

Florida Department of Education



**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Ortega Elementary	District Name: Duval
Principal: Stephanie Shepard	Superintendent: Ed Pratt Dannals
SAC Chair: Glenn Stiles	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Stephanie Shepard	<ul style="list-style-type: none"> ●BS in Elementary Education ●MEd in Educational Leadership ●ESOL Endorsement 	4th	8th	<p><u>Principal of Ortega Elementary</u> <u>2011-2012</u> <u>Grade: B</u> Reading Mastery: 56% Math Mastery: 63% Writing Mastery: 87% Science Mastery: 41% Reading Gains: 62% Math Gains: 60% BQ Reading Gains: 64% BQ Math Gains: 62%</p> <p><u>Principal of Ortega Elementary</u> <u>2010-2011</u> <u>Grade: A</u> Reading Mastery: 70% Math Mastery:81% Writing Mastery: 97% Science Mastery: 57% AYP: 100% criteria met Reading Gains: 61% Math Gains: 77% BQ Reading Gains: 53% BQ Math Gains: 77%</p> <p><u>Principal of Ortega Elementary</u> <u>2009-2010:</u> <u>Grade: B</u> Reading Mastery: 66%, Math Mastery:76% Writing Mastery: 74% Science Mastery: 43% AYP: 90%, white, black and economically disadvantaged did not make AYP in Reading, Reading Gains: 56% Math Gains: 80% BQ Reading Gains:47% BQ Math Gains: 80%</p>
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Instructional Coaches

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data

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for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A	N/A	N/A	N/A

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Monthly “New Teacher Meetings”	Principal	On-going
2. Assigning new teachers a mentor	Principal and PDF	On-going
3. Creating a “family” environment	Principal, Faculty and staff	On-going
4. Soliciting referrals from current employees	Principal	On-going

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

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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
33	2 (6.06%)	13 (39.39%)	10 (30.30%)	8 (24.24%)	11 (33.33%)	29 (87.88%)	0	0	16 (48.48%)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Judy Fuzzell	Meredith Wilson	Ms. Wilson is a second year teacher. Ms. Fuzzell is a veteran teacher with strong background knowledge of both Ortega as well as 2nd grade. She will be able to assist Ms. Wilson with the curriculum concerns as well as day to day duties of a teacher.	<ul style="list-style-type: none"> - Observations from Principal and mentor. - Weekly "check in" from mentor - Monthly New teacher trainings/ meetings - District level trainings - Grade level planning - MINT requirements - Monthly visits from district PDF
Sharon Caruso	Krista Litchfield	Mrs. Litchfield is a first year teacher teaching third grade in a co teach situation. Ms. Caruso is a veteran teacher who is also teaching third grade and can provide great insight into what is expected. She is also a past instructional coach and can work well coaching Krista.	<ul style="list-style-type: none"> - Placing her in a co teach class - Observations from Principal and mentor. - Weekly "check in" from mentor - Monthly New teacher trainings/ meetings - District level trainings - Grade level planning - MINT requirements - Monthly visits from district PDF

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Shelley Risley	Kristen Johnson	Ms. Johnson is a first year teacher teaching first grade. Ms. Risley is also a first grade teacher and can work well with Ms. Johnson preparing her for the day to day expectations of a first grade classroom.	<ul style="list-style-type: none"> - Placing her in a co teach class - Observations from Principal and mentor. - Weekly “check in” from mentor - Monthly New teacher trainings/ meetings - District level trainings - Grade level planning - MINT requirements - Monthly visits from district PDF
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

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Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
<ul style="list-style-type: none">● Identify the school-based MTSS leadership team.● Principal-Ensure implementation with fidelity and determines future professional development● School Guidance Counselor-Provides support with program design and intervention● General Education Teachers (1 primary and 1 intermediate) - Provides information about core instruction, data, and delivers Tier 1&2 interventions.● Special Education Teacher (1) Participates in data collection and needs for further assessment and integrates activities for Tier 2&3 interventions.● Speech Pathologist-Provides support and interventions for language instruction

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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?

1. **Regularly attend all district RtI trainings**
2. **Create data boards that are used to dissect data and determine next steps**
3. **Use data boards during weekly PLC meetings**
4. **Review RtI process during pre planning emphasizing on both academic and behavior procedures**
5. **Provide presentations to their school faculty and staff on RtI practices during pre planning and throughout the school year as needed.**
6. **Review school wide student performance data through RtI monthly meetings, attending grade level meetings during RtI week and identify large scale needs and/or problems at particular grade levels.**
7. **Monitor the implementation of the three-tiered Response to Intervention Model within our school.**

The entire team will meet monthly to engage in school-wide problem solving to:

1. **Determine whether universal and individual screening data are linked to instructional practices**
2. **Review progress monitoring data to identify specific student needs**
3. **Discuss the three tiered implementation process and whether it is being implemented with fidelity**
4. **Identify further professional development needs**
5. **Work to develop practices/ strategies to reduce the achievement gap**

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The school based RtI Leadership Team was actively involved in the developing of the school improvement plan. The team carefully analyzed the data to determine if previous strategies were successful or not and how to make the necessary changes to ensure all students will be successful.

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.

The RtI team will use 2012 FCAT, FAIR, DRA2, IBAs, and other curriculum based measures to determine academic needs. We will use data on absenteeism, referrals, and suspensions from SESIR and school climate surveys to determine needs regarding behaviors. Genesis and Pearson Inform will be used to manage the data. We will also have data boards that display student performance in a uniformed way and will be used in RtI Leadership meetings and grade level PLC meetings.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will continue to attend district trainings, present information to faculty during pre planning and Early Dismissal trainings and hold Q&A sessions to help the faculty become more familiar with the process and procedures.

Describe the plan to support MTSS. The Principal attends all MTSS and RtI meetings held with district level support personnel. The principal also holds monthly RtI leadership meetings in order for team to be able to collaborate and determine next steps.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <ul style="list-style-type: none"> ● Principal ● RtI Facilitator ● Primary Lead Teacher ● Intermediate Lead Teacher ● ESE Lead Teacher
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The entire team will meet monthly to engage in school-wide problem solving to:</p> <ol style="list-style-type: none"> 1. Determine whether universal and individual screening data are linked to instructional practices 2. Review progress monitoring data to identify specific student needs and or track students for future instructional practices 3. Discuss the three tiered implementation process and whether it is being implemented with fidelity 4. Identify further professional development needs
<p>What will be the major initiatives of the LLT this year?</p> <p>Our major initiative will be to focus on reading and enhancing reading strategies. We will do this through the following strategies:</p> <ul style="list-style-type: none"> ● Response to Intervention ● Using the CCSS for grades K-2 while using a blended model for 3rd -5th grade. ● Classroom observations looking at the workshop model and determining if it is being done with fidelity ● Having cross grade articulation meetings ● Curriculum Alignment (ensuring curriculum and assessments align to student needs) ● Analysis of student work ● District Lesson Studies ● Examining FCAT Specifications to ensure a high level of complexity.

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.

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

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1.	1A.1. Implement small strategy groups and Literacy Night with an author.	1A.1. Classroom Teacher and Principal	1A.1. Looking at student work and student-teacher conferences	1A.1. IBAs, DRAs, Teacher Observations, FAIR, and FCAT		
<u>Reading Goal #1A:</u> <i>In 3rd – 5th grade 29% (44) students scored at Achievement level 3 on the 2012 Reading FCAT.</i> <i>On the 2013 FCAT reading Assessment, 42% (64) students will score at level 3.</i>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance</u>					
	29% (44)	42% (64)					
		1A.2. Lack of grade level/ applicable materials	1A.2. Use Read Alouds (authentic literature) to teach reading comprehension strategies and skills	1A.2. Classroom Teacher and Principal	1A.2. Student application of skill or strategy taught/student work	1A.2. Reading Response Journals, DRAs, IBAs, Teacher Observation, FAIR, and Eventually FCAT	

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		1A.3. Lack of materials and time	1A.3. Implement intensive Word Work/ Vocabulary activities	1A.3. Classroom Teacher	1A.3. Looking at student work and teacher observation	1A.3. FAIR, DRAs, IBAs. and eventually FCAT	
		1A.4. 45% of teachers have between 1 and 5 years of teaching experience and lack pedagogy knowledge	1A.4. Implement the use of rubrics into various lessons	1A.4. Principal	1A.4. Classroom walk throughs, charts, artifacts and observations	1A.4. Student work and student discussions	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A		
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Lack of Materials	2A.1. Literature Circles	2A.1. Classroom Teacher	2A.1. Group Discussions and Teacher observations	2A.1. Student work, DRAs, IBAs, FAIR, FCAT and Reading Logs		
<u>Reading Goal #2A:</u> <i>In 3rd – 5th grade, 25% (39 students) scored at or above a level 4 on the 2012 FCAT reading test.</i> <i>In 3rd – 5th grade 32% (50 students) will score at or above a level 4 on the 2013 FCAT Reading test.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	25% (39)	32% (50)					

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		2A.2. Time Constraints of only one administrator	2A.2. Principal Book Club	2A.2. Principal	2A.2. Group Discussions and Principal Observations	2A.2. DRAs, IBAs, FAIR, FCAT, and Reading Logs	
		2A.3.	2A.3. CIS integrating literature into the arts in both small and large groups	2A.3. CIS (Curriculum Integration Specialists)	2A.3. Group Discussions and observations	2A.3. DRAs, IBAs, FAIR, FCAT, and Reading Logs	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A		
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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the following group:							
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Lack of Materials	3A.1. Art and music integration into classrooms	3A.1. Classroom Teacher and CIS	3A.1. Student interactions and teacher observations	3A.1. Student work, DRAs, IBAs, FAIR, and eventually FCAT		
<u>Reading Goal</u> #3A: <i>64% off 4th and 5th grade students made learning gains on the 2012 Reading FCAT.</i> <i>66% of students in 4th and 5th grade will make learning gains on the administration of the 2013 FCAT Reading Test.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	64%	66%					
		3A.2. Lack of Transportation due to budget shortfall and a shortage of computers due to budget shortfalls	3A.2. Before and after school technology activities in classrooms	3A.2. Classroom Teacher	3A.2. Program reports	3A.2. DRAs, Benchmarks, FAIR and eventually FCAT	

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		3A.3. Other duties of media specialist due to lack of personnel (i.e. bus duty, etc...)	3A.3. Utilize full time media before and after school in order to give students more access to technology/online learning programs i.e....FCAT Explorer, Destination, etc.	3A.3. Classroom Teacher and Media Specialist	3A.3. Monitor program reports	3A.3. DRAs, IBAs, FAIR and eventually FCAT	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1 N/A	3B.1 N/A	3B.1 N/A	3B.1 N/A	3B.1 N/A		
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Lack of materials, staff, and teacher knowledge (45% of teachers have between 1 and 5 years teaching experience)</p>	<p>4A.1. Explicit small group interventions based on ongoing mini assessments using researched based curriculum (Rtl)</p>	<p>4A.1. Classroom Teacher, ESE Teacher, Guidance Counselor, and Principal</p>	<p>4A.1. Rtl Leadership Meetings, Team meetings, and grade level PLC meetings</p>	<p>4A.1. Rtl student intervention plan, Rtl progress monitoring record and student work</p>		
<p>Reading Goal #4A: <i>68% of students in 4th & 5th grade in the lowest 25% made learning gains on the 2012 Reading FCAT.</i> <i>70% of students in 4th and 5th grade in the lowest 25% will make learning gains on the administration of the 2013 FCAT Reading Test.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>68%</p>	<p>70%</p>					

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		4A.2. Scheduling	4A.2. Dabbling in Data to guide instruction (one on one data meetings between teacher and principal)	4A.2. Principal	4A.2. Looking at data Student work	4A.2. FCAT, FAIR, DRAs, IBAs, RtI, PMPs, etc...	
		4A.3. 45% of teachers have between 1 and 5 years of teaching experience and therefore lack content and pedagogical knowledge	4A.3. Focus instruction on Reading Applications and Literary Analysis Benchmarks using authentic literature and conducting Literacy Night with an author.	4A.3. Principal	4A.3. Looking at lesson plans and data notebooks	4A.3. Lesson Plans and data notebooks	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1. N/A	4B.1. N/A	4B.1. N/A	4B.1. N/A	4B.1. N/A		
<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. Implement small strategy instruction groups.	5B.1. Classroom Teacher and Principal	5B.1. Looking at guided reading plans and data notebooks	5B.1. Lesson Plans and data notebooks		

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<p>Reading Goal #5B:</p> <p>White: 97% (33) 3rd -5th grade students in this subgroup will make satisfactory progress in reading.</p> <p>Black: 65% (30) 3rd -5th grade students in this subgroup will make satisfactory progress in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>White: 61% (2)</i> <i>Black: 528% (24)</i> <i>Hispanic: N/A</i> <i>Asian: N/A</i> <i>American Indian: N/A</i></p>	<p><i>White: 3% (1)</i> <i>Black: 35% (16)</i> <i>Hispanic : N/A</i> <i>Asian: N/A</i> <i>American Indian: N/A</i></p>					
		<p>5B.2. Lack of grade level/ applicable materials</p>	<p>5B.2. Use Read Alouds (authentic literature) to teach reading comprehension strategies and skills</p>	<p>5B.2. Classroom Teacher and Principal</p>	<p>5B.2. Student application of skill or strategy taught/ Student work and lesson plans</p>	<p>5B.2. Reading Response Journals, Teacher Observation, and lesson plans</p>	
		<p>5B.3. Lack of materials and time</p>	<p>5B.3. Implement intensive Word Work/Vocabulary activities</p>	<p>5B.3. Classroom Teacher and Principal</p>	<p>5B.3. Student work, teacher observation and lesson plans</p>	<p>5B.3. Student work</p>	

<p>Based on the analysis of student achievement data and reference to</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>		
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“Guiding Questions,” identify and define areas in need of improvement for the following subgroup:							
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A		
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A	5D.1. N/A		
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Lack of Materials, Lack of Parent Involvement at school	5E.1. Provide materials for students to take home for extra practice.	5E.1. Classroom Teacher/Media Specialist	5E.1. Home work and Reading Logs	5E.1. Benchmarks, DRAs, FAIR and eventually FCAT		

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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>26% (16) 3rd-5th grade students in this subgroup will make satisfactory progress in reading.</i>							
	<i>44% (27/61 students)</i>	<i>26% (16/61 students)</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</p> <p>Please note that each strategy does not require a professional development or PLC activity.</p>							
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PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Authentic Literature (Fiction and nonfiction) to teach reading strategies	K-5	Caruso & Watson	All K-5 Teachers including (gen Ed, ESE, and resource teachers)	Early Release (4 different sessions)	Principal walk throughs and CAST observations	Principal
Common Core Overview, Text Complexity, Text Dependent Questions, & Close Technique	K-5	Shepard, Cary & Prouse	All K-5 Teachers including (gen Ed, ESE, and the Media Specialist)	Early Release (4 different sessions)	Principal walk throughs and CAST observations	Principal
Using Rubrics	K-5	Gigi David (UNF Professor)	All K-5 Teachers including (gen Ed, ESE, and resource teachers)	Early Release (with an individual grade level follow up meeting)	Principal walk throughs	Principal
FCAT Specification awareness	All 3 rd – 5 th grade Teachers	Principal	3 rd -5 th grade teachers	Throughout the Year during early release	Classroom observations and lesson plans	Principal
Cross Grade Level Articulation	All Teachers	Principal	School-wide	Meetings will be held quarterly during Early Release	Classroom observations, lesson plans, PLC discussions, and disaggregated data	Principal

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Using Authentic Literature (Fiction and nonfiction) to teach reading strategies	<ul style="list-style-type: none"> ● Authentic Literature grouped by strategy ● Additional nonfiction books for Media Center 	<ul style="list-style-type: none"> ● 5100/510 ● MSAP Federal Grant 	<ul style="list-style-type: none"> ● \$1000.00 ● \$3000.00
Principal Book Club	Chapter books	10000	\$250.00
Subtotal: \$4,250.00			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
Arts Integration into Classrooms	<i>ArtsStore</i>- Software database of Arts Integration Lessons	MSAP Federal Grant	\$250.00 for license
Various Instructional Strategies	Technology Audio Visual Carts	MSAP Federal Grant	\$3000.00 (x4 classrooms) = \$12,000
Subtotal: \$12,250.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement the use of Rubrics into various lessons	Training of Creating and using rubrics by UNF Gigi David	MSAP Federal Grant	\$2000.00
Subtotal: \$2000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Literacy Night	Author Robert Burleigh	MSAP Federal Grant	\$1500.00
Subtotal: \$1500.00			
Total: \$20,000.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Students scoring proficient in listening/speaking.	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	1.1. N/A	
CELLA Goal #1:	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #2:	<u>2012 Current Percent of Students Proficient in Reading:</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.

Students write in English at grade level in a manner similar to non-ELL	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
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students.						
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3:	<u>2012 Current Percent of Students Proficient in Writing :</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

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Subtotal:			
Total:			

End of CELLA Goals

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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. 45% of teachers have between 1 and 5 years of teaching experience and lack teacher pedagogy.</p>	<p>1A.1. Implement differentiated instruction using math centers and student/ student conferencing.</p>	<p>1A.1. Teacher and principal</p>	<p>1A.1. Looking at student work, classroom observations, and data discussions</p>	<p>1A.1. Classroom walkthrough, student work/ portfolios, DCPS- developed Math assessments, FCAT Results, and data notebooks</p>		
<p>Mathematics Goal #1A: <i>In 3rd – 5th grade 32% (50) students achieved level 3 on the 2012 FCAT Math test.</i> <i>On the 2013 FCAT Math Test, 39% (60) students will score a level 3.</i></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>32% (50)</p>	<p>39% (60)</p>					
		<p>1A.2. Shortage of computers due to budget shortfalls</p>	<p>1A.2. A variety of Technology programs such as Brain Pop, FCAT Explorer, Destination, and Ten Marks</p>	<p>1A.2. Teacher and principal</p>	<p>1A.2. Review student data reports from various programs</p>	<p>1A.2. Student data reports</p>	

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		1A.3. 45% of teachers have between 1 and 5 years of teaching experience and lack content knowledge	1A.3. Implement the use of Rubrics into various lessons	1A.3. Principal	1A.3. Classroom walk throughs, charts, artifacts and observations	1A.3. Student work and student discussions	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A		
Mathematics Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		

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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. 45% of teachers have between 1 and 5 years of teaching experience.</p>	<p>2A.1. Implement differentiated instruction using student/student conferencing allowing level 4 and 5 students to work collaboratively on tougher math problems</p>	<p>2A.1. Teacher and Principal</p>	<p>2A.1. Looking at student work, lesson plans and observing students interactions</p>	<p>2A.1 Student work/ portfolios and lesson plans</p>		
<p>Mathematics Goal #2A: <i>In 3rd – 5th grade, 29% (44 students) scored at or above a level 4 on the 2012 administration of the FCAT Math test.</i> <i>In 3rd – 5th grade 35% (54 students) will score at or above a level 4 on the 2013 administration of the FCAT Math</i></p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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	29% (44)	35% (54)					
		2A.2. Shortage of computers due to budget shortfalls	2A.2 Variety of Technology programs such as Brain Pop and Ten Marks	2A.2. Teacher and Principal	2A.2. Review student data reports from various programs	2A.2. Student data reports	
		2A.3	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A		
<u>Mathematics</u> <u>Goal #2B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
		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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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areas in need of improvement for the following group:							
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1. Intensive targeted specific strategies through FCIM, RTI remediation, and Math Buddies (peer tutoring)	3A.1. Teachers and RtI Leadership Team	3A.1. Analyzing data from various assessments, anecdotal logs, teacher observations, lesson plans, data discussions, RTI Leadership Meetings, and RTI Team Meetings	3A.1. IBAs, FCAT, DCPS developed math assessments, teacher anecdotes, and RTI forms		
<u>Mathematics Goal #3A:</u> <i>61% of 4th and 5th grade students made learning gains on the 2012 Math FCAT.</i> <i>65% of students in 4th and 5th grade will make learning gains on the administration of the 2013 FCAT Math Test.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61%	65%					
		3A.2.	3A.2. Weekly journal writing using high order questions to FCAT specifications	3A.2. Teachers	3A.2. Review and analyze journals and student work	3A.2. Student journals and work	

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		3A.3.	3A.3. Implement 40 Day Math	3A.3. Teachers	3A.3. Analyzing data from results and teacher observations	3A.3. FCAT	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A		
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
		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		

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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1.</p>	<p>4A.1. Intensive/targeted specific strategies through FCIM, RTI remediation, and student involved conferencing with parents and teachers</p>	<p>4A.1. Teachers</p>	<p>4A.1. Analyzing data from various assessments, anecdotal logs, teacher observations, lesson plans, data discussions, RTI meetings</p>	<p>4A.1. IBAs, FCAT, DCPS assessments, teacher anecdotes, and RTI forms</p>		
<p><u>Mathematics Goal #4A:</u> <i>65% of students in 4th & 5th grade in the lowest 25% made learning gains on the 2012 Math FCAT.</i> <i>70% of students in 4th and 5th grade in the lowest 25% will make learning gains on the administration of the 2013 FCAT Math Test.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	65%	70%					
		4A.2.	4A.2. Remediation activities from research based curriculum	4A.2. Teachers	4A.2. Looking at student work	4A.2. Journals and student work	
		4A.3 Shift in teaching for some teachers	4A.3 Increase use of math manipulatives to enhance curriculum	4A.3 Teachers and Principal	4A.3 Classroom Observations and lesson Plans	4A.3 Lesson Plans and walkthrough logs	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1. N/A	4B.1. N/A	4B.1. N/A	4B.1. N/A	4B.1. N/A		
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) <i>not</i> making satisfactory progress in mathematics.	5B.1. 45% of teachers have between 1 and 5 years of teaching experience.	5B.1. Implement differentiated instruction using math centers and student/student conferencing.	5B.1. Teacher and Principal	5B.1. Student work, classroom observations, and data discussions	5B.1. Classroom walkthrough logs, student work/portfolios, FCAT Results, and data notebooks		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>White: 88% (30)</i> <i>3rd -5th grade</i> <i>students in this</i> <i>subgroup will</i> <i>make satisfactory</i> <i>progress in reading.</i> <i>Black: 75% (35)</i> <i>3rd -5th grade</i> <i>students in this</i> <i>subgroup will</i> <i>make satisfactory</i> <i>progress in reading</i>							
	<i>White:21% (7)</i> <i>Black: 30%</i> <i>(13)</i> <i>Hispanic: N/A</i> <i>Asian: N/A</i> <i>American</i> <i>Indian: N/A</i>	<i>White: 12% (4)</i> <i>Black: 25% (10)</i> <i>Hispanic : N/A</i> <i>Asian: N/A</i> <i>American Indian:</i> <i>N/A</i>					
		5B.2. Shortage of computers due to budget shortfalls	5B.2. A variety of technology programs such as BrainPop, FCAT Explorer, Destination, and TenMarks	5B.2. Teacher and Principal	5B.2. Review student data reports from various programs	5B.2. Student data reports	

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		5B.3. 45% of teachers have between 1 and 5 years of teaching experience and lack pedagogical knowledge	5B.3. Implement the use of Rubrics into various lessons	5B.3. Principal	5B.3. Classroom walk throughs, charts, artifacts, observations	5B.3. Student work, student discussions, and artifacts	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A		
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		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		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
	N/A	N/A	N/A	N/A	N/A		
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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subgroup:							
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Lack of Materials, Lack of Parent Involvement at school	5E.1. Provide materials for students to take home for extra practice.	5E.1. Classroom Teacher	5E.1. Looking at student work	5E.1. Student work, portfolios		
<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>70% (43) 3rd-5th grade students in this subgroup will make satisfactory progress in reading.</i>							
	<i>38% (23/61 students)</i>	<i>30% (18/61 students)</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with						
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Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Rubrics	K-5	Gigi David (UNF Professor)	All K-5 Teachers including (gen Ed, ESE, and resource teachers)	Early Release (with an individual grade level follow up meeting)	Principal walk throughs and CAST observations	Principal
FCAT Specification awareness	All 3 rd -5 th grade teachers	Principal	3 rd -5 th grade teachers	Throughout the Year during early release	Classroom observations and lesson plans	Principal
Cross Grade Level Articulation	All Teachers	Principal	School-wide	Meetings will be held quarterly during Early Release	Classroom observations, lesson plans, PLC discussions, and disaggregated data	Principal

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/ Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Various Instructional Strategies	Technology Audio Visual Carts	MSAP Federal Grant	Cost already included in reading section
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement the use of Rubrics into various lessons	Training of Creating and using rubrics	MSAP Federal Grant	Cost already included in reading section
Brain Pop & Brain Pop Jr		MSAP Federal Grant	\$1575.00 (school license)
Subtotal: \$1575.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			
Total: \$1575.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Lack of funding for science equipment, material, and resources	1A.1. Increasing student involvement using the Pearson Interactive which incorporates the 5 E's	1A.1. Teachers	1A.1. Looking at classroom observations, students work, keeping anecdotes, informal assessments and IBAs	1A.1. Anecdotes, assessments, FCAT results, and Museum Learning Journals		
<u>Science Goal #1A:</u> <i>In 5th grade, 31% (19) students achieved level 3 on the 2012 FCAT Science test.</i> <i>On the 2013 FCAT Science Test, 40% (24) students will score a level 3.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:*</u>					
	<i>31% (19)</i>	<i>40% (24)</i>					

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		1A.2. Lack of resources	1A.2. Incorporating Museum Exhibits (and nonfiction leveled readers) with science focus	1A.2. Principal and Magnet Team	1A.2. Through student work/ museum exhibits and classroom walk throughs	1A.2. Classroom Walkthrough logs and student work/ museum exhibits	
		1A.3.	1A.3. Utilize science journal/ notebook to record student lab results, data collection, and to foster deeper understanding of the 5E's.	1A.3. Principal and classroom teachers	1A.3. Observing students at work and through journal work	1A.3. Student work and journals	
		1A.4. Lack of funding to purchase models for all grade levels	1A.4.Utilizing Science Models in some grade levels	1A.4. Principal	1A.4. Observing students at work and through journal work	1A.4. Student work and journals	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Science Goal #1B:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Time Constraints	2A.1. Reinforcement of science concepts through Art and Media Enrichment and Learning Expeditions	2A.1. Principal, art teacher, and Media Specialist	2A.1. Observing students at work and through journal work.	2A.1. Museum Science Learning Journals and performance pieces in their exhibits		
<p><u>Science Goal #2A:</u></p> <p><i>In 5th grade, 8% (5) students achieved level 4 or 5 on the 2012 FCAT Science test.</i></p> <p><i>On the 2013 FCAT Science Test, 30% (18) students will score a level 4 or 5</i></p>	<p>2012 Current Level of Performance: *</p>	<p>2013 Expected Level of Performance:*</p>					
	8% (5)	30% (18)					

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		2A.2. Lack of student exposure to science inquiry	2A.2. Utilize Pearson Interactive to enhance instruction and provide engaging activities in order for students to conduct science inquiry lessons	2A.2. Principal	2A.2. Analyzing reports generated from Destinations and Gizmos	2A.2. Data Reports	
		2A.3. Students not proficient with connecting science with writing or explaining their thinking	2A.3. Utilize science journal/notebook or Museum Learning Journals to record student lab results, data collection, and to foster deeper understanding of the essential questions	2A.3. Principal	2A.3. Observing students at work and through journal work	2A.3. Student work and Museum Learning journals	
2B. Florida Alternate Assessment:							
Students scoring at or above Level 7 in science.							
<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:*</u>					
	*						
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
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End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Rubrics	K-5	Gigi David (UNF Professor)	All K-5 Teachers including (gen Ed, ESE, and resource teachers)	Early Release (with an individual grade level follow up meeting)	Principal walk throughs and CAST observations	Principal
FCAT Specification awareness	All 3 rd -5 th grade teachers	Principal	3-5 th grade teachers	Throughout the Year during early release	Classroom observations and lesson plans	Principal

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
Incorporating Museum Exhibits with science focus	Primary Source Kits	MSAP Federal grant	\$150.00 (x4 sets) =\$600.00
Subtotal: \$600.00			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Various Instructional Strategies	Technology Audio Visual Carts	MSAP Federal Grant	Cost already included in reading section
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement the use of Rubrics into various lessons	Training of Creating and using rubrics	MSAP Federal Grant	Cost already included in reading section
Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Utilizing Science Models in some grade levels	Science Models on Fossils, Life Cycles, etc...	MSAP Federal Grant	\$800.00
Incorporating Museum Exhibits (and nonfiction leveled readers) with science focus	Leveled Reader sets on weather, Life Cycles, Explorers, etc...	MSAP Federal Grant	\$130.00 (x 7 sets) = \$910.00
Science Night	Science Night in collaboration with MOAS in Daytona	MSAP Federal Grant	\$450.00
			Subtotal: \$2160.00
Total: \$2760.00			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. 45% of teachers have between 1 and 5 years of teaching experience and lack pedagogical and content knowledge	1A.1. Use authentic literature to teach writers craft and writing strategies	1A.1. Principal	1A.1. Classroom Walk Throughs and observations	1A.1. District writing prompts. FCAT Writes, portfolio, published pieces and lesson plans		
<p><u>Writing Goal #1A:</u></p> <p><i>In 4th grade, 81% (39) students achieved level 3 or above on the 2012 FCAT Writing test.</i></p> <p><i>On the 2013 FCAT Writing Test, 90% (43) students will score a level 3.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<i>81% (39)</i>	<i>90% (43)</i>					

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		1A.2.	1A.2. Include specific vocabulary/word work/spelling patterns in weekly lessons	1A.2. Principal	1A.2. Classroom Walk Throughs and observations	1A.2. District writing prompts. FCAT Writes, portfolio, published pieces and lesson plans	
		1A.3.	1A.3. Utilize Label Writing during museum workshop	1A.3. Classroom Teacher/ CIS	1A.3. Through student Work and observations	1A.3. Portfolio, Museum Exhibits	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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							
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Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use authentic literature to teach writers craft and writing strategies	K-5	Caruso & Watson	All K-5 Teachers including (gen Ed, ESE, and resource teachers)	Early Release (4 different sessions)	Principal walk throughs and CAST observations	Principal

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
Using Authentic Literature (Fiction and nonfiction) to teach reading strategies	<ul style="list-style-type: none"> ● Authentic Literature grouped by strategy ● Additional nonfiction books for Media Center 	<ul style="list-style-type: none"> ● 10000 ● MSAP Federal Grant 	Cost already included in reading section
Subtotal:\$0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Various Instructional Strategies	Technology Audio Visual Carts	MSAP Federal Grant	Cost already included in reading section
Subtotal:\$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement the use of Rubrics into various lessons	Training of Creating and using rubrics	MSAP Federal Grant	Cost already included in reading section

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Subtotal: \$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0			
Total: \$0			

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Parents lack understanding the importance of daily attendance and/or tardies and early check outs.	1.1. Integrate importance of attendance into school-wide functions, newsletters, websites, etc.	1.1. Principal, Guidance Counselor, and teachers	1.1. Monitoring attendance	1.1. Genesis reports		

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<p>Attendance Goal #1: <i>To decrease the number of students missing 10 or more days by 5% and to decrease the number of students receiving 10 or more tardies by 3%tardies</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>60% (221)</p>	<p>65% (238)</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>40% (145)</p>	<p>35% (128)</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>>1% (20)</p>	<p>>1% (10)</p>					

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		1.2. Incorrect contact information with a high mobility rate	1.2. Contact parents through School Messenger	1.2. Principal, STC/ Media Specialist, and guidance counselor	1.2. Monitoring attendance and tardies	1.2. Genesis reports	
		1.3	1.3 Quarterly and yearly attendance awards issued	1.3 Classroom teachers and Principal	1.3 Attendance	1.3 Genesis reports	

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$0			

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		

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1. Suspension	1. Parental support and mobility	1.1. CHAMPS implemented, quarterly discipline assemblies, constant visibility of principal, and strict duty coverage in all areas of the campus before and after school	1.1. Principal and Foundations Team	1.1. Review and analyze data from Foundations reports, climate surveys, monitoring rituals and routines, and verbalize expectations on a regular basis	1.1. Foundations Report, Climate surveys		
Suspension Goal #1: <i>To decrease the number of out of school suspensions from 8 to 5</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	0	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	0					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	8 <1%	5 <1%					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	8 <1%	5 <1%					

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		1.2.	1.2. Continuation of Positive Referrals and Students of the Month chosen based on district character traits and recognized during monthly Flag Raising Assemblies	1.2.Principial	1.2. Analyzing referrals and teacher observation data	1.2. Referrals, awards and observations	
		3. Time constraints	1.3 Continuation of the Second-Step Bullying Program	1.3.Principial and Teachers	1.3. Review lesson plans, observe lessons during classroom walkthroughs, and discussions during monthly Foundations Team meetings.	1.3. Referral data, lesson plans, climate surveys	

Suspension Professional Development

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

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Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

Parent Involvement Goal(s)

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

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

* 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						
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	Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.	1. Volunteer training at Open House Better tracking of volunteer hours	1. Principal and Volunteer Coordinator	1.1. Increased effective volunteerism	1.1. Golden School and 5 STAR awards, Climate Survey, Quarterly SurveyMonkey/ paper survey for parents to be sent with report cards		
<u>Parent Involvement Goal #1:</u> <i>27% (100/366 parents) participated in various school activities in 2012.</i> <i>In 2013, 35% (145/414 parents) will participate in various school activities.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	27% (100)	35% (145)					

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		2.	1.2. Training for Teachers	1.2. Principal	1.2. Increased effective volunteerism	1.2. Golden School and 5 STAR awards, Climate Survey, Quarterly <i>SurveyMonkey</i> / paper survey for parents to be sent with report cards	
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		<p>3. Scheduling</p> <p>1.3.Variety of volunteer times</p> <p>A. Parent nights (Science night, Museum Exhibit Nights, Literacy Night, Student Performances, Open House, Book Fair night)</p> <p>B. Parent Days (Ten and Under Tennis, Turkey Trot, Arts Festival Week, Fall Festival, Book Fair, Learning Expeditions, At Home Parent Activities, Flag Raising)</p> <p>C. Variety of Parent Groups to join (DoDads, PTA, SAC, Museum Moms)</p> <p>D. School Messenger will be utilized to invite parents to school events.</p> <p>E. Newsletters and School website will be utilized to invite parent participation.</p>	<p>1.3. Principal, Volunteer Coordinator, and STC</p>	<p>1.3 Increased effective volunteerism and increased parent presence at school events</p>	<p>3. Event attendance, Golden School Award, and 5 STAR award</p>	
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Parent Involvement Professional Development

Professional						
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Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher/Volunteer Training	K-5	Principal	School-wide	Early Release	Grade level minutes/sharing	Principal
Volunteer Orientation	K-5 Parents	Principal	Volunteers	September 13, 2012	Climate survey, Survey Monkey tool	Principal
Parent Conference Tips	K-5 Teachers	Principal	School-wide	Early Release	Discussion during PLC meetings	Principal

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Better tracking of volunteer hours	Volunteer Tracking System	MSAP Federal Grant	\$2500.00
Subtotal: \$2500.00			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2500.00			

End of Parent Involvement Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
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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1. Additional Goal/ Safety	1.1.	1.1. Constant visibility of principal, strict duty coverage in all areas of the campus, and keeping gates locked between the hours of 9:00AM and 2:30PM.	1.1. Principal and lead custodian	1.1. Monitor Climate Survey	1.1. Climate Survey		
additional Goal #1: 100% of students will respond positively (strongly agree or agree) with the statement: "I feel safe at my school."	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>95%</i>	<i>100%</i>					
		1.2.	1.2. Conducting monthly fire drills and quarterly tornado drills	1.2. Principal	1.2.	1.2. Safety to Life Checklists	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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

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

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

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Subtotal:			
Total: \$0			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$20,000.00
CELLA Budget	Total: \$0
Mathematics Budget	Total: \$1,575.00
Science Budget	Total: \$2,760.00
Writing Budget	Total: \$0
Civics Budget	Total: \$0
U.S. History Budget	Total: \$0
Attendance Budget	Total: \$0
Suspension Budget	Total: \$0
Dropout Prevention Budget	Total: \$0
Parent Involvement Budget	Total: \$2,500.00
STEM Budget	Total: \$0

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CTE Budget	Total: \$0
Additional Goals	Total: \$0
Grand Total: \$26,835.00	

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- 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.

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- Mid- year review of School Improvement Plan.
- Final review of the School Improvement Plan.
- Increase Parental Involvement/ Community Involvement/ Business Partners.
- Analyze school-wide FCAT data by subgroups and become parent liaisons for the community.
- Update bylaws.
- Become familiar with the budget process.

Describe the projected use of SAC funds.	Amount
No SAC Funds available	\$0