

Florida Department of Education



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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Hogan Spring Glen	District Name: Duval
Principal: Barbara Sistrunk	Superintendent: Ed Pratt-Dannals
SAC Chair: Cory Dawson	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	Barbara Sistrunk	BS Business Education; Masters Integrated Technology in Education; and Masters Educational Leadership. Education Leadership K-12 and Business Education 6-12	2	5	<p>Principal of Hogan-Spring Glen Elementary in 2011 – 2012: Reading Mastery: 45%, Math Mastery 44%, Science Mastery 51%. Learning Gains: Reading 64% & Math 52%; Lowest 25%: Reading 60% & Math 40%. AYP Not Met. Grade C</p> <p>Assistant Principal of Oceanway Elementary 2010-11 Proficiency: Reading 67% Math 66% Science 38%; Learning Gains: Reading 57% Math 50%; Lowest 25%: Reading 58% & Math 63%. AYP Not Met. Grade C</p> <p>Assistant Principal of Greenland Pines Elementary 2009-10 Proficiency: Reading 89% Math 92% Science 66%; Learning Gains: Reading 63% Math 71%; Lowest 25%: Reading 54% & Math 83%. AYP Not Met. Grade A</p> <p>Assistant Principal of Greenland Pines Elementary in 2008 – 2009: Reading Mastery: 92%, Math Mastery 91%, Science Mastery 76%; Learning Gains: Reading 75% & Math 77%; Lowest 25%: Reading 67% & Math 75%. AYP Met. Grade A</p> <p>Assistant Principal of Greenland Pines Elementary in 2007 – 2008: Reading Mastery: 92%, Math Mastery 89%, Science Mastery 79%. Learning Gains: Reading 77% & Math 73%; Lowest 25%: Reading 74% & Math 79%. AYP Met. Grade A</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 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				

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. Bi-weekly professional development with onsite administrator	Principal and PDF	On-going to June 2013
2. Bi-monthly Leadership meetings to analyze school data and plan activities to improve academics.	Principal , Guidance Counselor and Leadership Team	On-going to June 2013
3. Monthly Data Discussions to analyze student data and plan and implement best practices.	Principal and Teachers	On-going to June 2013
4. Local Colleges and Universities Intern Program	Professional Development Facilitator and University Coordinator	On-going to June 2013

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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

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
21	0%	24% (5)	38% (8)	43% (9)	43% (9)	100% (21)	0%	0%	57% (12)

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
Margaret Mayes	Sonia Hill	To foster collaboration and mentorship between Ms. Hill, 4 th Grade Math and Ms. Mayes is a veteran 5 th Grade Math Teacher.	Class observations and modeling lessons

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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
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education

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Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Barbara Sistrunk, Principal

- Provides a common vision for the use of data-based decision-making. Oversees the school-based team in implementing assessment. Ensures the implementation of intervention support and documentation requirements. Provides adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Deeanna Durden, RtI Facilitator

- Participates on Building Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.

Sonia Hill, Intermediate General Education Teacher

- Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities

Kathleen Zeigler, Primary General Education Teacher

- Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Sylvia Heekin, Guidance Counselor

- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success, provides consultation services to general and special education teachers, parents, and administrator; provides group and individual student interventions; and conducts direct observation of student behavior.

Alex Griffin , Exceptional Student Education Teacher (ESE)

- Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

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 school-based RtI Leadership team will meet regularly to review universal screening data, diagnostic data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1- Core instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RtI Leadership Team. The four step Problem Solving Model including Problem Identification, Problem Analysis, Intervention Design and Implementation, and Evaluation will be used to achieve the best outcomes for targeted students.

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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 Team assisted with the development plan by providing input from their areas of expertise that will assist the school in meeting the needs of our students who are struggling. As the team meets, team members will use their expertise as we create and implement plans to assist individual students with their weak areas. Members of the team will meet with their grade levels and departments to discuss school-wide data and the instructional implications. These discussions will spring board grade level initiatives to address common deficiencies.

MTSS Implementation

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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.

- Pearson/Limelight Progress Monitoring Network
- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based Measurement
- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Interim Benchmarks (Math, Reading, and Science)
- Duval County Writing Prompts
- Duval County Formatives/Summatives
- Calendar Math Pre-/Post Test
- Houghton Mifflin Reading Assessments
- Diagnostic Reading Assessment (DRA2)
- FAIR – Florida Assessment for Instruction in Reading (PMRN - Progress Monitoring and Reporting Network)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retention Information
- Absentee Data
- Progress Monitoring Plan (PMP)

Mid Year data:

- FAIR
- DRA2
- Duval County Interim Benchmarks
- Duval County Writing Prompts
- Houghton Mifflin Reading Assessments
- Duval County Formatives/Summatives

End of Year data:

- FAIR
- FCAT Writes
- FCAT (Math, Reading, and Science)
- DRA2
- Comprehensive English Language Learning Assessment (CELLA)

June 2012

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Describe the plan to train staff on MTSS.

- Problem Solving Model
- Positive Behavioral Intervention and Support
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions

Describe the plan to support MTSS.

- Monthly scheduled meeting dates

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Alonda Billings, General Education Teacher, Reading Chairperson
Deeanna Durden, General Education Teacher, Writing Chairperson
Sharon Meadows, General Education Teacher
Katherine Zeigler, General Education Teacher
Melanie Boyer, Media Specialist
Alex Griffin, Exceptional Student Education Teacher
Sonia Hill, General Education Teacher

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

The Reading and Writing teams are represented by various grade levels. The Writing committee meets and chooses a Book of the Month and will monitor the results of the Writing Prompts for third – fifth grade. We will celebrate student authors with audiences monthly. Then there is a school wide response to Literature with the Book of the Month. The Reading committee functions are to support the implementation of the revised District Learning Schedules and the beginning of the Common Core Standards Implementation.

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

- For Writing the committee will maintain a bulletin board that will display the students writing samples of Response to Literature K-5. In Reading Literacy teachers will have the opportunity to participate in a Professional Learning Community for developing comprehension strategies and school-wide participation in the Read It Forward Jax district initiative.

Public School Choice

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

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

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

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

****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](#).

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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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1.1. Academic Achievement: Students reading ability to increase on grade level in the following areas:</p> <ul style="list-style-type: none"> • Decoding • Comprehension • Fluency • Stamina 	<p>1.1. Include Text Talk to develop Vocabulary (Primary) Targeted Diagnostic Inventory games to provide specific strategies for students. (FCRR) Utilized Running records to increase Fluency Utilize Destinations Success to develop individual needs. Professional development for teachers using Making Sense of Phonics (Primary) and Re-tell, Re-write and Re-visit (Intermediate) Incorporate "Books of the Month" in lessons Utilize the Super Six Research based Comprehension</p>	<p>1.1. Classroom teacher , Principal, Leadership Team</p>	<p>1.1. Give scheduled assessment: (FAIR, DRA, Benchmark, FCAT) Provide and document interventions. Documented PMP for struggling students. Meeting vertically and horizontally with grade level to share work</p>	<p>1.1. FAIR, DRA2, Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT, curriculum based measurements, and PMPs</p>		
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		Strategies					
Reading Goal #1A: 51% (84) of students will achieve a level 3 on the FCAT 2.0	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	45% (71)	51% (84)					
		1.2. Poor Attendance	1.2. Provide parents with the District's Attendance Policy and Expectations Parent Conference Referral to Attendance Intervention Team	1.2. Classroom teacher, Guidance Counselor, CRT operator, Truant Officer, Principal, RTI Team	1.2. Review attendance records Monitor the Attendance Contract	1.2. Attendance Records Attendance Contract	
		1.3. At home reading	1.3. Reading campaign Ceremony / Incentives for students who have reached their "25" book goal as outlined by the district. Utilize the Super Six Research based Comprehension Strategies	1.3. Classroom teacher and principal	1.3. Reading Logs and Reading Campaign Chart	1.3. Reading Logs, Running Records Readers Response Journals, Book Reports	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2.1. Academic Achievement: Students reading ability to advance above grade level in the following areas:</p> <ul style="list-style-type: none"> • Comprehension • Vocabulary • Fluency 	<p>2.1. Provide access to FCAT Explorer Targeted Diagnostic Inventory games to provide specific strategies for students. Utilize Destinations Success to develop individual needs and professional development for teachers. Utilize Great Leaps/ Direct Instruction Incorporate "Books of the Month" in lessons Partner/Paired reading during center time Utilize the Super Six Research based Comprehension Strategies</p>	<p>2.1. Classroom Teacher, Principal, Guidance Counselor, Leadership team.</p>	<p>2.1. Analyze assessment data: (FAIR, DRA, Benchmarks, FCAT, Houghton Mifflin Theme tests) Review documented interventions Meeting vertically and horizontal with grade level to share work Review assessment given during Great Leaps Instruction. Monitor growth in WPM</p>	<p>2.1. FAIR, DRA2, Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT</p>		
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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
22% (37) of students will score at or above a Level 4 on the FCAT 2.0							
	20 % (32)	22% (37)					
		1.2. Poor Attendance	1.2. Provide parents with the District's Attendance Policy and Expectations Parent Conference Referral to Attendance Intervention Team	1.2. classroom teacher, Guidance Counselor, CRT operator, Truant Officer ,Principal, RTI Team	1.2. Review attendance records Monitor the Attendance Contract	1.2. Attendance Records Attendance Contract	
		1.3. At Home Reading	1.3. Reading campaign Ceremony / Incentives for students who have reached their "25" book goal as outlined by the district. Utilize the Super Six Research based Comprehension Strategies	1.3. Classroom teacher and principal	1.3. Reading Logs and Reading Campaign Chart	1.3. Reading Logs, Running Records Readers Response Journals, Book Reports	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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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		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3.1. Academic Achievement: Increase students reading ability on grade level in the following areas:</p> <ul style="list-style-type: none"> • Decoding games to provide specific strategies for pre-estudents. • Vocabulary Destinations Success • Fluency to develop individual needs • Phonemic development for Aware teachers. 	<p>3.1. Provide access to FCAT Explorer Targeted Diagnostic Inventory</p> <ul style="list-style-type: none"> Utilize Great Leaps/ Direct Instruction Incorporate "Books of the Month" in lessons Utilize the Super Six Research based Comprehension Strategies 	<p>3.1. Classroom Teachers, Principal, ESE Teacher and leadership team</p>	<p>3.1. Analyze informal and Formal assessments and teacher made tests</p> <p>Review assessment given during reading mastery checks in Great Leaps and Direct Instruction</p> <p>The principal will meet monthly with teachers to discuss student progress, lesson plans, data assessments, and student portfolios will be utilized to provide evidence of instructions, assessments, and differentiation to address individual student needs for future instruction.</p>	<p>3.1. FAIR, DRA2, Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT, and PMPs.</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
70% (75) of students will make learning gains in Reading on the FCAT 2.0							
	64% (68)	70% (75)					
		3.2. Insufficient tutoring resources available for teachers and students.	3.2. Provide FCAT Simulations software program given weekly. Provide space for open library of teacher resources and student materials that are available. Incorporate "Books of the Month" in lessons	3.2. Teachers, Principal and Leadership Team	3.2. Track attendance records using OnCourse Review FAIR, Interim Benchmarks, DRA2 data reports, and PMPs. The principal will meet monthly with teachers to discuss student progress, lesson plans, data assessments, and student portfolios will be utilized to provide evidence of instructions, assessments, and differentiation to address individual student needs.	3.2. Attendance Records, FAIR, DRA2, Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT, and PMPs.	
		1.2. Poor Attendance	1.2. Provide parents with the District's Attendance Policy and Expectations Parent Conference Referral to Attendance Intervention Team	1.2. classroom teacher, Guidance Counselor, CRT operator, Truant Officer ,Principal, RTI Team	1.2. Review attendance records Monitor the Attendance Contract	1.2. Attendance Records Attendance Contract	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Reading Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4.1. Academic Achievement: Students reading ability is below grade level.</p> <ul style="list-style-type: none"> • Decoding • Comprehension • Vocabulary • Fluency • Phonics Awareness 	<p>4.1. Soar To Success to increase Reading areas of Success.</p> <p>Text Talk to develop Vocabulary</p> <p>Targeted Diagnostic Inventory games to provide specific strategies for students.</p> <p>Running records to increase Fluency</p> <p>Destinations Success to develop individual needs and professional development for teachers.</p> <p>Great Leaps to increase Fluency</p> <p>Open Media Center</p>	<p>4.1. Teachers, ESE Teacher, Media Specialist, Principal, and Leadership Team</p>	<p>4.1. Review scheduled assessment data: (FAIR, DRA, Benchmark, FCAT) as well as teacher made tests</p> <p>Review and discuss documented interventions.</p> <p>Discuss documented PMP for struggling students.</p> <p>Meeting vertically and horizontal with grade level to share work</p> <p>Review assessment given during reading mastery checks in Great Leaps and Direct Instruction</p> <p>The principal will meet monthly with teachers to discuss student progress, lesson plans, data assessments, and student portfolios will be utilized to provide evidence of instructions, assessments, and differentiation to address individual student needs for future instruction.</p>	<p>4.1. FAIR, DRA2, Houghton Mifflin Theme Tests, District Interim Reading Benchmark Assessments, FCAT, and PMPs.</p>		

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Reading Goal #4A: 66% (71) of our lowest quartile students will make gains in Reading on the FCAT 2.0	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	60% (64)	66% (71)					
		Poor Attendance	4.2. Monitor attendance Provide parents with the district's Attendance Policy and Expectations Referral to Attendance Intervention Team Quarterly Awards Ceremony for attendance.	4.2. Principal, Guidance Counselor, Truant Officer, classroom teacher, CRT operator	4.2. Track attendance records using OnCourse, Attendance Contact	4.2. Attendance Records Attendance Contract	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify 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 54%	58%	62%	66%	69%	73%	77%
<u>Reading Goal #5A:</u> In six years, Hogan Spring Glen will reduce our achievement gap by 50%.							
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.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Students reading ability to increase on grade level in decoding and comprehension</p>	<p>5D.1. Targeted Diagnostic Inventory using FCRR Incorporate Reading Mastery for comprehension</p>	<p>5D.1. Classroom and VE teacher, Principal</p>	<p>5D.1. Analyzed data from formal and informal assessments Conferencing with students with IEPs and develop PMPs Meet bi-weekly to discuss student work</p>	<p>5D.1. FAIR, DRAs, PMAs, Benchmarks, FCAT, curriculum assessments Teacher Conferencing Log Data Talks with Principal</p>		
<p><u>Reading Goal #5D:</u> <i>25% (6) of students with disabilities will make satisfactory progress in reading on the 2013 FCAT 2.0.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>20% (1)</p>	<p>25% (6)</p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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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
Test Taking Strategies	K-5	Leadership Team	All Teachers	Early Release	Analyzing Assessment Data	Principal
Professional Book Talk	K-5	Leadership Team	All Teachers	Early Release	Student's Progress during Data Discussions with principal	Principal
Effective Mini-lesson	K-5	Leadership Team	Grades K-5	Early Release	Formal and Informal Observations	Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Professional Reading Books	Making Sense of Phones and Reflect, Retell, and Revisit	General	979.00
Subtotal: 979.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide reading instruction with flexible guided reading groups for differentiated instruction.	Books of the Month	General	1747.00
Involve parents with reading activities.	Reading Festival	General and PTA Funds	400.00
Subtotal: 2147.00			
Total: 3126.00			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Language	1.1. Multicultural/ESOL Instructional Matrix	1.1. Principal, Guidance, Assistant Principal, Counselor, Classroom Teacher	1.1. Scoring of the Assessment	1.1. CELLA- Listening and Speaking subtest.	
CELLA Goal #1: 30% (9) of students will score 720-805 on the 2012-13 Cella administration.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	*N/A					
		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. Language	2.1. Multicultural/ESOL Instructional Matrix Incorporate ESOL strategies into instructions	2.1. Classroom Teacher, Principal	2.1. Data analysis of Cella Results, Scoring assessments, teacher conferencing,	2.1. Cella, District Benchmarks, PMAs, classroom assessments,	

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<p><u>CELLA Goal #2:</u> 30% (9) of ELL students will score 734-810 on the Reading portion of the test.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>* N/A</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Vocabular	2.1. Multicultural/ESOL Instructional Matrix	2.1. Classroom Teacher, Principal	2.1. Scoring Rubric	2.1. District Writing prompts and informal class assessments	
<u>CELLA Goal #3:</u> 25% (7) of students will score 727-825 on the CELLA for writing.	<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.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Academic - Students lack prior knowledge of basic mathematical concepts.	1A.1. Use data to create focused instruction in deficient areas to differentiate and improve math instruction, follow workshop model.	1.1. Principal, Classroom Teacher, RtI Team	1.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding "How do I Know When My Work is good Enough" (Rubric) .	1.1. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, envisions Assessments, Benchmarks, and K-2 CCSS Math Assessment and student work.		
<u>Mathematics Goal #1A:</u> <i>51% (85) Students will achieve level 3 on the 2013 FCAT 2.0 in Mathematics.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	44% (70)	51% (85)					

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		1A.2. Teacher difficulty of teaching Math Investigation and envision.	1A.2. Academy of Mathematics and Data Discussions	1.2. Principal and teachers	1.2 Classroom teachers will use strategies learned in Academy of Mathematics and Data Discussions, Foundations	1.2. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work	
		1A. 3. Poor Attendance	1A. 3. Monitor attendance Provide parents with the district's Attendance Policy and Expectations Parent Conference Referral to Attendance Intervention Team	1A. 3 Principal, leadership team, Guidance Counselor, classroom teacher, CRT operator, Truant Officer	1A. 3. Track attendance records using OnCourse, communication between the Truant Officer and the school.	1A. 3. Attendance Records, Attendance Contract	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Academic- Students lack prior knowledge of basic mathematical concepts	2A.1. Use data 2to create focused instruction in deficient areas to differentiate and improve math instruction, follow workshop model.	2A.1. Principal and teachers	2A.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding How do I Know When My Work is Good Enough. (Rubric)	2A.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding "How do I Know When My Work is Good Enough" (Rubric).		
Mathematics Goal #2A: 20% (33) of the students will score at or above a Level 4 in mathematics on the FCAT 2.0.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	14% (22)	20% (33)					
		2A.2. Teacher difficulty of teaching Math Investigation and enVision	2A.2. Academy of Mathematics and Data Discussions	2A.2. Principal and teachers	2A.2. Classroom teachers will use strategies learned in Academy of Mathematics and Data Discussions	2A.2. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work	

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		2A. 3. Poor Attendance	2A. 3. Monitor attendance Provide parents with the district's Attendance Policy and Expectations Parent Conference Referral to Attendance Intervention Team	2A. 3 Principal, leadership team, Guidance Counselor, classroom teacher, CRT operator, Truant Officer	2A. 3. Track attendance records using OnCourse, communication between the Truant Officer and the school.	2A. 3. Attendance Records, Attendance Contract	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Academic-Students lack prior knowledge of basic mathematical concepts.	3A.1. Use data to create focused instruction in deficient areas to differentiate and improve math instruction, follow workshop model.	3A.1. Principal and teachers	3A.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding "How do I Know When My Work is Good Enough" (Rubric)	3A.1. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work		
Mathematics Goal #3A: <i>57% (61) of the students will make learning gains in mathematics.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	52% (55)	57% (61)					
		3A.2. Teacher difficulty of teaching Math Investigation and enVision	3A.2. Academy of Mathematics and Data Discussions	3A.2. Principal and teachers	3A.2 Classroom teachers will use strategies learned in Academy of Mathematics and Data Discussions	3A.2. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work	
		3.3. Attendance	3.3. Perfect Attendance Award Recognition	3.3. Principal, teachers, PTSA, guidance, AIT	3.3. Attendance Data collection from Oncourse System	3.3. Data collection from Oncourse System on attendance	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<p>Mathematics Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Academic-Students lack prior knowledge of basic mathematical concepts.	4A.1. Use data to create focused instruction in deficient areas to differentiate and improve math instruction, follow workshop model, and the Everglades K-12, Common Plan, Vertical Alignment using to initial best practices from Professional Development book	4A.1. Principal and teachers	4A.1. Grade level/Principal meetings to review classroom and grade level mathematics data from module assessments. A conference with students regarding "How do I Know When My Work is Good Enough" (Rubric)	4A.1. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work		
<i>44% (47) of students in the L25% will make learning gains in mathematics.</i>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>40% (42)</i>	<i>44% (47)</i>					
		4A.2. Teacher difficulty of teaching Math Investigation and enVision	4A.2. Academy of Mathematics and Data Discussions	4A.2. Principal and teachers	4A.2. Classroom teachers will use strategies learned in Academy of Mathematics and Data Discussions	4A.2. Progress of students on PMA's, and Module Assessments, Focus Walks, classroom assessments, enVision Assessments, Benchmarks, and student work	
		4A.3. Poor Attendance	4A.3. Perfect Attendance Award Recognition	4A.3. Principal, Teachers, PTSA, Guidance, AIT	4A.3. Attendance data collection	4A.3. Data collection from OnCourse System on attendance	

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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<p><u>Mathematics Goal #4B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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>53</u>	53%	57%	61%	65%	69%	73%
<u>Mathematics Goal</u> #5A: <i>In six years, Hogan-Spring Glen will reduce the achievement rate by 50%</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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through						
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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
Academy of Math	K-5	Schultz Center, District Math Coaches	Math Teachers	5 meetings sessions per year	Classroom observation	Principal
Math Workshop	K-5	Leadership Team	Grades K-5	Early Release	Student's Progress during Data Discussion with Principal	Principal
Foundations of Mathematics 101	K-5	Schultz Center, District Math Coaches	4 th Grade Math Teacher	6 meetings sessions per year	Classroom observation	Principal

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
“Good questions Great Ways to Differentiate Mathematics Instruction” by Marian Small will be used to implement research based math strategies.	Math Professional Reading Source	General	\$325.00
Subtotal: 325.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
IXL	Computer Math Program	General	1500.00
Subtotal: 1500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Involve parents with math and science activities.	Math/Science Festival	General and PTA	400.00
Subtotal: 400.00			
Total: 2225.00			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. A new curriculum being used P-SELL(fifth grade only) A new curriculum being used Interactive Science	1A.1. Ongoing professional development	1A.1. Classroom teacher Principal Instructional Leadership Team District Science Coaches	1A.1. Implementation of the new curriculum	1A.1. Benchmark score Classroom tests Class participation of scientific process PMA's Science Notebooks FCAT		
Science Goal #1A: <i>56% (36) of students in grade 5 will score at achievement level 3 in Science.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	51% (20)	56% (36)					

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		1A.2. Need of additional parental involvement	1A.2. Math/Science Family Festival Night	1A.2. Principal, teachers, and volunteers	1A.2. Review attendance log of various parent nights. Utilize parent link, marquee, and newsletter to involve families.	1A.2. School Climate Survey Parent Volunteer Report/ Attendance at planned night	
		1A.3. Minimal availability of computers and internet access	1A.3. Use of school laptop computer cart, public library computer	1A.3. Classroom teachers	1A.3. Increased classroom participation, teacher monitoring of student	1A.3. Benchmark score Classroom tests Class participation of scientific process PMA's Science Notebooks FCAT	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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in need of improvement for the following group:							
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	1B.1. Difficulty processing higher order multi-step questions involving science concepts (5 E's)	1B.1. Focus on specific item specifications	1B.1. Classroom teacher	1B.1. Newsletters, parent link, OnCourse grade book, and agendas	1B.1. Benchmark score Classroom tests Class participation of scientific process PMA's Science Notebooks FCAT		
Science Goal #2A: <i>16% (10) students will score at or above level 4 in science on the 2013 FCAT 2.0.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	13% (5)	16% (10)					
		1B.2. Difficulty performing and presenting formal and informal data in science labs, experiments/ activities	1B.2. Conducting experiments and labs following the scientific process.	1B.2. Classroom teacher	1B.2. Monitoring and modeling the scientific process strategies	1B.2. Science Notebooks Classroom Tests Class participation of scientific process Benchmarks PMA's FCAT	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
AOS primary and intermediate (1 each)	K-5	District Facilitators	K-2 primary teacher 3-5 intermediate teacher	AOS schedule (4 meetings per year)	Sharing information with faculty at early release trainings, grade level meetings, and vertical planning	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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Involve parents with math and science activities.	Math/Science Festival	School Funds and PTA	\$400
Subtotal: 400.00			
Total: 400.00			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.5 and higher in writing.	1A.1. Deficiencies in Organization and Structure	1A.1. 1. Turn and Talk 2. Graphic Organizers 3. Planning sheets 4. Modeling	1A.1. Classroom Teacher Principal	1A.1. Writer's Workshop conferences Writing Portfolios	1A.1. Genre – published piece		

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<p><u>Writing Goal #1A:</u> 44% (19) of our 4th grade students will score a level 3.5 and higher in writing on 2013 FCAT 2.0.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	38% (16)	44% (19)					
		IA.2. Deficiencies in Conventions of Print	IA.2. DOL 1. Daily writing following District scope and sequence 2. Anchor/exemplar class scoring and editing	IA.2. Classroom Teacher Principal	IA.2. Writer's Workshop conferences MTSS/Targeted small group work (Tier II, III) K-2 teachers will monitor for conventions within the various genres and legible handwriting.	IA.2. Grammar Assessment District Prompts	
		IA.3. Lack of background knowledge and pre-requisite skills	IA.3. All students K-4 participate in Writer's Workshop daily.	IA.3. Classroom Teacher Principal	IA.3. Writing Notebooks monitored quarterly. District Writing Prompts will be monitored.	IA.3. Writing Portfolio District Writing Prompts	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Writing Goal #1B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
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Writing 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>	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
Common Core Standards - Vertical Planning to unpack the CCS (Learning trajectories/ alignment of standards)	K-2		K-2	Early Release	Lesson planning/ further Grade level discussions	Team Leader, Principal and Designee
Melissa Forney Workshops	K-5		K-5 Language Arts teachers	TBA	Share – classroom teachers Primary/Intermediate Teams	Attendee

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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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 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						
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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.Parent Support	1.1.Truancy letters, teacher/parent conference	1.1. Principal, CRT ,Guidance Counselor, Assistant Principal, Truancy Officer, Homeroom Teacher	1. Oncourse attendance Data graphed to show changes in attendance patterns	1.1.Oncourse attendance data monitored by the teacher Monthly attendance progress reports sent to parent by AIT		
<u>Attendance Goal #1:</u> Hogan-Spring Glen Elementary will decrease the number of students absences 5+ days to 31% (106)	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	77% (253)	40% (136)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	2 as of 9/5/12	43% (147)					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	0 as of 9/5/12	5% (17)					
		1.2. Language Barriers	1.2.translator	1.2. Guidance Counselor, Assistant Principal	1.2. Parents attend meetings,	1.2. Translator Assignment logsfrom the ESOL Office	
		1.3. Lack of notification	1.3.attendance report run, Letters printed and mailed. Phone calls made by the District auto-call system.	1.3. CRT , Guidance Counselor, Assistant Principal	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI Behavior	K-5	District	K-5 School Wide	Early Release Training	School wide observation	Principal
CHAMPs	K5	District/ Leadership Team	K-5 School Wide	Early Release Training	Monthly Progress Sheets and Report Cards checked by administration	Principal
"Second Step", A Violence Prevention Curriculum	K-5	Guidance Counselor	K-5 School Wide	Early Release Training	School wide observation	Guidance Counselor and Principal

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
Subtotal:			

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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
Attendance Incentive	Attendance Awards' Ceremony		350.00
Subtotal: 350.00			
Total: 350.00			

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. Lack of training in Foundations/CHAMPs across grade levels	1.1. Observation by Safe and Healthy Schools, Individuals, teacher training, Second Step for Students (Bully Prevention)	1.1.Principal, Foundations Committee, Leadership Team	1.1. School data report to determine the percentage of students suspended	1.1.school data/report		
Suspension Goal #1:							
Decrease by 10%	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	0	0					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	12% (42)	10% (34)					
	42	38					
	1.2. 1.3.	1.2. suspension data	1.2.Principal	1.2. school data reports to determine % of students suspended	1.2.school accountability report	1.2. OnCourse Attendance, and the District Truancy Officer.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension 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
RTI Behavior	K-5	District	K-5 School Wide	Early Release Training	School wide observation	Principal
CHAMPS	K5	District/ Leadership Team	K-5 School Wide	Early Release Training	Monthly Progress Sheets and Report Cards checked by administration	Principal
"Second Step", A Violence Prevention Curriculum	K-5	Guidance Counselor	K-5 School Wide	Early Release Training	School wide observation	Guidance Counselor and Principal

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Monitor/Observe students going above and beyond to help others	"I Got Caught" Incentives (Treasure Machine)	General and PTA	
Subtotal: 250.00			
Total: 250.00			

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		

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<u>Dropout Prevention Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a						

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professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Difficulty in coordination of jobs and other parenting responsibilities	1.1. Provide projects to be completed at home.	1.1. Faculty and staff	1.1. Collection of participation data surveys	1.1. Volunteer records book		
<u>Parent Involvement Goal #1:</u> To increase parental involvement by 38% (22)	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	35 % (20)	38% (22)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional						
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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
PTA Meetings, Reading and Math/ Science Festivals, Reading, and Writing Night	K-5	Principal, Teacher, PTA	All parents	Annually	Parent surveys, sign in logs	Volunteer Coordinator, PTA, and Principal

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide materials in various formats and genres.	Parenting resources books and handouts to use during campus visit.		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Budget	1.1. Recruit volunteers, monitor student behavior, and reward good manners/ behaviors in the cafeteria	1.1. Administration and staff	1.1. Sign-in Volunteer Log Discipline Data Classroom Clipboards provided by Sign-in Volunteer Log, and the Classroom Teachers.	1.1. Discipline Data		
<u>Additional Goal #1:</u> 20% decrease of discipline referrals in the cafeteria	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	11% (40)	8% (32)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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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
Volunteer Workshops	n/a	Volunteer Coordinator	Parents, community volunteers	Ongoing to June 2013	Volunteer log	Volunteer Coordinator, Principal, and Front Office Staff

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

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

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 3126.00
CELLA Budget	Total:
Mathematics Budget	Total 2225.00:
Science Budget	Total: 400.00
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total: 350.00
Suspension Budget	Total: 250.00
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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Grand Total: 6351.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- 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.
Monthly meetings

Describe the projected use of SAC funds.	Amount
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