerate all students. A collaborative problem solving approach will be utilized to make data driven instructional decisions, to ensure that the needs of all students are being addressed. Additionally school-based collaborative teams will focus on identified groups of underperforming students in an effort to provide unified and accelerated support.

The RtI process will be evident in 100% of our classes, with the implementation of the Data Team Process incorporating all 6 steps of the process. Data Walls in the conference room will track student progress in reading. Teacher lesson plans provide evidence of differentiation of instruction, based on student needs. All Kid Talk and MTSS (IPST) meetings will be documented in A3. The master schedule will reflect daily intervention in all grade levels for reading and math. RtI documentation and record sheets for all Tier 2 and Tier 3 intervention groups will record attendance and on-going progress monitoring to ensure fidelity of the process. Administrative walk-through will document that best practices are being utilized in all levels of instruction. In addition teachers will document professional practice outcomes by documentation in their IPPAS portfolios.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

The goal of Roy Allen Elementary is to increase the percent of students scoring at proficiency as evidenced by improved performance on FCAT 2.0. As of Spring 2012, 59% of students performed at or above satisfactory (Level 3 or higher) on the Reading FCAT 2.0. As of Spring 2013, the desired goal is for 64% of the students to demonstrate satisfactory progress (Level 3 or higher) as measured by Reading FCAT 2.0. As of Spring 2012, 66% of students performed at or above satisfactory (Level 3 or higher) on the Math FCAT 2.0. As of Spring 2013, the desired goal is for 69% of the students to demonstrate satisfactory progress (Level 3 or higher) as measured by math FCAT 2.0. Based on the RtI process providing immediate and targeted interventions, students will demonstrate increased success in school as evidenced by improved classroom performance and student work samples.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. As of Spring 2012, 59% of students performed at or above satisfactory (Level 3 or higher) on the Reading FCAT 2.0. As of Spring 2013, the desired goal is for 62% of the students to demonstrate satisfactory progress (Level 3 or higher) as measured by math FCAT 2.0.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): **1.**		
Strategy(s): **1.**		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** **1.**	59% (167 students)	62% (177 students)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** **Strategy(s):** **1.**	N/A	N/A
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s): Previously the focus in Kid Talk meetings was on Tier 2 and Tier 3 instruction only.** **Strategy(s):** 1. **The DataTalk/Kid Talk Teams will utilize the Data Team Process to select instructional strategies, monitor and evaluate results to accelerate student achievement.**	30% (85 students)	33% (95students)

Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** 1.	N/A	N/A
Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** **Strategy(s):** 1.	N/A	N/A
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** 1. **Florida Alternate Assessment:** Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** 1.	81% (38 students)	84% (40 students)

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		

Student subgroups by ethnicity NOT making satisfactory progress in reading :	Enter numerical data for current level of performance	Enter numerical data for expected level of performance
	<u>2010-11</u> <u>2011-12</u>	<u>2013</u> <u>14</u> <u>15</u> <u>16</u> <u>17</u>
White:	70% 71%	75% 78% 80% 83%85%
Black:	N/A N/A	
Hispanic:	38% 36%	48% 54% 59% 64%69%
Asian:	N/A N/A	
American Indian:	N/A N/A	
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	<u>2010-11</u> <u>2011-12</u> 19% 12%	<u>2013</u> <u>14</u> <u>15</u> <u>16</u> <u>17</u> 33% 39% 46%53%60%
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	<u>2010-11</u> <u>2011-12</u> 33% 37%	<u>2013</u> <u>14</u> <u>15</u> <u>16</u> <u>17</u> 44% 50% 55%61%67%

Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** 1.	2010-11 51%	2011-12 49%	2013 14 15 16 17 59% 63% 67%71%76%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Site based inservice: Entire faculty will participate in the following training: Review of SIP, Data Analysis, Vocabulary and Comprehension Strategies.	Oct 12th 2012	Class room walk-throughs, grade level data analysis report and sample student products or lesson plans
Common Core Training of ELA Standards and integration in content areas provided by the Common Core Team.	August 7, 2012	Class room walk-throughs, sample student products or lesson plans
MTSS (IPST) Team, including new Staffing Specialist and School Psychologist reviewed tools for on-going progress monitoring and District updates on the RtI process with focus on group data analysis. Updates will be provided as necessary in during Kid Talk/Data Talk meetings and grade level meetings.	Sept. 4, 2012 Ongoing as needed	Correctly completed RtI Paperwork. Sign in sheets and agendas from trainings
Training on the updated MTSS (IPST) manual will be provided for all teachers. Additional training will be provided for all teachers new to Roy Allen to ensure fidelity in implementation of the RtI process.	October 2012	Correctly completed MTSS (IPST) Paperwork. IPST Meeting notes.
Teacher observation of peers as defined in our IPPAS guidelines	On-going	Evidence submitted by teacher in Pinpoint of their observations
Pinpoint Training, provided by Mrs. Salamone for PGP development and IPPAS evaluation.	Sept. 13, 2012	Successful implementation of the IPPAS utilizing Pinpoint by teachers and administration
Teachers will attend District Provided ELL Courses.	On-going	ELL contact will continue to monitor completed courses and provide information toward ELL Endorsement.

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring

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2012 Current Percent of Students Proficient in **Listening/ Speaking:** Kindergarten 9% (1) 1st Grade- 33% (4) 2nd Grade- 80% (20) 3rd Grade- 30% (3) 4th Grade- 33% (4) 5th Grade- 43% (3) 6th Grade- 33% (1) **Total: 45%** 4th Grade- 33% (4) 5th Grade- 43% (3) 6th Grade- 33% (1)	Additional training is needed in understanding how Listening and speaking is evaluated on CELLA	1. Provide additional training in understanding how Listening and speaking is evaluated on CELLA and its implications on classroom instruction.	Administration ELL Guidance ELL Resource teacher
2012 Current Percent of Students Proficient in **Reading:** Kindergarten- 0% 1st Grade- 25% (3) 2nd Grade- 56% (14) 3rd Grade- 10% (1) 4th Grade- 17% (2) 5th Grade- 71% (5) 6th Grade- 0% **Total: 31%**	Additional training is needed in understanding how Reading is evaluated on CELLA	1. Provide Additional training in understanding how Reading is evaluated on CELLA and its implications on classroom instruction.	Administration ELL Guidance ELL Resource teacher Reading Coach

2012 Current Percent of Students Proficient in **Writing**: Kindergarten- 0% 1st Grade- 17% (2) 2nd Grade- 44% (11) 3rd Grade- 0% 4th Grade- 25% (3) 5th Grade- 57% (4) 6th Grade- 0% **Total: 32%**	Additional training is needed in understanding how writing is evaluated on CELLA	1. Provide additional training in understanding how writing is evaluated on CELLA and its implications on classroom instruction.	Administration ELL Guidance ELL Resource teacher

Mathematics Goal(s): 1. As of Spring 2012, 66% of students performed at or above satisfactory (Level 3 or higher) on the Math FCAT 2.0. As of Spring 2013, the desired goal is for 69% of the students to demonstrate satisfactory progress (Level 3 or higher) as measured by math FCAT 2.0.	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Anticipated Barrier(s): 1.		
Strategy(s): 1.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **Strategy(s):** 1.	66% (186)	69% (197)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** 1.	N/A	N/A
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s): Previously the focus in Kid Talk meetings was on Tier 2 and Tier 3 instruction only.** **Strategy(s):** **1. The DataTalk/Kid Talk Teams will utilize the Data Team Process to select instructional strategies monitor and evaluate results to accelerate student achievement.**	35% (100)	38% (108)

Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** 1.	N/A	N/A
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	N/A	N/A
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	65% (33)	69% (35)
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.	N/A	N/A
Ambitious but Achievable Annual Measurable Objectives (AMOs). **In six years school will reduce their Achievement Gap by 50%:** **Baseline Data 2010-11:**		
Student subgroups by ethnicity : White: Black: Hispanic: Asian: American Indian:	10-11 11-12 70% 75% N/A 43% 45% N/A N/A	2013 14 15 16 17 75% 78%80%83%85% N/A 53% 57%62%67%72% N/A N/A
English Language Learners (ELL) not making satisfactory progress in Mathematics	10-11 11-12 26% 33%	2013 14 15 16 17 38% 45%51%57%63%
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	10-11 11-12 33% 46%	2013 14 15 16 17 44% 50%55%61%67%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	10-11 11-12 52% 58%	2013 14 15 16 17 60% 64%68%72%76%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Common Core Training of ELA Standards and integration in content areas provided by the Common Core Team.	August 7, 2012	Class room walk-throughs, sample student products or lesson plans
MTSS (IPST) Team, including new Staffing Specialist and School Psychologist reviewed tools for on-going progress monitoring and District updates on the RtI process with focus on group data analysis. Updates will be provided as necessary in during Kid Talk/Data Talk meetings and grade level meetings.	Sept. 4, 2012 Ongoing as needed	Correctly completed RtI Paperwork. Sign in sheets and agendas from trainings
Training on the updated MTSS (IPST) manual will be provided for all teachers. Additional training will be provided for all teachers new to Roy Allen to ensure fidelity in implementation of the RtI process.	October 2012	Correctly completed MTSS (IPST) Paperwork. IPST Meeting notes.
Teacher observation of peers as defined in our IPPAS guidelines	On-going	Evidence submitted by teacher in Pinpoint of their observations
Pinpoint Training, provided by Mrs. Salamone for PGP development and IPPAS evaluation.	Sept. 13, 2012	Successful implementation of the IPPAS utilizing Pinpoint by teachers and administration
Teachers will attend District Provided ELL Courses.	On-going	ELL contact will continue to monitor completed courses and provide information toward ELL Endorsement.
Site team trained on, "DO The Math" intervention program.	Sept. 2012	Required documentation for implementation and progress monitoring of students involved in the intervention
Site based inservice: Entire faculty will participate in the following training: Review of SIP, Data Analysis, Training on "Getting to the Core of Common Core" K-2 Math training.	Oct 12th 2012	Class room walk-throughs, grade level data analysis report and sample student products or lesson plans

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)

Barrier(s): Transition to the new scoring rubric with increased attention to spelling and grammar **Strategy(s):** 1. **Correct spelling of the Fry Sight words will be taught from 1st -3rd grade** 2. **Mastery of grade level Fry sight words will be assessed during daily writing activities.** 3. **Based on Common Core standards, writing will be integrated in all content areas.**		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	74% (46)	78% (49)
Florida Alternate Assessment: Students scoring at 4 or higher in writing	N/A	N/A

Writing Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Theresa Phelps will provide 2nd-4th grade well as ESE, Title I, ELL and Reading Coach training on a new resource "Developing Sentence Imitation"	First Semester 2012	Sample student products or lesson plans

Science Goal(s) (Elementary and Middle) 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** 1.		
Students scoring at Achievement level 3 in Science:	62% (45)	65% (48)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	N/A	N/A
Students scoring at or above Achievement Levels 4 and 5 in Science:	18% (13)	21% (16)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	N/A	N/A

Science Goal(s)	2012 Current Level	2013 Expected

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(High School) 1.	of Performance (Enter percentage information and the number of students that percentage reflects)	Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. White: Black: Hispanic: Asian: American Indian:		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)

Barrier(s): **Strategy(s):** 1.		
Students scoring at Achievement level 3 in Algebra**:**		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	**2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage**

		reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Geometry**:**		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Students scoring at Achievement level 3 in Biology**:**		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Civics:		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/ Monitoring

Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2**:			

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

<u>Highly Effective Teachers</u>
Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Provide Beginning Teacher Induction Program	Administration	5- 20-2012
2. Provide Teacher Mentors	Administration	9-01-2012

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3. Mentor Council Representative attend District Training	Mentor Council Representative	5-20-2012
4. Provide ongoing professional development	Administration	5-20-2012

<u>Non-Highly Effective Instructors</u>

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
18% (9)	All teachers are currently enrolled in ELL courses or will be taking a course this school year. The ELL resource teacher and guidance counselor work provide support for the teachers to ensure ELL strategies are being implemented in daily instruction.

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS (IPST))/RtI (Identify the MTSS (IPST) leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS (IPST)) The major focus of the school improvement plan is to continue improving the effectiveness of the RTI process. At the beginning of the 2011-12 school year, the school based RtI Leadership Team developed a procedures manual for implementing RtI at Roy Allen. As a result of focusing on Tier 2 and Tier 3 Intervention, students in the lowest 25% had an increase in the percent of students making FCAT learning gains in reading from 54% to 81% and in math from 56% to 65%. However results for students performing at proficiency, level 3 or higher, decreased from 80% to 59% in reading and from 82% to 66% in math. Some of the factors that led to the decrease in students performing level 3 or better include the increase in cut scores for each developmental levels as well as, including ESE and ELL student scores in the school averages.

In August 2012, members of the leadership team met with the current School Psychologist and Staffing Specialist to review the manual and update all forms. The MTSS (IPST) team determined that additional training was needed in the area of on-going progress monitoring, and increased focus needed to be given to the progress of all students in the intervention group. The Master Schedule was created to include reading and math intervention blacks in all grade levels. Additionally, biweekly Kid Talk meetings will also focus on Tier 1 data as well. The focus of this year's Kid Talk/Data Talk meetings will be to provide opportunities to review all District Assessments as well as common classroom assessments and on-going progress monitoring in the intervention groups, in order to identify areas of concern. This problem solving model will provide the structure to identify, develop implement and evaluate instructional strategies to accelerate all students. A collaborative problem solving approach will be utilized to make data driven instructional decisions, to ensure that the needs of all students are being addressed. Additionally school-based collaborative teams will focus on identified groups of underperforming students in an effort to provide unified and accelerated support.

PARENT INVOLVEMENT: By utilizing .5 Title I Instructional Unit for a Family Involvement Liaison, we will be able to make sure that quality family involvement is nurtured. Based on data received from the 2012 Parent Survey, which indicates a need for trainings to be provided on a variety of times and days to meet the diverse family needs, many of the trainings will be provided in during the school day and in the evening. Additionally, emphasis is being placed on increasing the usage of edline by parents. Edline provides parents with current grades and information specific to their child's progress.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)
Spring 2012 attendance rates 96.74%, our goal is to maintain or improve our attendance rates from last year. Automatic phone calls sent to parents of absent students and A3Data tracking system will be utilized to track attendance concerns.

SUSPENSION: 2 Provide training and implementation of "Peer Mediation" so that students settle disputes in a calm, supported environment. Second Step Program with School wide implementation. Prevent of Brevard.
Train staff on the Creating A Culture without bullying.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (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? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)