

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Durrance ES	District Name: Orange
Principal: Susan Abbe	Superintendent: Barbara Jenkins
SAC Chair: Elizabeth Palermo and Suzi Spencer	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Susan Abbe	MA – Ed Leadership BS – Elem. Ed	8.5	12	2004-A AYP - No 2005-B AYP- Yes 2006-A AYP - No 2007-A AYP - No 2008-A AYP - No 2009-A AYP - No 2010-A AYP - No 2011-B AYP - No 2012-A Learning gains in Reading-79%, Learning Gains in Math-69%, Lowest 25%- Reading- 98%- Math- 72%
Assistant Principal	Guillermo Moreno	EDS-Ed Leadership MA- Curriculum BA- Elementary Ed.	1	2	2012-A Learning gains in Reading-79%, Learning Gains in Math-69%, Lowest 25%- Reading- 98%- Math- 72%

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Guidance	Monique Rivers	Masters Guidance	8	8	2005-B AYP- Yes 2006-A AYP - No 2007-A AYP - No 2008-A AYP - No 2009-A AYP - No 2010-A AYP - No 2011-B AYP - No 2012-A Learning gains in Reading-79%, Learning Gains in Math-69%, Lowest 25%- Reading- 98%- Math- 72%
Reading	Holly Christian	Masters Elem. Ed.	3	3	2011- School Grade B 2011 AYP - 72% 2012-A Learning gains in Reading-79%, Learning Gains in Math-69%, Lowest 25%- Reading- 98%- Math- 72%
Writing	Jackie Boston	Bachelors Elem. Ed.	3	3	2011 - School Grade B 2011 - AYP 72% 2012-A Learning gains in Reading-79%, Learning Gains in Math-69%, Lowest 25%- Reading- 98%- Math- 72%

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Assign mentors	Principal	8/20/12
2. Scheduled monthly meetings with instructional coach	Instructional Coach	8/20/12

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3. Provide ongoing, differentiated professional development	Principal, AP, Coaches, CRT	ongoing
4. Coaches and resource teachers assigned to work closely with new teachers	Principal, AP	ongoing

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
46	19.5% (9)	19.5% (9)	41% (19)	20% (9)	26% (12)	100%	13% (6)	2% (1)	100% (46)

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
Jennifer Unzicker	Tabitha Eisenberg	Common Grade Level	Weekly Mentor/Mentee Meeting
Marta Holzapfel	Chelsea DiNiro	Former Kindergarten Team Leader	Weekly Mentor/Mentee Meeting
Nora Marrero	Jade Foster	Common Grade Level	Weekly Mentor/Mentee Meeting
Melissa Tankovich	Edith Flores	Common Grade Level	Weekly Mentor/Mentee Meeting
Jackie Boston	Kelly Saenz	Former Second Grade Teacher	Weekly Mentor/Mentee Meeting
Kris Miller	Laura Gardner	Former Third Grade Team Leader	Weekly Mentor/Mentee Meeting
Stephanie Connell	Marilynn Romero	Former ESE Teacher	Weekly Mentor/Mentee Meeting
Sara Ghanbari	Leila Vergara	Common Grade Level	Weekly Mentor/Mentee Meeting
Danielle Barney	Marissa Zucker	Common Subject Area	Weekly Mentor/Mentee Meeting



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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A	N/A
Title I, Part C- Migrant	
Title I, Part D	
Title II	
Title III	
Title X- Homeless	
Supplemental Academic Instruction (SAI)	
Violence Prevention Programs	
Nutrition Programs	
Housing Programs	
Head Start	
Adult Education	
Career and Technical Education	
Job Training	
Other	

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School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>The RtI Leadership Team includes the principal, school psychologist, curriculum resource teacher, guidance counselor, staffing specialist and selected general education and ESE teachers as needed. The Speech & Language Pathologist, Compliance Teacher, the OT and PT therapists will be included 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>After Professional Learning Communities (PLC) meet to discuss and compare on-going progress of students, the classroom teacher will conference with parents of struggling students regarding implementation of interventions. A school based meeting with the RtI Leadership Team is requested and scheduled if more classroom interventions are needed. During the meeting, the process and documentation for progress monitoring is determined. The meeting will reconvene after a designated number of weeks. After several intervention cycles, the RtI Team will discuss further evaluation if needed.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>Several members of the RtI Leadership Team are also members of the School Advisory Council that developed and will implement this year's school improvement plan. Furthermore, after identifying areas of need, the RtI team will implement researched-based strategies to struggling students and progress monitor their growth in identified areas.</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>Baseline data: Benchmark Data, FAIR, Florida Comprehensive Assessment Test, CELLA, FAA, FLKRS, SMS, PEER</p> <p>Progress Monitoring: Benchmark mini-assessments, FAIR, Soar to Success, Fastt Math, FCAT Explorer, FCAT Simulations, FCRR activities, Science journals ,PMAPP</p> <p>Midyear: Benchmark tests, Florida Assessments for Instruction in Reading (FAIR), STAR testing, writing simulation, PMAPP</p> <p>End of year: FAIR, FCAT, FAA, CELLA</p>

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Describe the plan to train staff on MTSS.

The school psychologist provides the overview training to the staff. The psychologist will meet with grade level teams as needed. Various members of the Rtl Leadership Team will attend district level meetings and trainings. The instructional coach will mentor new teachers through the Rtl Process during monthly meetings.

Describe the plan to support MTSS.

The school implements a common planning calendar with access given to all staff members. The school designed an additional intervention time to be provided by the coaches and resource teachers on a daily basis. Documentation of student progress will be recorded.

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

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

Our school literacy team will consist of the Reading Coach - Holly Christian; the Writing Coach - Jackie Boston; the Curriculum Resource teacher – Kim Elkins; the School Media Specialist – Marta Holzapfel; the Assistant Principal - Guillermo Moreno; the school Principal - Susan Abbe; and team leaders for each grade level.

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

The Literacy Team will meet once a month to discuss data, updates, and recent testing reports and results. The Reading Coach will share class summary reports, FAIR testing reports, and Benchmark reports to monitor the increases or decreases in student achievement. She will also chair professional book studies. The Media Specialist's main goal will be to get the students excited about reading and to sustain a rigorous program through Accelerated Reader incentives and rewards. She will also promote the Book It Program with Accelerated Reader to increase student interest in the area of independent reading. The school will purchase the Sunshine State Young Readers books to promote ongoing reading and literacy at home for 3rd-5th graders. The Writing Coach will coach young writers and model writing lessons with 4th grade classes. The CRT will schedule FAIR and Benchmark testing and provide timely students' scores to teachers.

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

The major initiative of the Literacy Leadership Team will be to promote reading success. We will meet regularly to discuss as well as analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and reevaluate the reading curriculum to be sure it is integrated across all grade levels. Designated members will meet with grade level teams to share reading programs and plans for the school year. The literacy team will choose Professional Development and book studies that are aligned with the needs of our staff. Kindergarten and First grade teachers will be involved with three all-day planning days to ensure the implementation of the Common Core Standards. Instructional Management System training will be provided.

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.

N/A

****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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Targeted students are consistently tardy/absent and they miss class time.	1A.1. The school will implement an Attendance Incentive Program that rewards students on being on time and coming to school every day.	1A.1. Registrar, teachers, Principal	1A.1. Monitoring attendance logs and student achievement data and EDW reports.	1A.1. Student achievement data and EDW reports for attendance.
Reading Goal #1A: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in reading to all students 2-5. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in reading.	2012 Current Level of Performance:* 37% (62)	2013 Expected Level of Performance:* 40% (67)	1A.2. Tier 3 intervention time is needed.	1A.2. Reading Intervention (core plus more) during the school day.	1A.2. Reading Coach, writing coach, resource teachers, classroom teachers, and administrators	1A.2. Review data from Intervention Assessments, Benchmark tests, FAIR and FAIR Ongoing Progress Monitoring, RtI meetings scheduled	1A.2. Benchmark tests and FAIR assessments will be placed in data notebooks.
			1A.3. New teachers to several grade levels.	1A.3. Instructional coach will conduct monthly meetings with new teachers. PLC groups will be intentionally structured and planned weekly to support new teachers to the grade level.	1A.3. Instructional coach, team leaders, Administrators, CRT	1A.3. Review data from benchmark assessments, FAIR, and FAIR OPM, IPDP	1A.3. Lesson plans, CWT-class observations, data notebooks

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1	1B.1.	1B.1.	1B.1.
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Durrance Elementary will teach Access Points to all students in K-5th grade. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in reading.	15% (5)	18% (6)	1B.1. Targeted students are consistently tardy/absent and they miss class time.	1B.1 The school will implement an Attendance Incentive Program that rewards students on being on time and coming to school every day.	1B.1. Registrar, teachers, Principal	1B.1. Monitoring attendance logs and student achievement data and EDW reports.	1B.1. Student achievement data and EDW reports for attendance.
			1B.2. Fidelity in implementing the provided curriculum.	1B.2. Create a curriculum map that matches available reading curriculum programs to student's needs	1B.2. Classroom teachers, administration, CRT, and resource teachers	1B.2. Monitoring of lesson plans and PMAPP data	1B.2. Assessment tools,

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. There are a high number of students performing below grade level.	2A.1. Implement ability groups and differentiated instruction as determined in PLC's to enhance rigorous levels of thinking and questioning	2A.1. Principal, PLC teams, CRT, AVID Coordinator	2A.1. Benchmark testing, Reading mini assessments, FAIR	2A.1. Benchmark tests, FAIR, SMART goals, Rubrics for binder checks
Reading Goal #2A: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in reading to all students 2-5. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or	2012 Current Level of Performance: 29%(49)	2013 Expected Level of Performance:* 39% (65)	2A.2. Only 29% of the students scored a level 4 or 5.	2A.2. Implement enrichment groups weekly with Gifted teacher.	2A.2. Reading Coach, Gifted teacher, classroom teachers	2A.2. Review Benchmark assessments and FAIR data reports.	2A.2. Houghton Mifflin assessments, FAIR, mini assessments

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gain in reading.							
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
<p>Reading Goal #2B: Durrance Elementary will teach Access Points to all students in K-5th grade. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in reading.</p>	<p><u>2012 Current Level of Performance</u> 15% (5)</p>	<p><u>2013 Expected Level of Performance</u> 18% (6)</p>	<p>Subjectivity of the implementation of FAA</p>	<p>The school will create a testing schedule that accommodates student's needs and creates optimal testing environment.</p>	<p>ESE Teachers, CRT, and administration</p>	<p>During FAA, daily meeting with teachers to monitor testing progress</p>	<p>FAA Results</p>
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		<p>Testing window of FAA falls at midpoint of the school year</p>	<p>Utilize Keys to the Access Points beginning in August to plan instruction</p>	<p>ESE Teachers, CRT, and administration</p>	<p>Lesson plans and PMAPP monitoring</p>	<p>FAA Results</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Identifying students in all AYP groups to implement individualized reading strategies.	3A.1. Analyze student reading performance using ongoing formal and informal assessments of achievement to guide instruction.	3A.1. Principal, CRT, Reading Coach, teachers	3A.1. Teacher observation and reading testing data.	3A.1. FAIR, Benchmark testing, STAR testing
Reading Goal #3A: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in reading to all students 2-5. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in reading.	2012 Current Level of Performance:* 79% (88)	2013 Expected Level of Performance:* 82% (91)	3A.2. Tier 3 intervention time is needed.	3A.2. Reading Intervention (core plus more) during the school day by homeroom teachers and additional interventions provided by resource teachers	3A.2. Reading Coach, CRT, writing coach, classroom teachers, resource teachers, and administrators	3A.2. Review data from Intervention Assessments, Benchmark tests, FAIR and FAIR Ongoing Progress Monitoring, RtI meetings scheduled	3A.2. Benchmark tests and FAIR assessments will be placed in data notebooks.

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1	3B.1.	3B.1.	3B.1.
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Durrance Elementary will teach Access Points to all students in K-5th grade. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in reading.</p>	27% (6)	32% (7)	Targeted students are consistently tardy/absent and they miss class time.	The school will implement an Attendance Incentive Program that rewards students on being on time and coming to school every day.	Registrar, teachers, Principal	Monitoring attendance logs and student achievement data and EDW reports.	Student achievement data and EDW reports for attendance.
			3B.2. Student disability regarding cognition and health	3B.2. Implement varied research-based approach, strategy, method, techniques, and programs to enhance student achievement	3B.2. ESE Teachers, CRT, and administration	3B.2. Classroom observations	3B.2. Teacher Evaluation System

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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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Tier 3 intervention time is needed.	4A.1. Incorporate reading skills in special areas and Extended day groups.	4A.1. Leadership Team, Teachers, Administrators, Special area Team, Extended Day Coordinator	4A.1. Classroom Walk-Throughs, lesson plans, monitoring weekly extended day schedules and plans	4A.1. Benchmark testing and FAIR
Reading Goal #4A: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in reading to all students 2-5. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or	2012 Current Level of Performance: * 98% (27)	2013 Expected Level of Performance: * 100% (29)					

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 Total: 54% Black: 46% White: 83% SWD: 27%	Total: 58% Black: 51% White: 84% SWD: 33%	Total: 62% Black: 55% White: 86% SWD: 39%	Total: 66% Black: 60% White: 87% SWD: 45%	Total: 70% Black: 64% White: 89% SWD: 51%	Total: 74% Black: 69% White: 90% SWD: 57%	Total: 77% Black: 73% White: 92% SWD: 64%
	Reading Goal #5A: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in reading to all students 2-5. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in reading.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5B.1. Identifying students in all AYP groups to	5B.1. Analyze student reading performance	5B.1. Principal, CRT, Reading Coach,	5B.1. Teacher observation and reading testing	5B.1. FAIR, Benchmark testing, STAR testing	

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in reading to all students 2-5. The key focus in reading instruction will be to increase learner</p>	<p>White: 75.6% Black: 66.7% Hispanic: 60.2% Asian: N/A American Indian: N/A</p>	<p>White: 78% Black: 70% Hispanic: 63% Asian: N/A American Indian: N/A</p>	<p>implement individualized reading strategies.</p>	<p>using ongoing formal and informal assessments of achievement to guide instruction.</p>	<p>teachers</p>	<p>data.</p>	
<p>engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in</p>		<p>5B.2 Tier 3 intervention time is needed.</p>	<p>5B.2 Reading Intervention (core plus more) during the school day by homeroom teachers and additional interventions provided by resource teachers</p>	<p>5B.2 Reading Coach, CRT, writing coach, classroom teachers, resource teachers, and administrators</p>	<p>5B.2 Review data from Intervention Assessments, Benchmark tests, FAIR and FAIR Ongoing Progress Monitoring, RtI meetings scheduled</p>	<p>5B.2 Benchmark tests and FAIR assessments will be placed in data notebooks.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1 Tier 3 intervention time is needed.	5C.1 Reading Intervention (core plus more) during the school day by homeroom teachers and additional interventions provided by resource teachers	5C.1 Reading Coach, CRT, writing coach, classroom teachers, resource teachers, and administrators	5C.1 Review data from Intervention Assessments, Benchmark tests, FAIR and FAIR Ongoing Progress Monitoring, RtI meetings scheduled	5C.1 Benchmark tests and FAIR assessments will be placed in data notebooks.
<u>Reading Goal #5C:</u> Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in reading to all students 2-5. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	45.5% (25)	49% (27)	5C.2 Identifying students in this subgroup to implement individualized reading strategies.	5C.2 Analyze student reading performance using ongoing formal and informal assessments of achievement to guide instruction.	5C.2 Principal, CRT, Reading Coach, teachers	5C.2 Teacher observation and reading testing data.	5C.2 FAIR, Benchmark testing, STAR testing

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the skills of the teacher to meet the individual learner’s needs to help them maintain or gain in reading.							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1 Tier 3 intervention time is needed.	5D.1 Reading Intervention (core plus more) during the school day by homeroom teachers and additional interventions provided by resource teachers	5D.1 Reading Coach, CRT, writing coach, classroom teachers, resource teachers, and administrators	5D.1 Review data from Intervention Assessments, Benchmark tests, FAIR and FAIR Ongoing Progress Monitoring, RtI meetings scheduled	5D.1 Benchmark tests and FAIR assessments will be placed in data notebooks.
Reading Goal #5D: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in reading to all students 2-5. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16% (4)	20% (5)					
			5D.2 Identifying students in this subgroup to implement individualized reading strategies.	5D.2 Analyze student reading performance using ongoing formal and informal assessments of achievement to guide instruction.	5D.2 Principal, CRT, Reading Coach, teachers	5D.2 Teacher observation and reading testing data.	5D.2 FAIR, Benchmark testing, STAR testing

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<p>used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in reading.</p>						
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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
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in reading to all students 2-5. The key focus in reading instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing</p>	<p>2012 Current Level of Performance:*</p> <p>60.2% (74)</p>	<p>2013 Expected Level of Performance:*</p> <p>63% (78)</p>	<p>5E.1 Tier 3 intervention time is needed.</p>	<p>5E.1 Reading Intervention (core plus more) during the school day by homeroom teachers and additional interventions provided by resource teachers</p>	<p>5E.1 Reading Coach, CRT, writing coach, classroom teachers, resource teachers, and administrators</p>	<p>5E.1 Review data from Intervention Assessments, Benchmark tests, FAIR and FAIR Ongoing Progress Monitoring, RtI meetings scheduled</p>	<p>5E.1 Benchmark tests and FAIR assessments will be placed in data notebooks.</p>
			<p>5E.2 Identifying students in this subgroup to implement individualized reading strategies.</p>	<p>5E.2 Analyze student reading performance using ongoing formal and informal assessments of achievement to guide instruction.</p>	<p>5E.2 Principal, CRT, Reading Coach, teachers</p>	<p>5E.2 Teacher observation and reading testing data.</p>	<p>5E.2 FAIR, Benchmark testing, STAR testing</p>

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the skills of the teacher to meet the individual learner's needs to help them maintain or gain in reading.						
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Strategies	Pre-K-5	Admin/Reading Coach	School-wide	Early Release/Monthly	Classroom Observation of Implementation	Administration
Common Core State Standards	Pre-K-5	Black Belt Team	Kindergarten and First Grade Teachers	Quarterly	Classroom Observation of Implementation	Administration
Instructional Management System	Pre-K-5	IMS Champion	School-wide	Monthly	Classroom Observation of Implementation	Administration
Promethean Board Training	Pre-K-5	Instructional Resource	School-wide	Twice a year	Classroom Observation of Implementation	Administration
Reading Instruction Best Practices	Pre-K-5	Reading Coach	School-wide	Monthly	Classroom Observation of Implementation	Administration
Data Analyses	Pre-K-5	Admin/Reading Coach	School-wide	Monthly	Classroom Observation of Implementation	Administration
Ruby Payne	Pre-K-5	District Resource	School-wide	Twice a year	Classroom Observation of Implementation	Administration
ESE Instructional Materials	Pre-K-5	Instructional Resource/CRT	ESE Teachers	Quarterly	Classroom Observation of Implementation	Administration
Positive Discipline/Responsive Teaching	PreK-5	Reading Coach	School-wide	Monthly	PLCs, Communication logs, RTI meetings	Reaching Coach, Admin, CRT, Guidance Counselor

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Best Practices in Reading Instruction	Houghton Mifflin Resources	School Budget	\$3,000.00
Reading Fluency	Renaissance Learning-Accelerated Reader	School Budget	\$2,200.00
Vocabulary	Elements of Reading Vocabulary	School Budget	\$430.00
Comprehension	The Road to Reading	School Budget	\$2,000.00
			Subtotal: \$7,630.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Student Engagement	Brain Pop Software	School Budget	\$1,600.00
Student Engagement	Safari Montage Software	School Budget	\$8,200.00
Student Engagement	Acquisition of Promethean Board	School Budget	\$4,000.00
			Subtotal: \$13,800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study	Textbook: Continuum of Literacy	School Budget	\$1,220.00
			Subtotal: \$1,220.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$22, 650

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1 Limited vocabulary for ELLs	1.1 Grade level teams will select key vocabulary to be explicitly taught along with each posted, learning goal. These vocabulary words will be posted with visual aids/pictures alongside the objective, at the common board configuration and/or the interactive word wall.	1.1 Principal, Assistant Principal, Leadership Team	1.1 Team planning meetings, Lesson Plan reviews, CWT	1.1 CWT observations, Lesson Plan reviews
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
ELLs will continue to develop Basic Interpersonal Language Skills and Cognitive Academic Language Proficiency.	46% (52)					
		1.2. Lack of receptive and oral language in their first(L1) and/or second language(L2)	1.2. Modeling , Positive transfer for those proficient in L1, Think /Pair /Share activities, Role playing, Provide comprehensible instruction thru ESOL strategies, Picture dictionaries	1.2. Principal, AP, Coaches and Classroom teacher	1.2. Listening and oral comprehension checks conducted daily, Weekly progress monitoring, Increased student participation	1.2Teacher assessments and observations
		1.3. Students new to learning the second language	1.3. Provide listening centers, Word Walls, Total Physical Response, Visuals	1.3. Principal, AP, Coaches and Classroom teacher	1.3. Daily listening and oral comprehension checks	1.3. Teacher assessments and observations

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Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Students new to learning to read in the second language	2.1. Provide comprehensible instruction, Print-rich environment, Visuals, Modeling, Read Alouds, Think Alouds, Building Background Knowledge, Interventions based on data, and Assistance in native language as needed by Paraprofessional	2.1. Principal, AP, Coaches and classroom teacher	2.1. *Progress monitoring Benchmark assessments, Mini-benchmark assessments, Accelerated Reading quizzes	2.1. Teacher assessments and observations and CWT
<u>CELLA Goal #2:</u>	2012 Current Percent of Students Proficient in Reading:					
ELLs will continue to Cognitive Academic Language Proficiency in Reading.	23% (25)					
		2.2. Limited vocabulary for ELLs	2.2. Grade level teams will select key vocabulary to be explicitly taught along with each posted, learning goal. These vocabulary words will be posted with visual aids/pictures alongside the objective, at the common board configuration and/or the interactive word wall.	2.2. Principal, Assistant Principal, Leadership Team	2.2. Team planning meetings, Lesson Plan reviews, CWT	2.2. CWT observations, Lesson Plan reviews
		2.3. Students new to learning the second language	2.3. Provide listening centers, Word Walls, Total Physical Response, Visuals	2.3. Principal, AP, Coaches and Classroom teacher	2.3. Daily listening and oral comprehension checks	2.3. Teacher assessments and observations

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. Lack of academic vocabulary	3.1. Effective/interactive word walls, Modeling, Teach vocabulary, Interactive notebooks, Assist students with self-correction	3.1. Principal, AP, Coaches and Classroom teacher	3.1. Vocabulary development activities, Comprehension checks and/or small group instruction	3.1. Writing prompts, Teacher observation
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
ELLs will continue to Cognitive Academic Language Proficiency in Writing.	24% (27)	3.2. Limited vocabulary for ELLs	3.2. Grade level teams will select key vocabulary to be explicitly taught along with each posted, learning goal. These vocabulary words will be posted with visual aids/pictures alongside the objective, at the common board configuration and/or the interactive word wall.	3.2. Principal, Assistant Principal, Leadership Team	3.2. Team planning meetings, Lesson Plan reviews, CWT	3.2. CWT observations, Lesson Plan reviews

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
None			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Consistency of instruction between classrooms within the same grade levels to ensure they have the same rigor and relevance.	1A.1. Administrative and leadership team members will analyze this past year’s math data and meet with grade level teams to discuss rigorous and relevant instructional plans, following the Professional Learning Communities guiding questions. Teachers will participate in Lesson Study professional development sessions throughout the year, in an effort to analyze lessons and collaborate on best practices when teaching Math.	1A.1. Principal, Assistant Principal, Leadership Team	1A.1. Review of data with leadership team, discussion of data with teachers during team meetings, following the PLC guiding questions. Weekly submission of grade level Common Board Configurations to include: Essential question, student friendly objectives, vocabulary, assessments, and homework for each lesson, each day. Lesson Study Data will be utilized.	1A.1. Student Assessment results, Classroom Walk Through, Lesson Plan reviews and data meetings, lesson study data
Mathematics Goal #1A: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Math to all students 2-5. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in Math. Professional development will focus on enhancing the skills of the teacher to meet the individual learner’s needs to help them maintain or gain in Math.	2012 Current Level of Performance: * 31% (52)	2013 Expected Level of Performance: * 34% (56)					
			1A.2. Varying levels of student proficiency require differentiated instruction.	1A.2. The Envision Math program will be used for individualized support. Teachers will provide support and assist students below grade level in math. There are manipulative, computer games, and games that can be played in math centers. RtI process will be used to determine student intervention needs.	1A.2. Principal, Assistant Principal, Leadership Team	Classroom Walk Through will be conducted to assess the intervention/enrichment block. Review of data with teachers during team meetings	Student data ; lesson plan reviews, Classroom Walk Through

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		1A.3. Consistency of data analysis between teachers within a grade level, K-5th	1A.3. Individual student progress monitoring based on school-wide, district and/or state assessments will occur throughout the year.	1A.3. Principal, Assistant Principal, Leadership Team	1A.3. Student data provided by teachers during scheduled data meetings	1A.3. Student data; Data Notebooks
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1B.1. Targeted students are consistently tardy/absent and they miss class time.	1B.1. The school will implement an Attendance Incentive Program that rewards students on being on time and coming to school every day.	1B.1. Registrar, teachers, Principal	1B.1. Monitoring attendance logs and student achievement data and EDW reports.	1B.1. Student achievement data and EDW reports for attendance.
Mathematics Goal #1B: Durrance Elementary will teach Access Points to all students in K-5th grade. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Math.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *				
	17% (5)	20% (6)				
		1B.2. Fidelity in implementing the provided curriculum.	1B.2. Create a curriculum map that matches available reading curriculum programs to student's needs	1B.2. Classroom teachers, administration, CRT, and resource teachers	1B.2. Monitoring of lesson plans and PMAPP data	1B.2. Assessment tools, Teacher Observations

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Consistency of instruction between classrooms within the same grade levels to ensure they have the same rigor and relevance.	2A.1. Administrative and leadership team members will analyze this past year's math data and meet with grade level teams to discuss rigorous and relevant instructional plans, following the Professional Learning Communities guiding questions. Teacher s will participate in Lesson Study professional development sessions throughout the year, in an effort to analyze lessons and collaborate on best practices when teaching Math.	2A.1. Principal, Assistant Principal, Leadership Team	2A.1. Review of data with leadership team, discussion of data with teachers during team meetings, following the PLC guiding questions. Weekly submission of grade level Common Board Configurations to include: Essential question, student friendly objectives, vocabulary, assessments, and homework for each lesson, each day. Lesson Study Data will be utilized.	2A.1. Student Assessment results, Classroom Walk Through, Lesson Plan reviews and data meetings, lesson study data
Mathematics Goal #2A: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Math to all students 2-5. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in Math. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28% (46)	38% (63)					
			2A.2. Varying levels of student proficiency require differentiated instruction.	2A.2. The Envision Math program will be used for individualized support. Teachers will provide support and assist students below grade level in math. There are manipulative, computer games, and games that can be played in math centers. RtI process will be used to determine student intervention needs or enrichment activities.	2A.2. Principal, Assistant Principal, Leadership Team	2A.2. Classroom Walk Through will be conducted to assess the intervention/enrichment block. Review of data with teachers during team meetings	2A.2. Student data ; lesson plan reviews, Classroom Walk Through

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<p>Mathematics Goal #2B: Durrance Elementary will teach Access Points to all students in K-5th grade. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Math.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	Subjectivity of the implementation of FAA	The school will create a testing schedule that accommodates student's needs and creates optimal testing environment.	ESE Teachers, CRT, and administration	During FAA, daily meeting with teachers to monitor testing progress	FAA Results
	13% (4)	17% (5)					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			Testing window of FAA falls at midpoint of the school year	Utilize Keys to the Access Points beginning in August to plan instruction	ESE Teachers, CRT, and administration	Lesson plans and CWT monitoring	FAA Results

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Consistency of instruction between classrooms within the same grade levels to ensure they have the same rigor and relevance.	3A.1. Administrative and leadership team members will analyze this past year's math data and meet with grade level teams to discuss rigorous and relevant instructional plans, following the Professional Learning Communities guiding questions. Teachers will participate in Lesson Study professional development sessions throughout the year, in an effort to analyze lessons and collaborate on best practices when teaching Math.	3A.1. Principal, Assistant Principal, Leadership Team	3A.1. Review of data with leadership team, discussion of data with teachers during team meetings, following the PLC guiding questions. Weekly submission of grade level Common Board Configurations to include: Essential question, student friendly objectives, vocabulary, assessments, and homework for each lesson, each day. Lesson Study Data will be utilized.	3A.1. Student Assessment results, Classroom Walk Through, Lesson Plan reviews and data meetings, lesson study data
<u>Mathematics Goal #3A:</u> Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Math to all students 2-5. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in Math. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Math.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					
	69% (77)	72% (80)	3A.2. Varying levels of student proficiency require differentiated instruction.	3A.2. The Envision Math program will be used for individualized support. Teachers will provide support and assist students below grade level in math. There are manipulative, computer games, and games that can be played in math centers. RtI process will be used to determine student intervention needs or enrichment activities.	3A.2. Principal, Assistant Principal, Leadership Team	3A.2. Classroom Walk Through will be conducted to assess the intervention/enrichment block. Review of data with teachers during team meetings	3A.2. Student data ; lesson plan reviews, Classroom Walk Through

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>			3B.1.	3B.1	3B.1.	3B.1.	3B.1.
<p>Mathematics Goal #3B: Durrance Elementary will teach Access Points to all students in K-5th grade. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Math.</p>	<p>2012 Current Level of Performance: *</p>	<p>2013 Expected Level of Performance: *</p>	<p>Targeted students are consistently tardy/absent and they miss class time.</p>	<p>The school will implement an Attendance Incentive Program that rewards students on being on time and coming to school every day.</p>	<p>Registrar, teachers, Principal</p>	<p>Monitoring attendance logs and student achievement data and EDW reports.</p>	<p>Student achievement data and EDW reports for attendance.</p>
	<p>50% (9)</p>	<p>56% (10)</p>	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			<p>Student disability regarding cognition and health</p>	<p>Implement varied research-based approach, strategy, method, techniques, and programs to enhance student achievement</p>	<p>ESE Teachers, CRT, and administration</p>	<p>Classroom observations</p>	<p>Teacher Evaluation System</p>

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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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Consistency of instruction between classrooms within the same grade levels to ensure they have the same rigor and relevance.	4A.1. Administrative and leadership team members will analyze this past year's math data and meet with grade level teams to discuss rigorous and relevant instructional plans, following the Professional Learning Communities guiding questions. Teachers will participate in Lesson Study professional development sessions throughout the year, in an effort to analyze lessons and collaborate on best practices when teaching Math.	4A.1. Principal, Assistant Principal, Leadership Team	4A.1. Review of data with leadership team, discussion of data with teachers during team meetings, following the PLC guiding questions. Weekly submission of grade level Common Board Configurations to include: Essential question, student friendly objectives, vocabulary, assessments, and homework for each lesson, each day. Lesson Study Data will be utilized.	4A.1. Student Assessment results, Classroom Walk Through, Lesson Plan reviews and data meetings, lesson study data
Mathematics Goal #4A:	2012 Current Level of Performance:	2013 Expected Level of Performance:*					
Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Math to all students 2-5. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in Math. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them	72% (20)	75% (22)	4A.2. Varying levels of student proficiency require differentiated instruction.	4A.2. The Envision Math program will be used for individualized support. Teachers will provide support and assist students below grade level in math. There are manipulative, computer games, and games that can be played in math centers. RtI process will be used to determine student intervention needs or enrichment activities.	4A.2. Principal, Assistant Principal, Leadership Team	4A.2. Classroom Walk Through will be conducted to assess the intervention/enrichment block. Review of data with teachers during team meetings	4A.2. Student data ; lesson plan reviews, Classroom Walk Through

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maintain or gain in Math.						
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify Reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 Total: 55% Black: 43% Hispanic: 48% ELL: 47% SWD: 29% ED: 51%	Total: 59% Black: 48% Hispanic: 52% ELL: 51% SWD: 35% ED: 55%	Total: 63% Black: 53% Hispanic: 57% ELL: 56% SWD: 41% ED: 59%	Total: 66% Black: 57% Hispanic: 61% ELL: 60% SWD: 47% ED: 63%	Total: 70% Black: 62% Hispanic: 65% ELL: 65% SWD: 53% ED: 67%	Total: 74% Black: 67% Hispanic: 70% ELL: 69% SWD: 59% ED: 71%	Total: 78% Black: 72% Hispanic: 74% ELL: 74% SWD: 65% ED: 76%
	Mathematics Goal #5A: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Math to all students 2-5. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in Math. Professional development will focus on enhancing the skills of the teacher to meet the individual learner’s needs to help them maintain or gain in Math.						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1. Identifying students in all AYP groups to	5B.1. Analyze student Math performance using	5B.1. Principal, CRT, Leadership Team Coach,	5B.1. Teacher observation and Math testing data.	5B.1. Benchmark testing, FASTT Math	

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<p><u>Mathematics Goal</u> #5B:</p>	<p><u>2012 Current</u> <u>Level of</u> <u>Performance:*</u></p>	<p><u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u></p>					
<p>Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Math to all students 2-5. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in Math. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's</p>	<p>White: 80.5% Black: 54.2% Hispanic: 47.3% Asian: N/A American Indian: N/A</p>	<p>White: 83.5% Black: 57.2% Hispanic: 50.3% Asian: N/A American Indian: N/A</p>	<p>implement individualized Math strategies.</p>	<p>ongoing formal and informal assessments of achievement to guide instruction.</p>	<p>teachers</p>		
		<p>5B.2 Tier 3 intervention time is needed.</p>	<p>5B.2 Math Intervention (core plus more) during the school day by homeroom teachers and additional interventions provided by resource teachers</p>	<p>5B.2 Leadership Team and administrators</p>	<p>5B.2 Review data from Intervention Assessments, Benchmark tests, Envision Assessments</p>	<p>5B.2 Benchmark tests and Envision assessments will be placed in data notebooks.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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needs to help them maintain or gain in Math.						
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Identifying students in all AYP groups to implement individualized Math strategies.	5C.1. Analyze student Math performance using ongoing formal and informal assessments of achievement to guide instruction.	5C.1. Principal, CRT, Leadership Team Coach, teachers	5C.1. Teacher observation and Math testing data.	5C.1. Benchmark testing, FASTT Math
<p><u>Mathematics Goal #5C:</u> Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Math to all students 2-5. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in Math. Professional development will</p>	<p>2012 Current Level of Performance:*</p> <p>38.2% (21)</p>	<p>2013 Expected Level of Performance:*</p> <p>41.2% (23)</p>					
			5C.2 Tier 3 intervention time is needed.	5C.2 Math Intervention (core plus more) during the school day by homeroom teachers and additional interventions provided by resource teachers	5C.2 Leadership Team and administrators	5C.2 Review data from Intervention Assessments, Benchmark tests, Envision Assessments	5C.2 Benchmark tests and Envision assessments will be placed in data notebooks.

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focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Math.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Identifying students in all AYP groups to implement individualized Math strategies.	5D.1. Analyze student Math performance using ongoing formal and informal assessments of achievement to guide instruction.	5D.1. Principal, CRT, Leadership Team Coach, teachers	5D.1. Teacher observation and Math testing data.	5D.1. Benchmark testing, FASTT Math
Mathematics Goal #5D: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Math to all students 2-5. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies	2012 Current Level of Performance:* 28% (7)	2013 Expected Level of Performance:* 32% (8)					
				5D.2 Tier 3 intervention time is needed.	5D.2 Math Intervention (core plus more) during the school day by homeroom teachers and additional interventions provided by resource teachers	5D.2 Leadership Team and administrators	5D.2 Review data from Intervention Assessments, Benchmark tests, Envision Assessments

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<p>will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in Math. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Math.</p>						
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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
<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p><u>Mathematics Goal</u> #5E: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Math to all students 2-5. The key focus in Math instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in Math. Professional development will</p>	<p>2012 Current Level of Performance:*</p> <p>52% (64)</p>	<p>2013 Expected Level of Performance:*</p> <p>55% (67)</p>	<p>5E.1. Identifying students in all AYP groups to implement individualized Math strategies.</p>	<p>5E.1. Analyze student Math performance using ongoing formal and informal assessments of achievement to guide instruction.</p>	<p>5E.1. Principal, CRT, Leadership Team Coach, teachers</p>	<p>5E.1. Teacher observation and Math testing data.</p>	<p>5E.1. Benchmark testing, FASTT Math</p>
			<p>5E.2 Tier 3 intervention time is needed.</p>	<p>5E.2 Math Intervention (core plus more) during the school day by homeroom teachers and additional interventions provided by resource teachers</p>	<p>5E.2 Leadership Team and administrators</p>	<p>5E.2 Review data from Intervention Assessments, Benchmark tests, Envision Assessments</p>	<p>5E.2 Benchmark tests and Envision assessments will be placed in data notebooks.</p>

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focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Math.						
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End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify Math and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. <u>Mathematics Goal #5A:</u> N/A	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <u>Mathematics Goal #5B:</u> N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

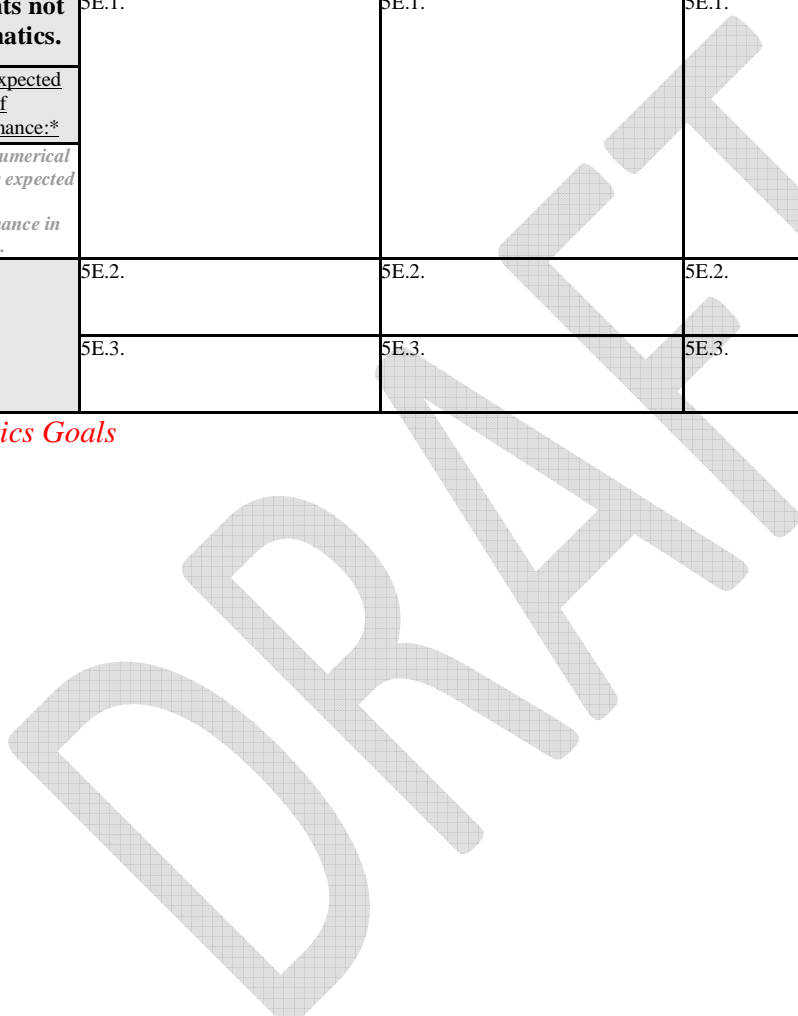
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals



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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC 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
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify Math and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. <u>Algebra 1 Goal #3A:</u> N/A	Baseline data 2010-2011							
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	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. <u>Algebra 1 Goal #3B:</u> N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

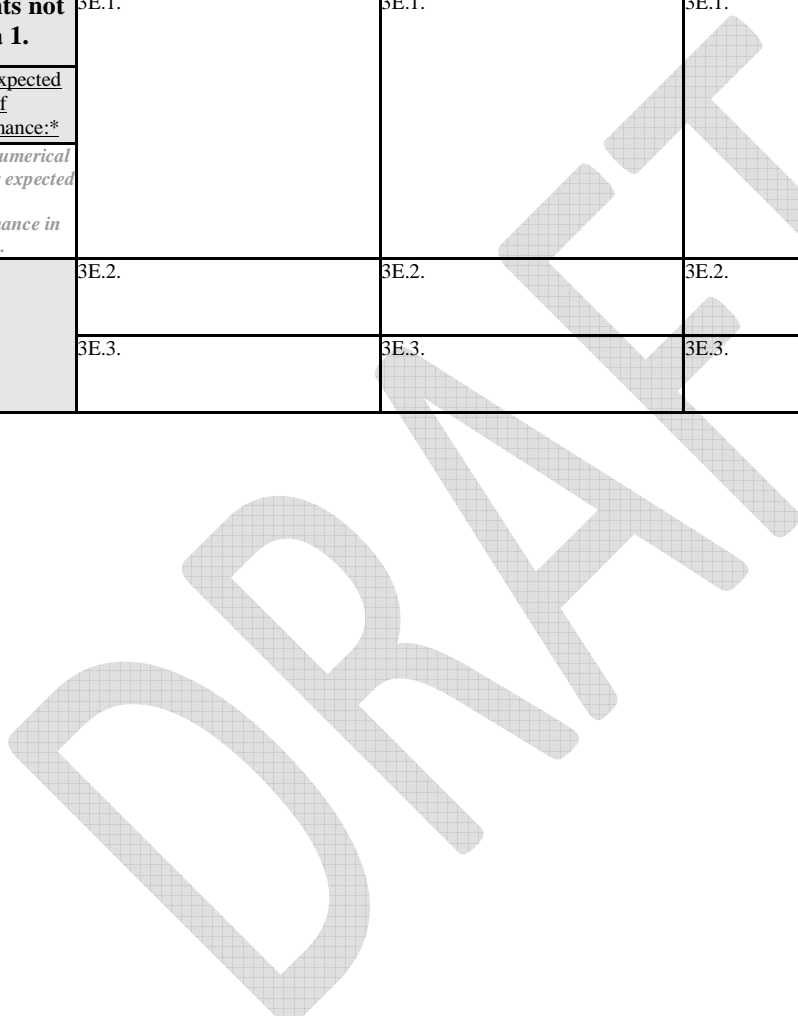
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals



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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC 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
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify Math and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: N/A	Baseline data 2011-2012						
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
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's Strategies	Pre-K-5	Admin/Leadership Team	School-wide	Early Release/Monthly	Classroom Observation of Implementation	Administration
Common Core State Standards	Pre-K-5	Black Belt Team	Kindergarten and First Grade Teachers	Quarterly	Classroom Observation of Implementation	Administration
Instructional Management System	Pre-K-5	IMS Champion	School-wide	Monthly	Classroom Observation of Implementation	Administration
Data Analyses	Pre-K-5	Admin/Leadership Team	School-wide	Monthly	Classroom Observation of Implementation	Administration
ESE Instructional Materials	Pre-K-5	Instructional Resource/CRT	ESE Teachers	Quarterly	Classroom Observation of Implementation	Administration
Envision Math	K-5	District	New Teachers	Fall	Classroom Observation of Implementation	Administration
Lesson Study	K, 4	Leadership Team	K,4	Quarterly	Classroom Observation of Implementation	Administration/Leadership Team

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Best Practices in Math Instruction	Envision Resources	School Budget	500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
FASTT MATH	Building Math Fluency	School Budget	1200.00
			Subtotal:\$ 1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$1,700.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.A.1. Students have difficulty connecting text to world and with real world experiences.	1.A.1. Hands On Experiments using higher order thinking questions/ Science Notebooks/Journals	1.A.1. Principal, Assistant Principal, Leadership Team, Science Lab Teacher	1.A.1. Classroom Walkthroughs/ Observations/ Formal & Informal Assessments/ Data Chats/ Science Journals	1.A.1. Informal & Formal Observations/ Mini assessments/ Benchmarks
	43% (23)	49% (26)					
Science Goal #1A: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Science to all students 2-5. The key focus in Science instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with			1A.2. Students need additional practice using varying learning modalities and maintaining academic rigor.	1A.2. Teachers will incorporate ESE and ELL strategies throughout the content area making modifications through modified assessments, additional time, peer buddy, support facilitators and differentiating instruction. In addition, students will utilize the use of games, projects, and real experiments.	1A.2. Principal, Assistant Principal, Leadership Team, Science Lab Teacher	1A.2. Classroom Walkthroughs/ Observations/ Formal & Informal Assessments	1A.2. Ongoing Assessments/ Informal & Formal/ Observations/ Benchmarks

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<p>an emphasis on rigor, relevance and relationships in Science. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Science.</p>										
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>		<p>1B.1.</p>	<p>1B.1 The school will implement an Attendance Incentive Program that rewards students on being on time and coming to school every day.</p>	<p>1B.1. Registrar, teachers, Principal</p>	<p>1B.1. Monitoring attendance logs and student achievement data and EDW reports.</p>	<p>1B.1. Student achievement data and EDW reports for attendance.</p>				
<p>Science Goal #1B: Durrance Elementary will teach Access Points to all students in K-5th grade. The key focus in Science instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and</p>	<table border="1"> <tr> <td data-bbox="387 703 526 794"> <p>2012 Current Level of Performance:*</p> </td> <td data-bbox="526 703 667 794"> <p>2013 Expected Level of Performance:*</p> </td> </tr> <tr> <td data-bbox="387 794 526 866"> <p>14% (2)</p> </td> <td data-bbox="526 794 667 866"> <p>21% (3)</p> </td> </tr> </table>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>14% (2)</p>	<p>21% (3)</p>	<p>Targeted students are consistently tardy/absent and they miss class time.</p>				
	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>								
<p>14% (2)</p>	<p>21% (3)</p>									
	<p>1B.2. Student disability regarding cognition and health</p>	<p>1B.2. Implement varied research-based approach, strategy, method, techniques, and programs to enhance student achievement</p>	<p>1B.2. ESE Teachers, CRT, and administration</p>	<p>1B.2. Classroom observations</p>	<p>1B.2. Teacher Evaluation System</p>					

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<p>used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Science.</p>						
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.		2A.1. Appropriate utilization of student assessment data to drive instruction and determine specific interventions.	2A.1. Provide training on specialized programs and interventions that focus on the targeted areas of instruction.	2A.1. Principal, Assistant Principal, CRT	2A.1. Data chats with administration and monitoring of individual student by student data. Classroom Walkthroughs (instructional practices)	2A.1. Benchmark data and informal ongoing assessment and monitoring of student progress
Science Goal #2A: Durrance Elementary will teach the Common Core Standards to all the students in K-1 and NGSSS in Science to all students 2-5. The key focus in Science instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor, relevance and relationships in Science. Professional development will focus on enhancing	2012 Current Level of Performance: * 26% (14)	2013 Expected Level of Performance: * 30% (16)				
	2A.2. Science rotation makes it difficult for teachers to conduct weekly hands-on experiments.		2A.2. Provide weekly Science instruction using the Science series and the use of hands-on experiments and technology including: 1) Instructional Focus Calendars K-5 2) Science Journals (to remediate and enrich student conceptual understanding of science content and vocabulary) 3) Alignment of Fusion textbook with supplemental science materials (i.e. AIMS) 4) Use of essential science vocabulary	2A.2. Principal, Assistant Principal, Leadership Team, Science Lab Teacher	2A.2. Hands-on materials will be implemented with fidelity and monitored by Administration.	2A.2. Mini-Assessments, Common Assessments, Benchmarks, and Science FCAT result assessments will be reviewed to determine effectiveness and progress.

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<p>the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Science.</p>							
<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>		<p>2B.1. Targeted students are consistently tardy/absent and they miss class time.</p>	<p>2B.1 The school will implement an Attendance Incentive Program that rewards students on being on time and coming to school every day.</p>	<p>2B.1. Registrar, teachers, Principal</p>	<p>2B.1. Monitoring attendance logs and student achievement data and EDW reports.</p>	<p>2B.1. Student achievement data and EDW reports for attendance.</p>	
<p>Science Goal #2B: Durrance Elementary will teach Access Points to all students in K-5th grade. The key focus in Science instruction will be to increase learner engagement through hands on learning opportunities. Ongoing formal and informal assessments of student achievement will be conducted in all grades. Data will be collected and analyzed. Differentiated instructional strategies will be identified and used to deliver focused instruction. We will incorporate action research with an emphasis on rigor,</p>	<p><u>2012 Current Level of Performance:*</u> 14% (2)</p>	<p><u>2013 Expected Level of Performance:*</u> 21% (3)</p>	<p>2B.2. Student disability regarding cognition and health</p>	<p>2B.2. Implement varied research-based approach, strategy, method, techniques, and programs to enhance student achievement</p>	<p>2B.2. ESE Teachers, CRT, and administration</p>	<p>2B.2. Classroom observations</p>	<p>2B.2. Teacher Evaluation System</p>

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<p>relevance and relationships in reading. Professional development will focus on enhancing the skills of the teacher to meet the individual learner's needs to help them maintain or gain in Science.</p>						
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End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC 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
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

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

Science Budget (Insert rows as needed)

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

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A1. Need to have a common writing vocabulary school wide.	1A1. Teachers will be trained to implement Write Source, a strategy-based curriculum that will support them in teaching.	1A1. Writing Coach	1A1. Ongoing progress monitoring, modeling and observations	1A1. Student work samples, and Benchmark assessments
Writing Goal #1A: In February 2012, Durrance Elementary FCAT Writes data indicates 73% of the fourth grade students (37) tested scored 3.0 or higher in writing. By June 2013, 76% of the fourth graders taking the FCAT Writes will score 3.0 or higher in writing.	2012 Current Level of Performance:* 73% (37)	2013 Expected Level of Performance:* 76% (39)					
			1.A2 Increase FCAT Writes target scores	1A2 Each grade level will design common writing prompts that will be monitored for rigor.	1.A2 Writing Coach, Team Leaders	1.A2 Progress Monitoring of student work samples	1.A2 Surveys and teacher observation
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Targeted students are consistently tardy/absent and they miss class time.	1B.1 The school will implement an Attendance Incentive Program that rewards students on being on time and coming to school every day.	1B.1. Registrar, teachers, Principal	1B.1. Monitoring attendance logs and student achievement data and EDW reports.	1B.1. Student achievement data and EDW reports for attendance.
Writing Goal #1B: In February 2012, Durrance Elementary FAA data indicates 33% of the fourth grade students (2) tested scored 4 or higher in writing. By June 2013, 50% of the fourth graders taking the FAA will score 4 or higher in writing.	2012 Current Level of Performance:* 33% (2)	2013 Expected Level of Performance:* 50% (3)					
			1B.2. Student disability regarding cognition and health	1B.2. Implement varied research-based approach, strategy, method, techniques, and programs to enhance student achievement	1B.2. ESE Teachers, CRT, and administration	1B.2. Classroom observations	1B.2. Teacher Evaluation System

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing on grade level	K-5	Writing Coach, Workshop Presenter	School-Wide	Monthly, Staff Meetings, Grade Level meetings monthly, PLCs weekly	Progress Monitoring, Writing Simulation tests, Data Notebook, PLCs	Writing Coach, Admin, CRT, Teachers

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
Best Practices in Writing Instruction	Writing Resources and Write Source	School Budget	2500.00
			Subtotal: \$ 500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC 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
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics 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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC 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
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History 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

U.S. History Budget (Insert rows as needed)

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

End of U.S. History Goals

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

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. The demographics and mobility rate of Durrance Elementary are barriers to increased attendance rates.	1.1. By stressing the positive correlation between student attendance and student achievement we hope to increase the attendance rate for the 2012-2013 school year.	1.1. Registrar	1.1. Print and analyze attendance rates on a quarterly basis.	1.1. We will use EDW, to track, monitor, and evaluate student attendance.
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Durrance Elementary is focused on increased Learner Engagement and creating a safe and engaging environment for all students. Students are encouraged to be present every day. Attendance awards are given at the end of every school year to students with perfect attendance. Attendance records are closely monitored and the social worker provides assistance with helping parents get students to school on time daily. Our attendance rate increased for the 2011-2012 school year. We project a continued increase in	93.78%	95%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	195	185					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	62	50					
			1.2. Excessive absences / Excessive tardies	1.2. Development of a parent communication log. Social Worker will be available to assist parents in getting the child to school on time. Perfect Attendance Awards	1.2. Registrar Assistant Principal Guidance Counselor	1.2. Monitor attendance records	1.2. Attendance records in EDW

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attendance rate for the 2012-2013 school year.		1.3. Targeted students are consistently tardy or absent and they miss class time.	1.3. The school will implement an Attendance Incentive Program that rewards students on being on time and coming to school every day.	1.3. Registrar, teachers, Principal	1.3. Monitoring attendance logs and student achievement data and EDW reports.	1.3. Student achievement data and EDW reports for attendance.
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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Attendance Incentive Program	M.A.R.S.- Store	School Budget	500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$500.00

End of Attendance Goals

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

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Support at home is sometimes nonexistent.	1.1. School will cross reference numbers given to teachers and the office staff. The registrar/front office clerk will also ensure we have emergency cards filled out and have working numbers.	1.1. Registrar Front Office Clerk	1.1. Registrar Front Office Clerk	1.1. Registrar Front Office Clerk
Suspension Goal #1: Durrance Elementary is focused on increased Learner Engagement and creating a safe and engaging environment for all students. Durrance Elementary is committed to providing an opportunity for all students to be successful lifelong learners, feel safe and stay in school. Through the School's Positive Behavior Support system, we expect our suspension rate to decrease for the 2012-2013 school year.	2012 Total Number of In-School Suspensions 0	2013 Expected Number of In-School Suspensions 0	Being able to have working contact numbers is an issue with students at Durrance Elementary.				
	2012 Total Number of Students Suspended In-School 0	2013 Expected Number of Students Suspended In-School 0					
	2012 Total Number of Out-of-School Suspensions 6	2013 Expected Number of Out-of-School Suspensions 4					
	2012 Total Number of Students Suspended Out-of-School 5	2013 Expected Number of Students Suspended Out-of-School 3					
			1.2. Reducing the number of Out-of-School Suspensions	1.2. Implementation of School Expectations and Norms to create a safe and engaging learning environment Implementation of School's Positive Behavior Support System Implement Learning for Life Character Education program	1.2. Principal Assistant Principal Guidance Counselor Classroom Teachers	1.2. PBS in PLC Classroom informal observations	1.2. Marzano's Observation and Feedback Protocols

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct Review	PreK-5th	Classroom Teachers/ Admin	School-wide	Quarterly	Classroom Observation of Implementation	Classroom Teacher/Admin
Positive Discipline/Responsive Teaching	PreK-5	Reading Coach	School-wide	Monthly	PLCs, Communication logs, RTI meetings	Reaching Coach, Admin, CRT, Guidance Counselor
Marzano's Observation and Feedback Protocols	K-5	Principal Assistant Principal Teacher Leader PDS-360	PLC	Through-out the entire school year	Informal Classroom Observations	Principal Assistant Principal Teacher Leader

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
None			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1 Individualized needs are not being met in large group, Tier 1 instruction.	1.1 RTI using Tier 2 and 3 if needed	1.1 Administration, Reading Coach, RtI Team, Leadership Team	1.1 Progress Monitoring Meetings, Walk-throughs, Data Chats, Team meetings, Review/Adjust Instructional Focus Calendar (IFC) as needed	1.1 Charting and Classroom observations, Data Binders, Mini-assessments, Benchmarks, FAIR, PMAPP
Dropout Prevention Goal #1:	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
Durrance Elementary will provide immediate intensive interventions (iii) to students that were retained in order for them to become successful readers. Also, students that met a good cause exemption and were promoted to the next grade level will also be part of these interventions in order to accelerate their academic achievement. These interventions have been strategically plan by classroom teachers, resources teachers, and our Administrative Team.	3% (17)	2% (10)					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	N/A	N/A	1.2 Limited time by classroom teacher to provide intervention instruction	1.2 Reading Coach, Writing Coach, and Leadership Team have built a daily intervention time to support and specific grade level	1.2 Reading Coach, Writing Coach, and Leadership Team	1.2 Ongoing Progress Monitoring, data chats,	1.2 Mini-assessments, Benchmarks, data binders, FAIR, PMAPP
			1.3 Instructional Delivery	1.3 Differentiated Instruction, Small group instruction, guided reading, Literacy centers	1.3 Administration, Reading Coach, Writing Coach, Leadership Team	1.3 Ongoing progress monitoring, data chats, teacher/ student conference	1.3 Varied assessments based on learning modalities, data binders, Mini-assessments, Benchmarks, FAIR, PMAPP

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Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis Meetings	K-5	Admin. Resource Teachers, Reading and Writing Coach	Kindergarten- Fifth Grade Teachers, ESE Teachers	Monthly	Mini-assessments, Intervention Lesson Plans, Benchmark Data, CWTs	Admin

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. An anticipated barrier is parents limited English Proficiency	1.1. Provide translations when feasible at the different activities and meetings.	1.1. Admin/Leadership Team	1.1. Have personnel that can translate at different activities and meetings.	1.1. Sign-in-sheets. Preferred Language Survey.
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
Durrance Elementary School will increase parental involvement by providing extra-curricular activities and academic awareness nights.	40% (100)	45% (120)	1.2. Parent membership	1.2. Hold numerous membership drives to assist parents in registering for PTA. Provide daycare for the parents for these events. Provide various dates and times for parents to have the opportunity to join PTA.	1.2. PTA President/PTA Board Members Assistant Principal	1.2. Membership logs/cards	1.2. Maintain a membership log of all parents/guardians who completed application for 2012-2013 school year.

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
Curricular Nights	3-5	Leadership Team/Classroom Teachers	Parents	Quarterly	Attendance Sheet	Admin

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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
None			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u> Durrance ES will expose all students to have experiences in problem-based learning that reinforce the collaborative nature of the 21st century workplace. We intend to embed STEM into the main STREAMS of K-12 curriculum using problem, project, and performance based learning. Problem-based learning will be used monthly across multiple subjects at all grade levels, so that a majority of learning experiences have high potential for student engagement (e.g. using technology tools to solve problems, participating in issues or community-based activities, and completing performance based assessments that address real-world problems).</p>	<p>1.1. Lack of knowledge of district-developed design lessons for core content areas</p>	<p>1.1. Planning day every semester with Science Lab Teacher to develop and integrate STEM lessons in their core curriculum on a monthly basis.</p>	<p>1.1. Classroom Teachers/ Science Lab Teacher/Admin</p>	<p>1.1. CWT, Lesson Plans, Student work samples</p>	<p>1.1. CWT, Lesson Plans, Student work samples</p>
	<p>1.2. Higher-order vocabulary</p>	<p>1.2. Grade level teams will explicitly pre-teach key vocabulary taught along with each STEM Lesson. These vocabulary words will be posted with visual aids/pictures alongside the objective, at the common board configuration and/or the interactive word wall.</p>	<p>1.2. Principal, Assistant Principal, Leadership Team</p>	<p>1.2. Team planning meetings, Lesson Plan reviews, CWT</p>	<p>1.2. CWT observations, Lesson Plan reviews</p>

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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
Pre-Planning Conference-Bridge to STEM	K-5	Mariel Milano-District	Kindergarten Teachers	Quarterly	CWT, Lesson Plans, Student work samples	Classroom Teachers/ Admin

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
None			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: N/A	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1. Even with the one binder system, students aren't well organized with their work.	1.1. Implement a weekly classroom binder check to ensure students are using the binders correctly.	1.1. Classroom teachers, AVID Coordinator	1.1. Each quarter, grade level teachers will meet to make sure grade level requirements are being met.	1.1. Teachers keep a master binder and will use a rubric for each grade level binder requirements.
Additional Goal #1: Durrance Elementary will expand the AVID Program to support academic rigor and promote college readiness in grades 3-5.	2012 Current Level :* In 2012, 45% of 4th and 5th graders received a score of 2.7 or greater on the AVID Elementary Quality Standards Organizational Tool assessment in Period 3.	2013 Expected Level :* In 2013, 50% of 3rd, 4th, and 5th graders will receive a score of 2.7 or greater on the AVID Elementary Quality Standards Organizational Tool assessment in Period 3.					
			1.2. Creating time to teach the format for note taking.	1.2. Introduce 2-Column and 3-Column note taking strategies. Grade level/PLC planning meetings will determine the subject area to implement each week.	1.2. Teachers and AVID Coordinator	1.2. AVID Coordinator will collect samples of notes taken and offer feedback to students.	1.2. Rubrics will be used to evaluate the proper format for both 2 and 3 column note taking.

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
AVID	Third-Fifth	AVID Center	Third-Fifth grade teachers,	AVID Team will meet	Two Site Visits will be made from	Principal, AVID coordinator

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	grade teachers		AVID Coordinator, Principal	monthly with Coordinator and Adm.	the AVID Center, Checklists for implementation from District Level Adm. will be initiated	
AVID Night	Third-Fifth grade	AVID Coordinator	Parents	Yearly	Attendance Sheet/ Exit Slips/Q&A	AVID Coordinator/Admin

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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
AVID Materials-Organize students for learning	3-ring binders, tabs, resources, calendars, planners, etc...	School Budget	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$4,000.00

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$22, 650.00
CELLA Budget	Total: 0
Mathematics Budget	Total: \$1,700.00
Science Budget	Total: 0
Writing Budget	Total: \$500.00
Civics Budget	Total: 0
U.S. History Budget	Total: 0
Attendance Budget	Total: \$500.00
Suspension Budget	Total: 0
Dropout Prevention Budget	Total: 0
Parent Involvement Budget	Total: 0
STEM Budget	Total:
CTE Budget	Total: 0
Additional Goals- AVID	Total: \$4,000.00
	Grand Total: \$29,350.00

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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.

Durrance ES School Advisory Council for the 2012-13 school year will include: a) Reviewing School Improvement Plan, b) Highlight instructional programs and tools that are being utilized in the school to increase student achievement: AVID, Science Scat and Electives, One Notebook System, CCSS planning days, Promethean boards, Computer Lab, FASTT Math, Accelerated Reader, among others, c) Designing a Parent Survey, and d) Other interesting topics relevant for parents: Relieve Stress for FCAT, Internet Security, etc.

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

Describe the projected use of SAC funds.	Amount
SAC funds help fund subs for our Science Planning days for every semester. It is also used to pay for items for the One Notebook System, writing teams in the summer, and other instructional materials.	\$5,200.00

DRAFT