

# FLORIDA DEPARTMENT OF EDUCATION



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

2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

**PART I: SCHOOL INFORMATION**

School Name: <b>Philip O'Brien Elementary</b>	District Name: <b>Polk County</b>
Principal: <b>Merri Crawford</b>	Superintendent: <b>Dr. Sherrie Nickell, Ed.</b>
SAC Chair: : <b>Georgia Peick</b>	Date of School Board Approval:

**Student Achievement Data:**

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](#)

**Highly Effective Administrators**

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Merri W. Crawford	<b>B.A. Southeastern University,</b>  <b>M.A. University of South Florida in Educational Leadership</b>  <b>Certification in Elementary Education</b>	9	15	<b>Principal of Philip O'Brien Elementary</b> <b>2011-2012: Grade B</b> Reading Mastery: 51%, Math Mastery 46%, Writing Mastery 89%, Science Mastery 42%, AMO 57% Proficient (43% non-proficient). <b>2010-2011: Grade A</b> , Reading Mastery: 72%, Math Mastery 75%, Writing Mastery 88%, Science Mastery 45%, AYP 77%, Black subgroup met mastery in Reading while all other subgroups did not, all subgroups did not meet mastery in Math.

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		and School Principal			<p><b>2009-2010: Grade B</b>, Reading Mastery: 73%, Math Mastery 76%, Writing Mastery 79%, Science Mastery 49%. AYP 82%. FRPL and Blacks Subgroups did not make AYP in Reading and Math</p> <p><b>2008-2009:Grade: A</b>, Reading Mastery:81%, Math Mastery: 75%, Science Mastery: 50%. AYP: 95%, FRPL and Blacks did not make AYP in math.</p> <p><b>2007-2008: Grade: C</b>, Reading Mastery 78%, Math Mastery 77%, Science Mastery 38%.AYP 97%, Black subgroup did not make AYP in Math.</p> <p><b>2006-2007: Grade A</b>, Reading Mastery: 79%, Math Mastery 78%. AYP: 100%. 2005-2006: Grade A, Reading Mastery 75%, Math Mastery 75%. AYP: 100%.</p> <p><b>2004-2005:Grade: A</b>, Reading Mastery 73%, Math mastery 66%. AYP: 97%, Only SWD did not make AYP in Math.</p>
Assistant Principal	Charles Edward Basel	<p><b>B. A. University of South Florida in Elementary Education,</b></p> <p><b>M.A. University of South Florida in Supervision and Administration</b></p> <p><b>Certification in Elementary Education and School Principal (all levels)</b></p>	5	28	<p><b>Assistant Principal of Philip O'Brien Elementary</b></p> <p><b>2011-2012: Grade B</b> Reading Mastery: 51%, Math Mastery 46%, Writing Mastery 89%, Science Mastery 42% AMO 57% Proficient (43% non-proficient).</p> <p><b>A.P. of Philip O'Brien El. 2010-2011: Grade A</b>, Reading Mastery: 72%, Math Mastery 75%, Writing Mastery 88%, Science Mastery 45%, AYP 77%, Black subgroup met mastery in Reading while all other subgroups did not, all subgroups did not meet mastery in Math.</p> <p><b>2009-2010: Grade B</b>, Reading Mastery: 73%, Math Mastery 76%, Writing Mastery 79%, Science Mastery 49%. AYP 82%. FRPL and Blacks Subgroups did not make AYP in Reading and Math</p> <p><b>2008-2009: Grade: A</b>, Reading Mastery: 81%, Math mastery: 75%,</p>

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					<p>Science Mastery: 50%.                  AYP: 95%, FRPL and Blacks did not make AYP in math.  <b>2007-2008:</b> Grade: C, Reading Mastery 78%, Math Mastery 77%, Science Mastery 38%.                  AYP 97%, Black subgroup did not make AYP in Math.  <b>2006-2007:</b> A.P. Dr. Roberts Elem. Grade B, Reading Mastery 72%, Math Mastery 70%. AYP:95%, Black subgroup did not make AYP in reading and math.  <b>2005-2006:</b> A.P. Crystal Lake El. <b>Grade C</b>, Reading Mastery 53%, Math Mastery 48%. AYP: 74%, White/Black subgroups made AYP in reading. Only white subgroup made AYP in math 2004-2005: Grade C, Reading Mastery 60%, Math Mastery 49%. AYP: 77% White/Black subgroups made AYP</p>
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**Highly Effective Instructional Coaches**

List your school’s highly effective 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 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)
	<b>NONE</b>				

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**Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
<b>Recruiting locally</b>	<b>Merri Crawford</b>	<b>On-going</b>	<b>Recruiting locally</b>
<b>Weekly grade level meetings to work collaboratively on planning, data analysis, educational research and practices.</b>	<b>Merri Crawford and Chuck Basel</b>	<b>On-going</b>	<b>Weekly grade level meetings to work collaboratively on planning, data analysis, educational research and practices.</b>
<b>Professional Learning Communities</b>	<b>Merri Crawford and Chuck Basel</b>	<b>On-going</b>	<b>Creating Professional Learning Communities</b>

***Non-Highly Effective Instructors***

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
<b>NONE</b>			

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### *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
<b>50</b>	<b>2% (1)</b>	<b>12% (6)</b>	<b>24% (12)</b>	<b>62% (31)</b>	<b>12% (6)</b>	<b>100% (50)</b>	<b>8% (4)</b>	<b>2% (1)</b>	<b>82% (41)</b>

### *Teacher Mentoring Program*

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
<b>NONE</b>			

### 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

**Title I, Part A, funds school-wide services to Philip O'Brien Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.**

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Title I, Part C- Migrant <b>Migrant students enrolled in Philip O'Brien Elementary School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.</b>
Title I, Part D <b>Provide Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.</b>
Title II N/A
Title III <b>Provide supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for staff.</b>
Title X- Homeless <b>The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.</b>
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs <b>Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.</b>
Nutrition Programs <b>This school has been a location for a summer feeding program for the community.</b>
Housing Programs <b>Students with housing needs are referred to the Homeless Student Advocate.</b>
Head Start <b>Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.</b>
Adult Education (Secondary) N/A
Career and Technical Education (Secondary) N/A
Job Training (Secondary) N/A

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Other  
N/A

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

#### School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

**Principal, Assistant Principal, Grade Level Chairs (one primary and one intermediate), ESE teachers, School Psychologist, Speech Language Pathologist, Guidance Counselor.**

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

**The MTSS Leadership Team will focus on how to improve school/teacher effectiveness and student achievement using the MTSS Model.**

**The MTSS Leadership Team is a cross section of the entire school, sharing of information at all levels concerning RtI which supports all RtI efforts.**

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

**The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing; and aligned processes and procedures.**

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

**Baseline data is gathered August through September using Discovery Education Assessments, previous year Florida Comprehensive Assessment (FCAT), SAT 10, FLKRS (Kindergarten).**

**Progress Monitoring data is gathered mid-year and toward the end of the year. Kindergarten and First Grade data is gathered for the SBAR every nine weeks. Additional Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks and Grade Level Ongoing Assessments.**

**Diagnostic Assessment data is gathered through the FAIR, ERDA, and DAR**

**End of Year data is gathered through Discovery Learning Assessments, FAIR, SAT 10, FCAT and SBAR.**

**Data is discussed and analyzed at least monthly at the MTSS/RtI Leadership Team Meetings.**

Describe the plan to train staff on MTSS.

**Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The MTSS/RtI Overview will be provided in mid-August/September. The District has five other mini-modules that will be provided throughout the year.**

**The MTSS/RtI Leadership Team will evaluate additional staff Professional Learning needs during the monthly MTSS/RtI Leadership Team meetings.**

Describe plan to support MTSS.

**Creating a block schedule that supports collaborative planning and PLC's. Total administrative support with Guidance for effective MTSS implementation is the goal.**

### *Literacy Leadership Team (LLT)*

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### School-Based Literacy Leadership Team

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

**2012-2013 KG- Sargeant, Alice Ann; 1<sup>st</sup> – Slay, Cheryl; 2<sup>nd</sup> – De Souza, Sandy; 3<sup>rd</sup> – Rutledge, Merry; 4<sup>th</sup> – Adams, Victoria; 5<sup>th</sup> – Lisenby, Jimmy; ESE-Sparr, Beth; Media-Shields, Janet; Title I Facilitator-McGahee, Kathy; Reading –Stettinius, Shelley; Math Resource-Ouhri, Carrie; Guidance-Douge, Natalie; Assistant Principal-Basel, Chuck; Principal-Crawford, Merri**

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

**The Literacy Leadership Team will meet on a monthly basis and as needed basis to set up school wide initiatives for increasing literacy. The Literacy Team will consider all data available while considering strategies to help the lowest 25% of the students and our Tier 2 and 3 students.**

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

**The Literacy Leadership Team will focus on the school wide initiatives while and determining ways of increasing literacy for our lowest 25% and our Tier 2 and 3 students in the classrooms, extending the school day by 30 minutes and providing Catapult tutoring.**

### *Public School Choice*

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

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

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

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

**Philip O’Brien Elementary participates in Polk County’s Kindergarten Round-Up and provides the opportunity for preschool children to visit the campus as they begin the transition from preschool to “big” school. Philip O’Brien Elementary provides written documentation for preschool parents regarding developmental readiness and age appropriate skills. The administrative staff, in collaboration with the Kindergarten department, coordinates the preschool visits and meet for campus tours and individual and /or small group orientation-to-school sessions. Incoming kindergarten students are assessed within the first 30 days of school using the Florida School readiness Screener (FLKRS). FAIR information is used to determine students’ acquisition of specific skills/knowledge, and make instructional accommodations/modifications. Philip O’Brien Elementary will continue to use Child Find to identify and assist preschoolers with limited school readiness rates. We anticipate the overall readiness of our kindergarten students to steadily rise as resources are available from the district and community.**

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			<b>1.1. Lack of student engagement</b>	<b>1.1. Cooperative learning strategies/collaborative pairs, iii using SRA, Think-alouds and Marzano’s Strategies</b>	<b>1.1. Teacher, Title I Support Staff, Administration, School Leadership Team, District Support</b>	<b>1.1. Targeted Observation</b>	<b>1.1. Rubric that focuses on instructional strategy of collaboration</b>
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<b>In the Spring of 2013 35% of the students in grades 3-5 will achieve the proficiency level of 3 on the FCAT 2.0 Reading Assessment.</b>	3 <sup>rd</sup> 15% (15)	3 <sup>rd</sup> 19%					
	4 <sup>th</sup> 22% (24)	4 <sup>th</sup> 25%					
	5 <sup>th</sup> 27% (27)	5 <sup>th</sup> 30%					
			<b>1a.2. Students have limited vocabulary and experience with word attack (reading) and word usage (writing)</b>	<b>1a.2. Simulate oral/written language skills through conversations, use of descriptive words, rhymes, songs, puppets, literature (interactive read-alouds and shared reading), authentic realia, compare/contrast objects, use of variety of questioning techniques and levels of complexity.</b>	<b>1a.2. Teacher, Title I Support Staff, Administration, School Leadership Team, District Support</b>	<b>1a.2. Targeted classroom observations, walkthroughs, lesson plans, and student work samples</b>	<b>1a.2. Rubric that focuses on instructional strategy of collaboration</b>
			<b>1a.3. Lack of student engagement in higher order thinking activities that require students to reason and problem solve.</b>	<b>1a.3. Lesson designed to include cooperative structures to promote focused academic student discussions. Students are given extensive opportunities to demonstrate their</b>	<b>1a.3. Teacher, Title I Support Staff, Administration, School Leadership Team, District Support</b>	<b>1a.3. Targeted classroom observations, walkthroughs, lesson plans, and student work samples</b>	<b>1a.3. Discovery Learning Evaluation Reports, District Evaluations, and Ongoing Assessments</b>

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			learning by showing, telling, explaining and proving their reasoning.			
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1b.1	1b.1	1b.1	1b.1	1b.1
Reading Goal #1b:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
			1b.2.	1b.2.	1b.2.	1b.2.
						1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</b>			<b>2a.1.</b> Lack of motivation or interest in reading	<b>2a.1</b> Incorporated content area text through multiple reading resources and materials/authentic text, match student interest with appropriate grade level text, read-alouds, Marzano’s Strategies, HOT questions, Reading Item Specification, FCAT 2.0 Reading Stem Questions	<b>2a.1.</b> Media Specialist, Teacher, Administration, School Leadership Team	<b>2a.1.</b> Accelerated Reader student reports	<b>2a.1.</b> Accelerated Reader Quizzes
<b>Reading Goal #2a:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<b>In the Spring of 2013 35% of the students in grades 3-5 will achieve the proficiency level of 4 and 5 on the FCAT 2.0 Reading Assessment.</b>	3 <sup>rd</sup> 20% (19)	3 <sup>rd</sup> 24%					
	4 <sup>th</sup> 32% (35)	4 <sup>th</sup> 35%					
	5 <sup>th</sup> 26% (26)	5 <sup>th</sup> 29%					
			<b>2a.2.</b> Some students may experience difficulty in thinking critically while reading, writing, and/or understanding content area curriculum.	<b>2a.2</b> Strategies for students to develop connections to the text before, during, and after reading are consistently incorporated in lesson design and delivery to facilitate student comprehension.	<b>2a.2</b> Teacher, Administration, School Leadership Team	<b>2a.2.</b> Marzano PD Targeted Observations	<b>2a.2.</b> School wide rubrics
			<b>2a.3</b> Limited knowledge of technology and resources to enhance student learning.	<b>2a.3</b> PLCs focusing on the utilization of instructional technology.	<b>2a.3</b> Network Manager, Administration, School Leadership Team	<b>2a.3</b> Moodle Courses PD360	<b>2a.3</b> Walk-throughs Evaluation reports
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			<b>2b.1.</b>	<b>2b.1.</b>	<b>2b.1.</b>	<b>2b.1.</b>	<b>2b.1.</b>

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Reading Goal #2b:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.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
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>			<b>3a.1.</b>	<b>3a.1</b>	<b>3a.1.</b>	<b>3a.1.</b>	<b>3a.1.</b>
Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of multiple Reading resources and materials/authentic text and appropriate grade level text.	Incorporated content area text through multiple reading resources and materials/authentic text, match students interest with appropriate grade level text, read-alouds, Marzano's Strategies provide students with the choice of reading materials.	Teacher, Title I Support Staff, Administration, School Leadership Team, District Support	Accelerated Reader student reports	Accelerated Reader Quizzes
In the Spring of 2013 77% of the students in grades 3-5 will make learning gains on the 2013 FCAT 2.0 Reading Assessment.	73% (223)	77%(238)					
			<b>3a.2.</b>	<b>3a.2.</b>	<b>3a.2.</b>	<b>3a.2</b>	<b>3a.2.</b>
			Limited background knowledge to allow teachers to provide	Connections are built between lessons. Apply the EATS/acquisition lesson	Media Specialists, Teacher, Administration	PD 360 videos, Interest Inventories Print Rich Classrooms	Teacher/Student conversation Targeted observations

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		instruction at the grade or course level.	design with fidelity and high quality.			
		3a.3. Students entering grades 3-5 reading below grade level	3a.3. Strengthen foundational reading skills taught in K/1/2 and/or grade looping or vertical teaming from K to 1 or from 2 to 3.	3a.3. Teacher, Title I Support Staff, Administration, School Leadership Team, District Support	3a..3 Targeted observation, lesson plans and walk throughs	3a.3. Star reading assessment every 9 weeks and/or FCAT focus mini lessons.
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>		3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</b>		4a.1. Lack of explicit, systematic instruction of six components of reading instruction: oral language: phonological awareness:	4a.1. Modeling, Think-alouds Guided Practice, Graphic Organizers and Marzano’s Strategies	4a.1. Teacher, Administration, School Leadership Team, District Supports	4a.1. Targeted Observations, lesson Plans and walk throughs.	4a.1. Discovery Learning Evaluation Reports, District Evaluations and On-going Assessments
Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	79% (61)	84% (65)				

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<p>In the Spring of 2013 84% of the lowest 25% in grades 3-5 will make learning gains on the 2013 FCAT 2 Reading Assessment</p>			<p>phonics: fluency: vocabulary and comprehension.</p>				
			<p>4a.2. Lack of effective iii instruction.</p>	<p>4a.2. Daily iii instruction must be scheduled and implemented effectively with fidelity (2:30-3:00 pm daily)</p>	<p>4a.2. Teacher, Administration, School Leadership team, District Supports</p>	<p>4a.2. Targeted Observations, Lesson Plans</p>	<p>4a.2. STAR reading Assessment every 9 weeks and/or FCAT focus mini-assessments</p>
			<p>4a.3. Lack of Background knowledge and /or motivation</p>	<p>4a.3. Virtual field trips, hands on experiences, project based learning (extended thinking) immersion in vocabulary instruction and games. SMART notebook activities</p>	<p>4a.3. Teacher, Administration, School Leadership Team, District Supports</p>	<p>4a.3. Targeted Observation</p>	<p>4a.3. Discovery Learning Evaluation Reports, District Evaluations and Ongoing Assessments</p>
<p><b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b></p>			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
<p>Reading Goal #4b:</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
<p>N/A</p>	<p>N/A</p>	<p>N/A</p>					

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		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  <b>72% proficient</b> <b>28% non-proficient</b>	<b>51% proficient</b>  <b>49% non-proficient</b>	<b>60%</b>	<b>64%</b>	<b>68%</b>	<b>72%</b>	<b>76%</b>
Reading Goal #5A:  <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5A.1.	5A.1.	5A.1	5A.1.	5A.1.	5A.1.	
Reading Goal #5B:  <b>In the Spring of 2013, 63% of all ethnicity groups will be at AL 3 or above in Reading as evidenced by the FCAT results.</b>	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:	<b>Lack of differentiated instruction in small groups/ literacy centers leading to lack of authentic student engagement.</b>	<b>Develop literacy activities to support LEQ/UEQ</b>	<b>Teacher, Administration, School Leadership Team, District Supports</b>	<b>Targeted Observation</b>	<b>Lesson plan checks, RtI, progress monitoring piece and walkthroughs</b>
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		<b>Students have limited background</b>	<b>Real or virtual field trips, hands-on experiences, project-</b>	<b>Teacher, Administration, School Leadership</b>	<b>Targeted Observation</b>	<b>Discovery Learning Evaluation Reports, Teacher made tests and Ongoing Assessments</b>	



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			knowledge and life experiences	based learning(extended thinking), realia, immersion in vocabulary instruction and games, Marzano’s Strategies, Presentation/Slide Show, SMART Notebook(editable, interactive flash activities in Gallery, teacher-made activities	Team, District Supports		
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			<b>5B.1.</b>	<b>5B.1.</b>	<b>5B.1.</b>	<b>5B.1.</b>	<b>5B.1.</b>
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: Black: Hispanic: Asian: American Indian:				
In the Spring of 2013, 63% of all ELL students will be at AL 3 or above in Reading as evidenced by the FCAT results.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	ESOL Strategies may not be implemented with fidelity	PLCs include appropriate strategies to help with ESOL instruction	Administration, Resource Teachers, ESOL Para	1.Review of ESOL Quarterly Common Assessments * 2.Overview of ESOL Targeted Lesson plans 3. Review of items 1 and 2,and Classroom observations	1. ESOL Quarterly Common Assessments * 2. Teacher observations and data reporting systems to Administration 3. Items 1, 2 and Classroom observations 4. Review of quarterly Common Assessment Data

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			5B.2. Students not making learning gains may need additional time	5B.2. Use differentiated classroom instruction	5B.2. Teachers	5B.2. 1.Review of ESOL Quarterly Common Assessments * 2.Overview of ESOL Targeted Lesson plans 3.Classroom observations	5B.2. 1. ESOL Quarterly Common Assessments * 2. Teacher observations and data reporting systems to Administration 3. Items 1, 2 and Classroom observations 4. Review of quarterly Common Assessment Data
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D:  In the Spring of 2013, 63% of all SWD students will make learning gains in Reading as evidenced by the FCAT results.	2012 Current Level of Performance:  Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance: *  Enter numerical data for expected level of performance in this box.	Lack of differentiated instruction in small groups/ literacy centers leading to lack of authentic student engagement.	Develop literacy activities to support LEQ/UEQ	Teacher, Administration, School Leadership Team, District Supports	Targeted Observation	Lesson plan checks, RtI, progress monitoring piece and walkthroughs

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			<p><b>5D.2.</b></p> <p>Students have limited background knowledge and life experiences</p>	<p><b>5D.2.</b></p> <p>Real or virtual field trips, hands-on experiences, project-based learning (extended thinking), realia, immersion in vocabulary instruction and games, Marzano's Strategies, Presentation/Slide Show, SMART Notebook (editable, interactive flash activities in Gallery, teacher-made activities</p>	<p><b>5D.2.</b></p> <p>Teacher, Administration, School Leadership Team, District Supports</p>	<p><b>5D.2.</b></p> <p>Targeted Observation</p>	<p><b>5D.2.</b></p> <p>Discovery Learning Evaluation Reports, Teacher made tests and Ongoing Assessments</p>
			<p><b>5D.3.</b></p>	<p><b>5D.3.</b></p>	<p><b>5D.3.</b></p>	<p><b>5D.3.</b></p>	<p><b>5D.3.</b></p>
<p>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:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>			<p><b>5E.1.</b></p> <p>Lack of differentiated instruction in small groups/ literacy centers leading to lack of authentic student engagement.</p>	<p><b>5E.1.</b></p> <p>Develop literacy activities to support LEQ/UEQ</p>	<p><b>5E.1.</b></p> <p>Teacher, Administration, School Leadership Team, District Supports</p>	<p><b>5E.1.</b></p> <p>Targeted Observation</p>	<p><b>5E.1.</b></p> <p>Lesson plan checks, RtI, progress monitoring piece and walkthroughs</p>
<p><u>Reading Goal #5E:</u></p> <p><b>In the Spring of 2013, 63% of all SWD students will make learning gains in Reading as</b></p>	<p>2012 Current Level of Performance:</p> <p>Enter numerical data for current</p>	<p>2013 Expected Level of Performance:*</p> <p>Enter numerical data for expected level of performance in</p>					

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evidenced by the FCAT results.	level of performance in this box.	this box.					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<b>Implementation of Common Core and strategies to increase student achievement</b>	<b>K-5</b>	<b>Reading Resource, Math Resource and Administration</b>	<b>All teachers</b>	<b>Pre-planning and weekly PLC's</b>	<b>Classroom observations, Modeling and coaching</b>	<b>Administration</b>
<b>Lesson Studies (increased student engagement)</b>	<b>K-5</b>	<b>Reading Resource</b>	<b>Grade Level Representatives</b>	<b>Pre-planning and weekly PLC's</b>	<b>Classroom observations, Modeling and coaching</b>	<b>Reading Resource</b>

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**Reading 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
To incorporate a love for reading and increase proficiency level on the FCAT	Reading Academic Night	Title I	<b>\$1,300.00</b>
			<b>Subtotal: \$1,300.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Scientific Inquiry (Reading)	BrainPOP	Title I	<b>\$1650.00</b>
Early Literacy/STAR Reading	Early Literacy/STAR Reading	Title I	<b>\$1100.00</b>
Increase non-fiction reading time	AR books	General Budget	<b>\$2975.00</b>
			<b>Subtotal: \$7,025</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Weekly Professional Development during weekly PLC to include the following topics: AR, Think Alouds, LFS, Summarizing, Extended Reading Passages, Test Item Specifications. PD 360, HOT questions, FCAT 2.0 Stem Questions	Title I Resource Teachers, District Personnel	N/A	N/A
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Strengthen the academic program in the area of reading	Shelley Stettinius, Reading Resource Teacher	Title I	<b>\$59,459.00</b>
Provide consistent, ongoing academic support to reinforce learning	Brenda Hart, Kindergarten Para	Title I	<b>\$25,262.00</b>
Homework Club	Teresa Sippel	None	<b>None</b>
Sunshine State Readers	Merri Crawford	General Budget	<b>\$332.00</b>
			<b>Subtotal: \$85, 053.00</b>

*End of Reading Goals*

**Comprehensive English Language Learning Assessment (CELLA) Goals**

CELLA Goals		Problem-Solving Process to Increase Language Acquisition							
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
<b>1. Students scoring proficient in Listening/Speaking.</b>		<b>1.1</b> Students have limited access to educated and employed role models. Parents are not equipped to help students at home.	<b>1.1</b> Apply a variety of instructional strategies such as video clips, online resources, and print materials differentiated for individual student needs.	<b>1.1</b> 1. Principal 2. AP/C/A 3. ESOL Director 4. District ESOL Teacher Research Trainer (TRST)	<b>1.1.</b> 1. Review of ESOL Quarterly Common Assessments * 2. Overview of ESOL Targeted Lesson plans 3. Review of items 1 and 2, and Classroom observations 4. District ESOL Teacher Research Trainer (TRST) visits**	<b>1.1.</b> 1. ESOL Quarterly Common Assessments * 2. Teacher observations and data reporting systems to Administration 3. Items 1, 2 and Classroom observations 4. Review of quarterly Common Assessment Data			
<b>CELLA Goal #1:</b> 2012 Current Percent of Students Proficient in Listening/Speaking: Enter proficiency numerical data for current level of performance in this box by grade level.									
K	25 % (2 of 8)								
1	22 5 % (2 of 9)								
2	67 % (8 of 12)								
3	14 5 % (2 of 14)								
4	10 % (1 of 10)								
5	50 % (2 of 4)								
		1.2.	1.2.	1.2.	1.2.	1.2.			
		1.3.	1.3.	1.3.	1.3.	1.3.			

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Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool																																				
<b>2. Students scoring proficient in Reading.</b>		<b>2.1.</b> Most students are not reading and engaging with long complex texts across the content areas and with writing about what they are reading.	<b>2.1.</b> Incorporate nonfiction concepts related to reading and writing assessments in reading classes. Vocabulary taught in context along with the use of interactive word walls.	<b>2.1.</b> 1. Principal 2. AP/C/A 3. ESOL Director visits 4..District ESOL Teacher Research Trainer (TRST)	<b>2.1.</b> 1.Review of ESOL Quarterly Common Assessments * 2.Overview of ESOL Targeted Lesson plans 3. Review of items 1 and 2,and Classroom observations 4. District ESOL Teacher Research Trainer (TRST) visits**	<b>2.1.</b> 1.ESOL Quarterly Common Assessments * 2. Teacher observations and data reporting systems to Administration 3. Items 1, 2 and Classroom observations 4. Review of quarterly Common Assessment Data																																				
<b>CELLA Goal #2:</b> By Spring of 2013, the ELL students will show a 3% increase in proficiency as evidenced by the CELLA Assessment	<b>2012 Current Percent of Students Proficient in Reading :</b>  Enter proficiency numerical data for current level of performance in this box by grade level.																																									
	<table border="1"> <tr> <td>K</td> <td>0 %</td> <td>(0 of 8)</td> <td></td> <td>12</td> <td></td> </tr> <tr> <td>1</td> <td>22 %</td> <td>(2 of 9)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>33 %</td> <td>(4 of 12)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>21 %</td> <td>(3 of 14)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>22 %</td> <td>(2 of 9)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>75 %</td> <td>(3 of 4)</td> <td></td> <td></td> <td></td> </tr> </table>						K	0 %	(0 of 8)		12		1	22 %	(2 of 9)				2	33 %	(4 of 12)				3	21 %	(3 of 14)				4	22 %	(2 of 9)				5	75 %	(3 of 4)			
	K						0 %	(0 of 8)		12																																
	1	22 %	(2 of 9)																																							
	2	33 %	(4 of 12)																																							
	3	21 %	(3 of 14)																																							
4	22 %	(2 of 9)																																								
5	75 %	(3 of 4)																																								
	<b>2.2.</b>	<b>2.2.</b>	<b>2.2.</b>	<b>2.2.</b>	<b>2.2.</b>																																					
	<b>2.3.</b>	<b>2.3.</b>	<b>2.3.</b>	<b>2.3.</b>	<b>2.3.</b>																																					
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool																																				
<b>3. Students scoring proficient in Writing.</b>		<b>3.1.</b> Some students may experience difficulty in thinking critically while reading, writing and/or understanding content area curriculum.	<b>3.1.</b> Incorporate nonfiction concepts related to reading and writing assessments in reading classes. Vocabulary taught in context along with the use of interactive word walls.	<b>3.1.</b> 1. Principal 2. AP/C/A 3. ESOL Director visits 4..District ESOL Teacher Research Trainer (TRST)	<b>3.1.</b> 1. Review of ESOL Quarterly Common Assessments * 2.Overview of ESOL Targeted Lesson plans 3. Review of items 1 and 2,and Classroom observations 4. District ESOL Teacher Research Trainer (TRST) visits**	<b>3.1.</b> 1. ESOL Quarterly Common Assessments * 2. Teacher observations and data reporting systems to Administration 3. Items 1, 2 and Classroom observations 4. Review of quarterly																																				
<b>CELLA Goal #3:</b> By Spring of 2013, the ELL students will show a 3% increase in proficiency as evidenced by the CELLA Assessment	<b>2012 Current Percent of Students Proficient in Writing :</b>  Enter proficiency numerical data for current level of performance in this box by grade level.																																									
	<table border="1"> <tr> <td>K</td> <td>0 %</td> <td>(0 of 8)</td> <td></td> <td>12</td> <td></td> </tr> <tr> <td>1</td> <td>11</td> <td>(1</td> <td></td> <td></td> <td></td> </tr> </table>						K	0 %	(0 of 8)		12		1	11	(1																											
	K						0 %	(0 of 8)		12																																
1	11	(1																																								
	<b>2.2.</b>	<b>2.2.</b>	<b>2.2.</b>	<b>2.2.</b>	<b>2.2.</b>																																					

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		%	of							Common Assessment Data	
	2	75%	(9 of 12)								
	3	47%	(7 of 15)								
	4	64%	(7 of 11)								
	5	50%	(3 of 6)								
						3.2.	3.2.	2.2.	2.2.		2.2.
						3.3	3.3	2.3	2.3		2.3

*\*ESOL Quarterly Common Assessments are across all disciplines and are based on the students' language level.*

*\*\*Visits by District ESOL department to observe instructional strategies are completed by mid-year; additional visits as needed.*

*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
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			<b>1a.1.</b>	<b>1a.1.</b>	<b>1a.1.</b>	<b>1a.1.</b>	<b>1a.1.</b>
<b>Mathematics Goal #1a:</b>  By the Spring of 2013, 35 % of the total students will at the FCAT AL 3 in Math as evidenced by the FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Students fail to recognize the relevance of math to their daily lives leading to disengagement.	Utilize current math events (Learn 360, Time for Kids, N.I.E, etc.) to engage students in discourse in collaborative structures embedded in lessons.	Teacher, Administration, School Leadership Team, District Supports	Targeted observation, progress monitoring	Mini assessments (Wylie’s/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests
	3rd - 23% (22) 4 <sup>th</sup> - 27% (29) 5 <sup>th</sup> - 19% (19)	3rd - 28% 4 <sup>th</sup> - 32% 5 <sup>th</sup> - 24%					
			<b>1a.2.</b>	<b>1a.2.</b>	<b>1a.2.</b>	<b>1a.2.</b>	<b>1a.2.</b>
			Lack of experience with higher ordered thinking skills in math	Provide extensive opportunities for students to utilize critical thinking skills in math, and opportunities to participate in learning activities which require them show/tell/explain /prove their math reasoning. (Higher order question techniques to drive teacher/student discourse).	Teacher, Title I Support Staff, Administration, School Leadership Team, District Support	Targeted observation, progress monitoring	Mini assessments (Wylie’s/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests
			<b>1a.3.</b>	<b>1a.3.</b>	<b>1a.3.</b>	<b>1a.3.</b>	<b>1a.3.</b>

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<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Mathematics Goal #1b:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Mathematics Goal #2a:  By the Spring of 2013, 30 % of the total students will at the FCAT AL 4 and 5 in Math as evidenced by the FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Students fail to recognize the relevance of math to their daily lives leading to disengagement.	Utilize current math events (Learn 360, Time for Kids, N.I.E., etc.) to engage students in discourse in collaborative structures embedded in lessons using LFS strategies.	Teacher, Administration, School Leadership Team, District Supports	Targeted observation, progress monitoring	Mini assessments (Wylie's/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests
	3rd - 14% (14) 4 <sup>th</sup> - 29% (32) 5 <sup>th</sup> - 22% (34)	3rd - 19% 4 <sup>th</sup> - 34% 5 <sup>th</sup> - 27%					
			2a.2.	Lack of experience with higher order thinking skills	Provide extensive opportunities for students to utilize critical thinking skills in math, and opportunities to participate in learning activities which require them to show/tell/explain /prove their math reasoning. (Higher order question techniques to drive teacher/student discourse) using LFS strategies	Teacher, Administration, School Leadership Team, District Supports	Targeted observation, progress monitoring

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			and scaffolding.			
		2a.3	2a.3	2a.3	2a.3	2a.3
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2b.1.	2b.1.	2b.1.	2b.1.
<u>Mathematics Goal</u> <b>#2b:</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A	N/A	N/A				
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.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
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>			3a.1.	3a.1.	3a.1.	3a.1.
<u>Mathematics Goal</u> <b>#3a:</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Students fail to recognize the relevance of math to their daily lives leading to disengagement.	Utilize current math events (Learn 360, Time for Kids, N.I.E., etc.) to engage students in discourse in collaborative structures embedded in lessons using LFS strategies.	Teacher, Administration, School Leadership Team, District Supports	Targeted observation, progress monitoring
By the Spring of 2013, 71 % of the total students will make learning gains as evidenced by the School Grade	67% (238)	71%				Mini assessments (Wylie’s/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests

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<b>Report.</b>							
			3a. 2. Lack of differentiated prerequisite math level skills	3a.2. Differentiated instruction, data driven decisions by diagnostic assessments, modeling, scaffolding, Reflection/Think Aloud strategies	3a.2. Teacher, Administration, School Leadership Team, District Supports	3a.2. Teacher, Administration, School Leadership Team, District Supports	3a.2. Mini assessments (Wylie's/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
<u>Mathematics Goal</u> #3b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	N/A	N/A					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</b>			4a.1. Students fail to recognize the relevance of math to their daily lives	4a.1. Utilize current math events (Learn 360, Time for Kids, N.I.E., etc.) to engage students in discourse in	4a.1. Teacher, Administration, School Leadership Team, District Supports	4a.1. Targeted observation, progress monitoring	4a.1. Mini assessments (Wylie's/Go Math), Discovery Ed., Odyssey, FCAT results and teacher
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<b>#4a:</b> By the Spring of 2013, 65 % of the lowest quartile will make learning gains as evidenced by the School Grade Report.	60%	65%	leading to disengagement.	collaborative structures embedded in lessons using LFS strategies.			made tests
			4a.2. Lack of differentiated prerequisite math level skills	4a.2. Provide opportunities for students to explore mathematical concepts using manipulatives, collaborative learning strategies, build opportunities to practice, math tutoring, and scaffolding	4a.2. Teacher, Administration, School Leadership Team	4a.2. Targeted observation, progress monitoring	4a.2. Mini assessments (Wylie's/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests
			4a.3 Inefficient use of progress monitoring	4a.3. Embed checking for understanding throughout the lesson; increase the use of formative assessments to diagnose individual student learning needs. Based on formative assessments adapt instructional strategies (scaffolding) to meet needs of individual learners.	4a.3. Teacher, Administration, School Leadership Team	4a.3. Targeted observation, progress monitoring	4a.3. Mini assessments (Wylie's/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Mathematics Goal #4b: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.

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		4b.3	4b.3.	4b.3.	4b.3.	4b.3.					
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>				
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  <b>75% proficient</b> <b>25% non-proficient</b>	<b>46% proficient</b>  <b>54% non-proficient</b>	<b>58%</b>	<b>63%</b>	<b>67%</b>	<b>71%</b>	<b>75%</b>				
<u>Mathematics Goal #5A:</u>  <b>During the next five years we will increase our proficiency rate by 5% a year therefore reducing our achievement gap.</b>											
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>		<b>5B.1.</b> <b>White:</b> <b>Black:</b> <b>Hispanic:</b> <b>Asian:</b> <b>American Indian:</b>  <b>Teacher needs to demonstrate extensive knowledge of students’</b>	<b>5B.1.</b> <b>Provide opportunities for students to explore math concepts using manipulatives, cooperative learning strategies.</b>	<b>5B.1.</b> <b>Teacher, Administration, School Leadership Team</b>	<b>5B.1.</b> <b>Targeted observation, progress monitoring</b>	<b>5B.1.</b> <b>Mini assessments (Wylie’s/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests</b>					
<u>Mathematics Goal #5B:</u>  <b>By the Spring of 2013, 55 % of the student subgroups by ethnicity will be</b>	<table border="1"> <tr> <td><b>2012 Current</b> Level of Performance:*</td> <td><b>2013 Expected</b> Level of Performance:*</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	<b>2012 Current</b> Level of Performance:*	<b>2013 Expected</b> Level of Performance:*	<i>Enter numerical data for current level of performance in</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
<b>2012 Current</b> Level of Performance:*	<b>2013 Expected</b> Level of Performance:*										
<i>Enter numerical data for current level of performance in</i>	<i>Enter numerical data for expected level of performance in this box.</i>										

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 Rule 6A-1.099811  
 Revised April 29, 2011

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at AL 3 or above in math as evidenced by the FCAT results.	<i>this box.</i> White: Black: Hispanic: Asian: American Indian:		White: Black: Hispanic: Asian: American Indian:	backgrounds, cultures, skills, learning levels, learning styles, language proficiencies and special needs related to math.					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.		
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.		
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Mathematics Goal #5C:</b>  <b>By the Spring of 2013, 55 % of the ELL students will be at AL 3 or above in math as evidenced by the FCAT results.</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<b>The need to demonstrate extensive knowledge of students’ backgrounds, cultures, skills, learning levels, learning styles, language proficiencies and special needs related to math.</b>	<b>Provide opportunities for students to explore math concepts using manipulatives, cooperative learning strategies.</b>	<b>Teacher, Administration, School Leadership Team</b>	<b>Targeted observation, progress monitoring</b>	<b>Mini assessments (Wylie’s/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests</b>		
	<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.
			<b>Lack of understanding math content vocabulary</b>	<b>Vocabulary taught in context along with the use of interactive word walls.</b>	<b>Teacher, Administration, School Leadership Team</b>	<b>Targeted observation, progress monitoring</b>	<b>Mini assessments (Wylie’s/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests</b>		
			5C.3.	5C.3.	5C.3.	5C.3.	5C.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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			<b>5D.1.</b>	<b>5D.1.</b>	<b>5D.1.</b>	<b>5D.1.</b>	<b>5D.1.</b>
<b>Mathematics Goal #5D:</b>  <b>By the Spring of 2013, 80 % of SWD will show learning gains as evidenced by the FCAT results.</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	<b>Lack of differentiated prerequisite math level skills</b>	<b>Provide opportunities for students to explore mathematical concepts using manipulatives, collaborative learning strategies, build opportunities to practice, math tutoring.</b>	<b>Teacher, Administration, School Leadership Team</b>	<b>Targeted observation, progress monitoring</b>	<b>Mini assessments (Wylie’s/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests</b>
	<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>					
			<b>5D.2.</b>	<b>5D.2.</b>	<b>5D.2.</b>	<b>5D.2.</b>	<b>5D.2.</b>
			<b>Lack of understanding math content vocabulary</b>	<b>Vocabulary taught in context along with the use of interactive word walls</b>	<b>Teacher, Administration, School Leadership Team</b>	<b>Targeted observation, progress monitoring</b>	<b>Mini assessments (Wylie’s/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests</b>
			<b>5D.3.</b>	<b>5D.3.</b>	<b>5D.3.</b>	<b>5D.3.</b>	<b>5D.3.</b>
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			<b>5E.1.</b>	<b>5E.1.</b>	<b>5E.1.</b>	<b>5E.1.</b>	<b>5E.1.</b>
<b>Mathematics Goal #5E:</b>  <b>By the Spring of 2013, 55 % of the Economically Disadvantaged students will be at AL 3 or above in math as evidenced by the</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>	<b>Students fail to recognize the relevance of math to their daily lives leading to disengagement</b>	<b>Utilize current math events (Learn 360, Time for Kids, etc.) to engage students in discourse in collaborative structures embedded in lessons</b>	<b>Teacher, Administration, School Leadership Team</b>	<b>Targeted observation, progress monitoring</b>	<b>Mini assessments (Wylie’s/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests</b>
	<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>					



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FCAT results.		5E.2. Teacher needs to demonstrate extensive knowledge of students' backgrounds, cultures, skills, learning levels, learning styles, language proficiencies and special needs related to math.	5E.2. Provide opportunities for students to explore math concepts using manipulatives, cooperative learning strategies.	5E.2. Teacher, Administration, School Leadership Team	5E.2. Targeted observation, progress monitoring	5E.2. Mini assessments (Wylie's/Go Math), Discovery Ed., Odyssey, FCAT results and teacher made tests
		5E.3	5E.3	5E.3	5E.3	5E.3

**Math Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<b>Implementation of Common Core and strategies to increase student achievement</b>	<b>K-2</b>	<b>Math Resource and Administration</b>	<b>All teachers</b>	<b>Pre-planning and weekly PLC's</b>	<b>Classroom observations, Modeling and coaching</b>	<b>Administration</b>
<b>Lesson Study</b>	<b>K-5</b>	<b>Math Resource</b>	<b>Grade Level Representatives</b>	<b>On-going</b>	<b>Classroom observations, Modeling and coaching</b>	<b>Title I Reading Resource</b>
<b>Go Math Updates</b>	<b>K-5</b>	<b>Math Resource</b>	<b>All Teachers</b>	<b>On-going</b>	<b>Classroom observations, Modeling and coaching</b>	<b>Title I Math Resource</b>

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>To incorporate a love of math and increase proficiency level on FCAT</b>	<b>Math Family Academic Night</b>	<b>Title I</b>	<b>\$500.00</b>

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				<b>Subtotal: \$500.00</b>
<b>Technology</b>				
Strategy	Description of Resources	Funding Source	Amount	
<b>To provide math resources for the classroom</b>	<b>Manipulatives, math games, math sharks etc.</b>	<b>Title I</b>	<b>\$500.00</b>	
<b>Facts fluency</b>	<b>MathFacts in a Flash</b>	<b>Title I</b>	<b>\$515.00</b>	
				<b>Subtotal: \$1015.00</b>
<b>Professional Development</b>				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
<b>Other</b>				
Strategy	Description of Resources	Funding Source	Amount	
<b>Strengthen the academic program in the area of math</b>	<b>Carolyn Ouhri, Math Resource Teacher</b>	<b>Title I</b>	<b>\$48,641.00</b>	
<b>Math Club</b>	<b>Carolyn Ouhri</b>	<b>None</b>	<b>None</b>	
<b>Homework Club</b>	<b>Teresa Sippel</b>	<b>None</b>	<b>None</b>	
				<b>Subtotal:</b>
				<b>Total: \$50,156.00</b>

*End of Elementary School Mathematics Goal*

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

**Elementary Science Goals**

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

Elementary 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
<b>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			<b>1a.1.</b>	<b>1a.1.</b>	<b>1a.1.</b>	<b>1a.1.</b>	<b>1a.1.</b>
<b>Science Goal #1a:</b>  <b>By the Spring of 2013, 33% of the total students will be at FCAT Level 3 on the FCAT Science Test</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	<b>Students lack adequate background knowledge and fail to recognize the relevance of science to their daily lives.</b>	<b>Utilize current science events through resources such as CISM, Learn 360, Time for Kids, and Newspapers in Education to engage students in collaborative discourse embedded in lessons using LFS Solutions.</b>	<b>Teacher and Administration</b>	<b>Monitor teacher lesson plans for fidelity through weekly walkthroughs and monthly observations.</b>	<b>Results from walkthroughs and monthly targeted observations</b>
	30% (29)	33%					
			<b>1a.2.</b>	<b>Students lack science content vocabulary</b>	<b>Vocabulary taught in context along with the use of interactive word walls, non-fiction complex text, and digital media resources (SMART lessons and Learn 360.</b>	<b>Teacher and Administration</b>	<b>Diagnostic assessments to determine the strategy effectiveness. Monitor teacher lesson plans for fidelity through weekly walkthroughs and monthly observations</b>
		<b>1a.3.</b>		<b>1a.3.</b>		<b>1a.3.</b>	<b>1a.3.</b>

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<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Science Goal #2a:  By the Spring of 2013, 15% of the total students will be at FCAT Level 4 and 5 on the FCAT Science Test	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Students are not provided opportunities to utilize their creativity and extended thinking skills (higher order thinking skills)	Provide students opportunities to engage in authentic activities that result in higher level thinking (to include moral and ethical) skills associated with science topics	Walk through daily and do targeted observations and monthly to coach/monitor teachers’ implementation of: <u>Inquiry</u> activities <u>Hands-on</u> activities/labs <u>Use</u> effective “Higher Order Thinking (HOT) strategies” to enhance reasoning abilities of students <u>Lesson plans</u> that reflect proper instruction techniques	Results from walk throughs/ targeted observations and lesson plan fidelity <u>Discovery Assessment Results, On-Going Assessments and teacher made tests</u>	Teacher, Administration, School Leadership Team, District Supports
	11% (11)	15%					
			2a.2.	Lack of content vocabulary in science	Integrate science content vocabulary into reading for	Walk throughs, lesson plans and	Discovery Assessment Results, On-Going Assessments and

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			understanding and relevance	active science word walls	teacher made tests	District Supports
		2a.3	2a.3	2a.3	2a.3	2a.3
		Lack of Science Lab Activities	Increase the number of lab experiments in the classrooms to facilitate the Inquiry process and lab report process.	Walk-throughs, lesson plans	Discovery Assessment Results, On-Going Assessments and teacher made tests	Teacher, Administration, School Leadership Team, District Supports
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>		2b.1.	2b.1.	2.1.	2b.1.	2b.1.
Science Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A	N/A	N/A				
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3

*End of Elementary Science Goals*

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Students have a host of misconceptions of/about science	K-5/Science	Grade Chairs/ Admin./Title I	School-wide	2012 1 <sup>st</sup> Semester	Classroom observations, Modeling and coaching	Administration

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**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
<b>To incorporate the love of Science and increase the proficiency level on the FCAT</b>	<b>Science Family Academic Night</b>	<b>Title I</b>	<b>\$500.00</b>

**Subtotal: \$500.00**

Technology

Strategy	Description of Resources	Funding Source	Amount
<b>To give students a hands on experience with Science.</b>	<b>Science manipulatives, games, equipment etc.</b>	<b>Title I</b>	<b>\$500.00</b>

**Subtotal: \$500.00**

Professional Development

Strategy	Description of Resources	Funding Source	Amount

**Subtotal:**

Other

Strategy	Description of Resources	Funding Source	Amount
<b>Homework Club</b>	<b>Teresa Sippel</b>	<b>None</b>	<b>None</b>

**Subtotal:**

**Total: \$1,000.00**

*End of Science Goals*

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**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			<b>1a.1.</b>	<b>1a.1.</b>	<b>1a.1.</b>	<b>1a.1.</b>	<b>1a.1.</b>
<b>Writing Goal #1a:</b> By the Spring of 2013 our grade 4 student performance will increase by 5% as indicated on the FCAT Writing Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of motivation or interest in writing	Integrate and infuse writing across subject areas and/or continued use of writing journals.	Teacher, Administration, School Leadership Team	Ongoing writing assessments using FCAT format.	Writing assessments administered a minimum three times a year.
	89% (87)	92%.					
			<b>1a.2.</b>	<b>1a.2.</b>	<b>1a.2.</b>	<b>1a.2.</b>	<b>1a.2.</b>
			Lack of writing mechanics/conventions	Summarize using correct writing mechanics/conventions	Teacher	Ongoing writing assessments using FCAT format.	Writing assessments administered a minimum three times a year.
			<b>1a.3.</b>	<b>1a.3.</b>	<b>1a.3.</b>	<b>1a.3.</b>	<b>1a.3.</b>
			Lack of background experience and understanding of the rubric used for scoring.	Exposure to a variety of topics through multi-media and rubric training.	All Staff	Ongoing writing assessments using FCAT format.	Writing assessments administered a minimum three time a year.
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			<b>1b.1.</b>	<b>1b.1.</b>	<b>1b.1.</b>	<b>1b.1.</b>	<b>1b.1.</b>

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Writing Goal #1b:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
1b.3.			1b.3.	1b.3.	1b.3.	1b.3.	

**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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Writing Program (Polk Writes)	K-5	Diane Conley, District Support	School-wide	PCL's	Classroom observations, walk throughs, lesson plans	Administration

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

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



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<b>Subtotal: 0</b>			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Homework Club</b>	<b>Teresa Sippel</b>	<b>None</b>	<b>None</b>
<b>Subtotal: 0</b>			
<b>Total: 0</b>			

*End of Writing Goals*

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**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			<b>1.1.</b>	<b>1.1.</b>	<b>1.1.</b>	<b>1.1.</b>	<b>1.1.</b>
<b>Attendance Goal #1:</b>  <b>At end of year 2013 overall attendance will increase by 2% and excessive absences and excessive tardies will be reduced by 5% as evidenced by attendance reporting from genesis.</b>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	<b>Lack of Parental responsibility getting students to school</b>	<b>Follow attendance policy and use of Social Worker using referrals for services</b>	<b>Attendance Manager/Classroom Teacher, Administration</b>	<b>Genesis attendance data</b>	<b>Attendance secretary</b>
	<b>94.38%</b>	<b>96%</b>					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	<b>38.45% (238)</b>	<b>33%</b>					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	<b>22.46% (139)</b>	<b>17%</b>					
			<b>1.2.</b>	<b>1.2.</b>	<b>1.2.</b>	<b>1.2.</b>	<b>1.2.</b>
			<b>Communication</b>	<b>Follow attendance policy</b>	<b>Attendance Manager/Classroom</b>	<b>Genesis attendance data</b>	<b>Teachers and</b>

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			and use of Social Worker using referrals for services, phone calls to home	Teacher, Administration		attendance secretary
		1.3. Communication	1.3. Administration will meet/greet students entering after 8:00 bell	1.3. Attendance Manager/Classroom Teacher, Administration	1.3. Genesis attendance data	1.3. Teachers and attendance secretary

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<b>Attendance Policy</b>	<b>K-5</b>	<b>Jackie Bryan</b>	<b>School-wide</b>	<b>September 12, 2012 Early Release PD</b>	<b>Monitoring Attendance via Genesis</b>	<b>Attendance Secretary</b>

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

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

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Attendance Goals*

**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			<b>1.1.</b>	<b>1.1.</b>	<b>1.2.</b>	<b>1.1.</b>	<b>1.1.</b>
<b>Suspension Goal #1:</b>  <b>All student suspensions will decrease by 10% during the 2012-2013 school year</b>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	<b>Lack of full implementation of the multi-tiered system of supports to address the needs of non-responsive students to Positive Behavior Support (PBS)</b>	<b>Develop and implement tier 2 level support (ie check-in/check-out, mentoring and Why Try)</b>	<b>Principal, Assistant Principal and Guidance Counselor</b>	<b>Careful review of discipline data on a monthly basis</b>	<b>Review Genesis Monthly discipline data, behavioral progress monitoring tool</b>
	<b>0</b>	<b>0</b>					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<b>0</b>	<b>0</b>					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
<b>178</b>	<b>160</b>						
2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended						

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	Out- of- School	Out- of-School					
	42	38					
			1.2. Lack of consistency in teaching and reinforcing school wide expectations and rules	1.2. Using Positive Behavior Supports structure the staff will create, teach and post common sets of expectations and rules for all areas of the school	1.2 Principal, Assistant Principal and Guidance Counselor	1.2. Careful review of discipline data on a monthly basis	1.2 Review Genesis Monthly discipline data, behavioral progress monitoring tool
			1.3. School-wide and classroom behaviors that distract and decrease student achievement	1.3. Implement PBS (Positive Behavior Supports) as a means of increasing student engagement and decreasing disruptive behaviors	1.3. Careful review of discipline data on a monthly basis	1.3. Genesis Discipline Data Reports	1.3 Review Genesis Monthly discipline data,

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<b>Positive Behavior Supports</b>	<b>K-5</b>	<b>Principal, Asst. Principal &amp; Guidance Counselor</b>	<b>All Staff/PLC</b>	<b>PLC's and common planning times, faculty meetings, early release days and weekly</b>	<b>Walkthroughs, classroom observations and reviewing classroom discipline records</b>	<b>Principal, Asst. Principal and Guidance Counselor</b>
<b>Skill Streaming Review</b>	<b>K-5</b>	<b>Principal, Asst. Principal &amp; Guidance Counselor</b>	<b>All Staff/PLC</b>	<b>PLC's</b>	<b>Walkthroughs, classroom observations and reviewing classroom discipline records</b>	<b>Principal, Asst. Principal and Guidance Counselor</b>

**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

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

*End of Suspension Goals*

**Parent Involvement Goal(s)**

**Required of all Schools**

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

\* 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

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<b>1. Parent Involvement</b>		1.1.	1.1.	1.1.	1.1.	1.1.
<b>Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		<div style="border: 1px solid black; background-color: #f4a460; padding: 10px; width: fit-content; margin: 0 auto;">                 See School Parent Involvement Plan submitted online on to the LEA                  September, 2012             </div>				
<i>Enter narrative for the goal in this box.</i>	<b>2012 Current level of Parent Involvement:*</b>	<b>2013 Expected level of Parent Involvement:*</b>				
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

## Parent Involvement Professional Development

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

## Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<b>To increase parent communication and awareness of activities and school status.</b>	<b>Title I Office supplies including ink, Parent Newsletters, Parent workshop materials, school agendas</b>	<b>Title I</b>	<b>\$3,275.00</b>

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<b>Subtotal: \$3,275.00</b>			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Kathy McGahee, Title I Facilitator</b>	<b>Ensure compliance with Title I Guidelines &amp; maintain TASK files</b>	<b>Title I</b>	<b>\$72,452.00</b>
<b>Subtotal:</b>			
<b>Total: \$75,727.00</b>			

*End of Parent Involvement Goal(s)*

**Science, Technology, Engineering, Arts and Mathematics (STEAM) Goal(s)**

**This goal may be based on integrating all of these subjects within your curriculum or as a separate program/academy.**

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

<b>STEAM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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



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<b>STEM Goal #1:</b>  <b>100% of the instructional Staff will increase their professional knowledge as it relates to S.T.E.M. during the 2012-2013 school year</b>	<b>1.1.</b>  <b>Lack of time</b>	<b>1.1.</b>  <b>Review/study/discuss STEM information collaboratively during PLC's</b>	<b>1.1.</b>  <b>Administration</b>	<b>1.1.</b>  <b>Direct observation and collaborative participation during PLC's</b>	<b>1.1.</b>  <b>Administration observes during PLC's and uses Pre-test and Post-test</b>
	<b>1.2.</b>  <b>Lack of background knowledge</b>	<b>1.2.</b>  <b>Educate shareholders with STEM information, visit school STEM site(s) and share information through the Title I newsletter to all shareholders</b>	<b>1.2.</b>  <b>Administration</b>	<b>1.2.</b>  <b>Direct observation and collaborative participation during PLC's</b>	<b>1.2.</b>  <b>Administration observes during PLC's and uses Pre-test and Post-test</b>
	<b>1.3.</b>	<b>1.3.</b>	<b>1.3.</b>	<b>1.3.</b>	<b>1.3.</b>

**STEAM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<b>What is STEM?</b>	<b>All</b>	<b>Merri Crawford</b>	<b>PLC's</b>	<b>On-going</b>	<b>Direct observation and collaborative participation</b>	<b>Administration</b>

**STEAM 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

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			<b>Subtotal:</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>To inspire growth in the field of technology with students, parents, and staff</b>	<b>FETC and computer lab programs</b>	<b>Title I</b>	<b>\$3,000.00</b>
			<b>Subtotal: \$3,000.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>To keep technology current in the classrooms</b>	<b>Computers, printers, ink</b>	<b>Title I</b>	<b>\$3,000.00</b>
			<b>Subtotal: \$3,000.00</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Coordinate the installation and management of instructional and non-instructional school microcomputer networks</b>	<b>Connie Bergstrom, Network Manager</b>	<b>Title I 40%</b>	<b>\$20,918.00</b>
			<b>Subtotal:</b>
			<b>Total: \$26,918.00</b>

*End of STEAM Goal(s)*

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

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**Please complete entirely. If the budget is 0, then reflect 0.**

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Please provide the total budget from each section.

<b>Reading Budget</b>	<b>Total: \$92, 078</b>
<b>Mathematics Budget</b>	<b>Total: \$50, 156</b>
<b>Science Budget</b>	<b>Total: \$1, 000</b>
<b>Writing Budget</b>	<b>Total: N/A</b>
<b>Attendance Budget</b>	<b>Total: N/A</b>
<b>Suspension Budget</b>	<b>Total: N/A</b>
<b>Dropout Prevention Budget</b>	<b>Total: N/A</b>
<b>Parent Involvement Budget</b>	<b>Total: \$75, 727</b>
<b>Additional Goals</b>	<b>Total:\$26, 918</b>
<b>STEAM Budget</b>	<b>Grand Total: \$246, 154.00</b>

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

**Differentiated Accountability**

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

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

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes       No

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

Describe the activities of the SAC for the upcoming school year.
<b>Create, review and revise the School Improvement Plan, the Parental Involvement Plan and the Title I School/Parent Compact. Review and approve the expenditure of Title I Funds as well as review school test data.</b>

Describe the projected use of SAC funds.	Amount
<b>No SAC Funds available</b>	

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