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: Fruitland Park Elementary School	District Name: Lake
Principal: Dr. Melissa DeJarlais	Superintendent: Dr. Susan Moxley
SAC Chair: Barnelia Woodward	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

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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)
Principal	Dr. Melissa DeJarlais	B.S. in Social Psychology M.S. in Counseling and Psychology Ed. S. in Educational Leadership Ed. D. in Educational Leadership Professional Educator's Certificate: Guidance and Counseling/School Principal	5	7	2006-07 Triangle Elementary, A school, AYP - no. Reading proficiency 61%, Math 71%, Writing 94%. 2007-08 Fruitland Park Elem. A school, AYP-no, Reading proficiency 65%, Math 60%, Writing 93%; 2008-09 Fruitland Park Elem, B school, Proficiency Reading 63%, Math 63%, Writing, 94%. 2009-10 Fruitland Park Elementary, C school, Proficiency Reading 65%, Math 62%, Writing 79%. 2010-2011 Fruitland Park Elementary, A School, Proficiency Reading 69%, Math 75%, Writing 83%, Science 53% 2011-12 Fruitland Park Elementary, B School, Proficiency Reading 52%, Math 55%, Writing 77%, Science 48%
Assistant Principal	Patricia Nave	B.S. Speech/Hearing/Handicapped M.S. Educational Leadership	4	23	1995-1999 Treadway Elementary; School 1999-2003 Cypress Ridge Elem; 2003-2005 Triangle Elem 2004 A school, AYP no, Reading 67%, Math 64%, Writing 94%; 2005 school A, AYP Yes, Reading 73%, Math 71%, Writing 93%. 2005-2009 County Office holding positions of Assistant Supervisor of Curriculum and Instruction, Director of elementary Curriculum, District Literacy Coach. District Grade A 2009-10 Fruitland Park Elementary, C school, Proficiency Reading 65%, Math 62%, Writing 79%. 2010-2011 Fruitland Park Elementary, A School, Proficiency Reading 69%, Math 75%, Writing 83%, Science 53% 2011-12 Fruitland Park Elementary, B School, Proficiency Reading 52%, Math 55%, Writing 77%, Science 48%

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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)
CRT	Barnelia Woodward	Professional Educator's: Pre K -6; K-12 FAIR Trainer; Reading Competency 1-6; CAR-PD; CAR-PLUS; Reading Endorsed	3	5	Curriculum Department/ District Office 2007-2009, South Lake High, 2006-07, school grade D, AYP No, Reading41%, Math 60%, Writing 91%. 2009-10 Fruitland Park Elementary, C school, Proficiency Reading 65%, Math 62%, Writing 79%. 2010-2011 Fruitland Park Elementary, A School, Proficiency Reading 69%, Math 75%, Writing 83%, Science 53% 2011-12 Fruitland Park Elementary, B School, Proficiency Reading 52%, Math 55%, Writing 77%, Science 48%
Reading	Robin Colborne	Professional Educator's: Elementary Ed. K-6; Early Childhood; Reading Endorsed K-12; K-12 FAIR Trainer; Reading Competency 6 Clinical Trainer; ESOL (300hrs)	4	5	2007-08 Oak Park Elementary School grade A, AYP no, Reading 51%, Math 53%, Writing 93%. 2008-09 FPE, school B, AYP no, Reading 63%, Math 63%, Writing 94% 2009-10 Fruitland Park Elementary, C school, Proficiency Reading 65%, Math 62%, Writing 79%. 2010-2011 Fruitland Park Elementary, A School, Proficiency Reading 69%, Math 75%, Writing 83%, Science 53% 2011-12 Fruitland Park Elementary, B School, Proficiency Reading 52%, Math 55%, Writing 77%, Science 48%
Math and Science	Kimberly Belcher	B.S. Professional Educator's: Elementary Ed. 1-6; Exceptional Student Ed.:K-12; M.S. Educational Leadership; ESOL (300hrs); K-12 FAIR Trainer	5	3	North Sumter Intermediate School 1996-2007 2007-2008 Fruitland Park Elementary School, school A, AYP no, Reading 65%, Math 60%, Writing 93%; 2008-2009 Fruitland Park, school B, AYP no, Reading 63%, Math 63%, Writing 94%. 2009-10 Fruitland Park Elementary, C school, Proficiency Reading 65%, Math 62%, Writing 79%, Science 35% 2010-2011 Fruitland Park Elementary, A School, Proficiency Reading 69%, Math 75%, Writing 83%, Science 53% 2011-12 Fruitland Park Elementary, B School, Proficiency Reading 52%, Math 55%, Writing 77%, Science 48%

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings of new teachers with Principal	Principal, Dr. Melissa DeJarlais	On-going
2. Partnering new teachers with veteran staff and/or mentor	Assistant Principal, Ms. Nave	On-going
3. District provides "TOPS" training as well as instructional coaches	District Personnel	On-going
4. Weekly Grade Level and Vertical Team meetings	Grade Chair, House Mentors, and the 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
0	

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
50	8% (4)	24% (12)	32% (16)	42% (21)	38% (19)	100% (50)	10% (5)	4% (2)	74% (37)

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
Leah Delgado	Misty Cordle	L. Delgado is a veteran highly effective teacher and the grade level chair for the new teacher's grade level	Weekly lesson planning sessions, reflections on presented lessons, model lessons and observations of other implementing school initiatives
Mary Bailey and Melissa Hinckley	Lisa Crandall	Mary Bailey and Melissa Hinckley are both veteran highly effective teachers	Weekly lesson planning sessions, reflections on presented lessons, model lessons and observations of other implementing school initiatives
Nancy Gartland	Carol Houser	N. Gartland is the ESE specialist as well as a highly effective veteran ESE teacher	Weekly lesson planning sessions, reflections on presented lessons, model lessons and observations of other implementing school initiatives
Gloria Frates	Daphine Harvey	G. Frates is a highly effective veteran teacher with experience teaching ESE as well as inclusion classroom with multiple grade levels	Weekly lesson planning sessions, reflections on presented lessons, model lessons and observations of other implementing school initiatives

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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 Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Technical Assistance visits, positions funded by Title I.
Title I, Part C- Migrant The District Migrant Liaison provides services and support to students and parents when needed. The district liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) All funds will be coordinated with Title I funds and the school improvement plan to provide additional instructional resources.
Violence Prevention Programs The school offers non-violence and anti-drug programs to students that incorporate character education, anti-bullying sessions, and counseling.
Nutrition Programs NA
Housing Programs NA
Head Start NA
Adult Education NA
Career and Technical Education NA

Job Training
NA
Other
NA

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

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Select General Education Teachers (Primary and Intermediate): Instructional Coaches and Grade Level Chairs provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, using the inclusion model and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach(es) Reading/Math/Science:
Develops, leads, and evaluates school core content standards/ programs/ instructional strategies, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; serves on the school's Student Success Team.
Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Guidance Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities; serves on the school's Student Success Team.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

District: The District creates a district-based leadership team that includes the Superintendent, Assistant Superintendent(s) of Curriculum, general and special education leaders, curriculum specialists, behavior specialists, student services personnel, human resources and professional development leaders, and specialists of various areas such as assessment, English Language Learners, gifted learners, etc. The ongoing purpose of this team is to develop, support, and facilitate the implementation of policies and procedures that guide school-based teams with direct support systems for each school principal, and to plan for systems of change toward Problem Solving and Response to Instruction/Intervention (RtI) through district-wide consensus building, infrastructure development, and implementation.

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 RtI Leadership Team will focus meetings around one question: How do we develop increased academic learning time to bring out the best in our school, our teachers, and in our individual students?

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The team meets regularly to engage in the following activities:
(1.) Review screening data and link to instructional decisions,
(2.) review progress monitoring data at the grade level and classroom level
(3.) identify students who are:
    a. meeting/exceeding benchmarks,
    b. at moderate risk
    c. at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementation.

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 RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), school level formal/informal assessments, Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), and district's assessments through Edusoft (benchmark assessments), FCAT Star.
Progress Monitoring: PMRN, Edusoft, FAIR Progress Monitoring Tools
Midyear: FAIR, Edusoft   End of year: FAIR, FCAT, Edusoft   Frequency of Data Days: monthly for data analysis

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Describe the plan to train staff on MTSS.

On-going professional development will be provided during teachers' common planning time and during grade level and vertical meetings (PLCs). The RtI Leadership team will also meet to evaluate additional staff professional development needs based on observations and surveys.

Describe the plan to support MTSS.
Continue to progress monitor the interventions through Harcourt Assessments, Cold Reads, benchmark mini assessments, portfolio assessments, and Fast ForWord.
Sustain the support and training for teachers in order to graph the success or progress of the interventions and present to the RtI team.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team will consist of the Principal, CRT, Literacy Coach and key teachers from each grade level.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). LLT will meet once a month to focus on areas of literacy concerns. After analyzing school based data, the LLT will determine how to modify instruction as a means of engaging students in our reading curriculum to promote learning gains. We will reflect on scientifically based reading research as well as school based reading issues and concerns developing a shared vision for Fruitland Park Elementary.
What will be the major initiatives of the LLT this year? Major initiatives for 2011-12 include Nancy Fetzer comprehension strategies and strategies for non-fiction, Daily 5 structure for reading block, and using FAIR instructional implications for a school wide focus of Differentiated Reading Instruction to meet the needs of every child.

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.

Fruitland Park works in partnership with the area preschools and day care providers. In the Spring of each school year, usually in April or May, the preschool children are invited to come and tour the campus. There are also Kindergarten Round Ups that are held in the morning as well as in the evenings for parents and their children to attend on campus in order to collect forms, meet the kindergarten teachers, tour the classrooms, and to receive important information about the educational programs, testing that will be taking place, the expectations of the students, families and staff, as well as to get a picture of the typical kindergartner's day in school. Fruitland Park also administers FAIR assessments to better identify the learning levels of the young students in order to best meet their individual needs.

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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				
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. Reading Goal #1A: Reading proficiency level was 52% for the 2012 FCAT 2.0. In an effort to increase student performance, FPES will focus on differentiated instruction in guided reading groups and literacy centers implementing Nancy Fetzer strategies including CIS, and Daily Five instructional practices during the 90 minute uninterrupted reading block to increase percentage of students achieving proficiency in reading by 8 % increasing from 52% to 60% in 2013.	2012 Current Level of Performance:* 52% (163) of students tested scored a level 3 on the 2012 Reading FCAT 2.0	2013 Expected Level of Performance:* 60% of students tested will score a level 3 on the 2013 Reading FCAT 2.0	1A1. Implementation of new close read instructional methods and common core resources.	1A1. Provide model classrooms for teachers to observe Nancy Fetzer strategies, close reads, Daily Five instructional practices, and Common Core instruction using Great Books. Observations will be followed by peer coaching.	1A.1. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne	1A.1. Effectiveness will be determined by monitoring student progress through FAIR assessments as well as monitoring instructional delivery through classroom walkthroughs.	1A.1. FAIR assessment Classroom walkthroughs
			1A.2. Lack of support personnel for DI station rotations and small group interventions due to budget cuts.	1A.2. Enrichment teachers including music and media will support classroom teachers on M,W, F. volunteers will continue to be recruited including PAWS Reading dogs.	1A.2. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne	1A.2. FAIR OPM data will be used to closely monitor effectiveness of DI interventions.	1A.2. FAIR assessment Classroom walkthroughs
			1A.3. Lack of support personnel for DI station rotations and small group interventions.	1A.3. Title I teacher assistance	1A.3. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne	1A.3. FAIR OPM data will be used to closely monitor effectiveness of DI interventions.	1A.3. FAIR assessment Classroom walkthroughs
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1B.1. Student inability to focus for extended time	1B.2. Instructors will provide frequent breaks as well as prompts to refocus using the Positive Behavioral System.	1B.3. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne Guidance Counselor: Moser	1B.4. Effectiveness will be determined by monitoring student progress through FAIR assessments as well as monitoring instructional delivery through classroom	1B.5. FAIR

					Instructors	walkthroughs	
Providing this data violates student confidentiality							
			1B.2. Weak student communication Skills	1B.2. Build oral communication skills with Kagan structures; build writing skills with Fetzer strategies	1B.2. Principal: DeJarlais AP: Nave Speech: McCray Literacy Coach: Colborne Guidance Counselor: Moser Instructors	1B.2. Periodic visits by speech therapist and Guidance Counselor to assess growth	1B.2. FAIR
			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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.	2A.1.	2A.1.	2A 1	2A.1.
Reading Goal #2A: In 2012, 27% (84) of students scored level 4 or level 5. FPES will use Kagan structures school wide to promote higher level, text based discussions. Reading curriculum will be supplemented with Great Books complex text in an effort to increase percentage of students scoring above proficiency levels by 10% increasing from 27% to 37%.	2012 Current Level of Performance:* 27% (84) **of the students tested scored a 4 or 5**	2013 Expected Level of Performance:* **37% of the students tested will score a level 4 or level 5 on the Reading FCAT 2.0**	Implementation of new instructional materials including Great Books curriculum using shared inquiry strategies to dig deeper	Provide Professional Development including Great Books training days for mentor teachers followed by instructional delivery observations with coaching	Principal: DeJarlais CRT: Woodward AP: Nave Speech: McCray Literacy Coach: Colborne	Classroom walkthroughs, teacher surveys, and peer-coach conferences will determine if PD has been effective or needs to be modified.	Walkthroughs, surveys, and conferences
			2A.2. Classroom management while implementing Differentiated Instruction	2A.2. Provide Professional Development support for Kagan structures to promote student engagement and decrease off task student behaviors	2A.2. Principal: DeJarlais CRT: Woodward AP: Nave Literacy Coach: Colborne County Staff: Connor	2A.2. Faculty reflection using surveys	2A.2. Reflection piece
			2A.3. Teacher tasks have multiplied presenting less time for collaboration in efforts to target student needs.	2A.3. Provide "sorting days" for teacher collaboration to disaggregate data and target instructional needs of students to include enrichment and project based learning.	2A.3. Principal: DeJarlais CRT: Woodward AP: Nave Literacy Coach: Colborne	2A.3. Interview participants	2A.3. Interview responses

			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			Student lack of reading stamina	Instructors will provide Daily 5 lessons to increase student reading stamina during Read to Self, Read to Someone, Listen to Reading, Word Work, and Work on Writing.	Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne Guidance Counselor: Moser Instructors	Effectiveness will be determined by monitoring student progress through FAIR assessments as well as monitoring instructional delivery through classroom walkthroughs	Student lack of reading stamina
Reading Goal #2B: **Providing this data violates student confidentiality**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Limited student motivation	3A.1. Establish reachable goals for reading incentive program to encourage students to read. Use reading surveys to uncover student interests empowering teachers to be "Book Whisperers"	3A.1. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne Literacy Leadership Team, and Grade level chairs	3A.1. Evaluate number of students reaching goals per grade level.	3A.1. Student reading log Student reading surveys
Reading Goal #3A: 61% of the 4th and 5th grade students made learning gains. FPES will strive to increase student time spent actively engaged in reading at school and at home to increase percentage of students making learning gains in reading from 61% to 67% on the 2013 FCAT 2.0	2012 Current Level of Performance:* **Of the 222 students in 4th and 5th grade tested 61% (135) reflected learning gains in Reading**	2013 Expected Level of Performance:* **Of the 4th and 5th graders tested, 67% of them will have learning gains.**					
			3A.2. Limited parent support	3A.2. Encourage students to recommend books to peers by promoting weekly Book Talks on morning announcements.	3A.2. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne Literacy Leadership Team, and Grade level chairs Media Specialist: James	3A.2. Review media center check out after Book Talks	3A.2. Digital catalog

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

			3A.3. Limited parent knowledge	3A.3. Educate families on the importance of reading at home providing Parent Nights that help families "Build Better Readers". FPES will continue a creative expo format to encourage participation in evening programs. Parent Liaison will build school to family communication through newsletters and FPES website and will post photos to encourage children to "Get Caught Reading"	3A.3. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne Literacy Leadership Team, Parent Liaison: Cottom Social Worker; Duval	3A.3. Parents will complete an evaluation to determine effectiveness of parent night programs. Social Worker will make home visits to target families who need extra support.	3A.3. Title 1 log Parent Involvement data gathered by Family School Liaison
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. Reading Goal #3B: **Providing this data violates student confidentiality**	2012 Current Level of Performance:* 	2013 Expected Level of Performance:* 	3B.1. Limited student motivation	3B.1. Establish reachable goals for reading incentive program to encourage students to read. Use reading surveys to uncover student interests empowering teachers to be "Book Whisperers"	3B.1. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne Literacy Leadership Team, and Grade level chairs	3B.1. Evaluate number of students reaching goals per grade level.	3B.1. Student reading log Student reading surveys
			3B.2. Limited parent knowledge	3B.2. Educate families on the importance of reading at home providing Parent Nights that help families "Build Better Readers". FPES will continue a creative expo format to encourage participation in evening programs. parent liaison will build school to family communication through newsletters and FPES website and will post photos to encourage children to "Get Caught Reading"	3B.2. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne Literacy Leadership Team, Parent Liaison: Cottom Social Worker; Duval	3B.2. Parents will complete an evaluation to determine effectiveness of parent night programs. Social Worker will make home visits to target families who need extra support.	3B.2. Title 1 log Parent Involvement data gathered by Family School Liaison
			3B.3. Student mastery of grade level expectations	3B.3. Extended Learning Opportunity	3B.3. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne Literacy Leadership Team, and Grade level chairs	3B.3. Evaluate number of students reaching goals per grade level.	3B.3. Attendance rosters Achieves Classroom grades Pre/Post Tests

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 reading.	4A.1. Student mastery of grade level expectations	4A.1. Progress monitored through use of weekly benchmark Achieves and	4A.2. Classroom teachers Reading Coach: Colborne	4A.2. Data presented and reviewed during leadership meetings	4A.2. Achieves percentage of performance using Edusoft

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Reading Goal #4A: 69% of lowest quartile made learning gains in 2012, as compared to 69% in 2011. Students will receive targeted small group instruction using the problem solving process and FAIR data to increase learning gains for 2013 to 75%.	2012 Current Level of Performance:* **222 tested, 69% (153) of the lowest 25% made learning gains.**	2013 Expected Level of Performance:* **75% of the lowest 25% tested will make learning gains on the 2013 FCAT 2.0**		tracked through the school wide progress monitoring and data system	Math/Science Coach: Belcher Principal: DeJarlais Leadership Team		Progress monitoring data of percentage and skills
			4A.2. Gaps in students' phonics skills	4A.2. Pinpoint student phonics gaps using data from Words Their Way assessments; target and strengthen phonics skills with new Words Their way resources. Develop weekly word study lessons to replace Harcourt spelling lists	4A.2. Classroom teachers Reading Coach: Colborne Math/Science Coach: Belcher Principal: DeJarlais Leadership Team	4A.2. Teacher collaboration and review of word study process reporting student growth	4A.2. Words Their Way assessments Weekly classroom tests.
			4A.3. Gaps in teachers' phonics knowledge	4A.3. Provide Professional Development in phonics instruction	4A.3. Title 1: Paula Harris CRT: Woodward Literacy Coach: Colborne	4A.3. Gather teacher responses after Professional Development sessions to determine next steps	4A.3. Interviews and surveys
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.2. Gaps in students' phonics skills	4B.2. Pinpoint student phonics gaps using data from Words Their Way assessments; target and strengthen phonics skills with new Words Their way resources. Develop weekly word study lessons to replace Harcourt spelling lists	4B.2. Classroom teachers Reading Coach: Colborne Math/Science Coach: Belcher Principal: DeJarlais Leadership Team	4B.2. Teacher collaboration and review of word study process reporting student growth	4B.2. Words Their Way assessments Weekly classroom tests
Reading Goal #4B: **Providing this data violates student confidentiality**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4B.2. Gaps in teachers' phonics knowledge	4B.2. Provide Professional Development in phonics instruction	4B.2. Title 1: Paula Harris CRT: Woodward Literacy Coach: Colborne	4B.2. Gather teacher responses after Professional Development sessions to determine next steps	4B.2. Interviews and surveys
			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**						
Reading Goal #5A: In an effort to reduce the achievement gap by 50%, FPES will focus on 21st Century Thinking Skills as well as Common Core shifts including balancing informational and literary texts, providing and utilizing complex text, referring students back to the text for rich discussions and writing from sources, building academic vocabulary teaching literacy across all content areas.		**51**	**52**	**59**	**63**	**67**	**71**
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. Students have limited reading stamina	5B.1. Provide Professional Development in Daily Five structure with Read to Self, Read to Someone, and Listen to Reading focused on building reading stamina. Present Nancy Fetzer Independent reading rubric for student self reflection and teacher assessment.	5B.1. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne	5B.1. Effectiveness will be determined monitoring student progress through FAIR assessments and classroom walkthroughs.	5B.1. FAIR Fetzer rubric
Reading Goal #5B: 2012 data shows Black student subgroup did make the target proficiency level. By implementing Nancy Fetzer strategies and further use of the Daily 5the White and Hispanic subgroups will increase their percentage achieving mastery in order to reach the target AMO levels in Reading on the 2013 FCAT 2.0	2012 Current Level of Performance:* White: 42% not proficient 58% proficient Black: 62% not proficient 38% proficient Hispanic: 53% not proficient 47% proficient	2013 Expected Level of Performance:* White: 34% not proficient 66% proficient Black: 59% not proficient 41% proficient Hispanic: 36% not proficient 64% proficient					

		5B.2. Large number of students in need of remediation and tracking of progress	5B.2. Progress monitored through use of weekly cold reads and tracked through the school wide progress monitoring and data system	5B.2. Classroom teachers Reading Coach: Colborne Principal: DeJarlais Leadership Team	5B.2. Data presented and reviewed weekly during leadership meetings	5B.2. Cold reads percentage of performance Progress monitoring data of percentage and skills
		5B.3. Lack of background knowledge to make connections to literature	5B.3. Provide strategies and graphic organizers through Thinking Maps to make connections to literature and personal experiences.	5B.3. Principal: DeJarlais CRT: Woodward Literacy Coach: Colborne	5B.3. Effectiveness will be determined monitoring student progress through assessments, authentic work samples, and classroom walkthroughs.	5B.3. Progress monitoring data of percentage and skills

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. Limited Vocabulary	5C.1. Nancy Fetzer vocabulary strategies will continue with visual, auditory, and kinesthetic representation to assist ELL students; continue Rosetta Stone	5C.1. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	5C.1. Teachers will review FAIR data	5C.1. FAIR vocabulary assessment Rosetta Stone usage reports

Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
None of the 10 ELL students scored at a level of proficiency on the Reading FCAT 2.0 in 2012. With the allocation of a Title I ELL Teacher Assistant , the use of Nancy Fetzer strategies, and Rosetta Stone, this percentage will increase by 25% for 2013 showing 25% testing at a level of proficiency.	100% not proficient 0% (0) of the 10 scored level 3 or higher on the FCAT	75% not proficient 25% of the ELL students will test proficient

		5C.2. Lack of background knowledge to make connections to literature	5C.2. Provide in class field trips to culminate cross curricular unit studies	5C.2. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	5C.2. Effectiveness will be determined monitoring student progress through assessments, authentic work samples, and classroom walkthroughs	5C.2. Student work/ writing samples
		5C.3. Limited organizational skills	5C.3. Continue Thinking Maps	5C.3. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	5C.3. Effectiveness will be determined monitoring student progress through assessments, authentic work samples, and classroom walkthroughs	5C.3. Student work/ writing samples
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Limited Vocabulary	5D.1. Nancy Fetzer vocabulary strategies will continue with visual, auditory, and kinesthetic representation to assist SWD students; continue Fast Forward; Continue Kagan structures to promote oral language development	5D.1. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	5D.1. Teachers will review FAIR data	5D.1. FAIR vocabulary assessment and classroom data Rosetta Stone usage reports
Reading Goal #5D: Of the SWD students tested, 26% (9) scored a level of proficiency on the 2012 Reading FCAT2.0 With Nancy Fetzer strategies, small group instructions, as well as individual goal instruction, the students with disabilities for 2013 will show 36 % testing at a level of proficiency.	2012 Current Level of Performance:* **74% not proficient** 26% (9) tested proficient	2013 Expected Level of Performance:* 62% not proficient 38 % will test at level of proficiency.					
			5D.2. Limited background knowledge to make connections to literature	5D.2. Provide in class field trips including, but not limited to, Learn 360 and Wonderopolis to culminate cross curricular unit studies	5D.2. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	5D.2. Effectiveness will be determined monitoring student progress through assessments, authentic work samples, and classroom walkthroughs	5D.2. Student work/ writing samples
			5D.3. Limited organizational skills	5D.3. Continue Thinking Maps	5D.3. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	5D.3. Effectiveness will be determined monitoring student progress through assessments, authentic work samples, and classroom walkthroughs	5D.3. Student work/ writing samples

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.2. Limited real world experiences weakens students ability to make connections to text	5E.2. Provide in class field trips including, but not limited to, Learn 360 and Wonderopolis to enable students to make connections to the text and the use of Weekly Readers	5E.2. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	5E.2. Effectiveness will be determined monitoring student progress through assessments, authentic work samples, and classroom walkthroughs	5E.2. Student work/ writing samples
Reading Goal #5E: 2012 data shows 46% of the Economically Disadvantaged students made scored at a level of proficiency on the Reading portion of the FCAT 2.0. With Nancy Fetzer strategies to build background knowledge using the Reading Connection Team, this	2012 Current Level of Performance:* 54% (131)not proficient 46% (112) scored proficient.	2013 Expected Level of Performance:* 44% not proficient 56% will score proficient					
			5E.1. Limited Vocabulary	5E.1. Nancy Fetzer vocabulary strategies will continue with visual, auditory, and kinesthetic representation to assist ED students; Continue Kagan structures to promote oral language development	5E.1. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	5E.1. Teachers will review FAIR data	5E.1. FAIR vocabulary assessment and classroom data

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percentage will increase by 10% moving from 46% proficiency to 56% on the 2013 FCAT.		5E.3. Limited Vocabulary	5E.3. Continue to utilize read alouds	5E.3. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	5E.3. Teachers will review FAIR data	5E.3. vocabulary assessment and classroom data

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Great Books	K-5	Trainer	Mentor Teachers K-5	Full day trainings	Mentor teachers will provide peer coaching and model classrooms	CRT and Literacy Coach
Words Their Way	K-5	CRT, Literacy Coach Title 1 District support	School wide	PLC's and Wed faculty sessions	FAIR OPM data	CRT and Literacy Coach
Kagan	K-5	District Support	School Wide	PLC's and Wed faculty sessions	Fidelity of teacher implementation will be observed during classroom walkthroughs	Principal, AP, CRT, and Coaches

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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
Informational Text, grades 3 - 5	Weekly Readers	Title I	4,500.00
Developing written language, grade 1	D'Nealian	Title I	1,350.00
Phonics direct instruction	Kindergarten Phonics TE books	Title I	150.00
Phonics direct instruction	Kindergarten student practice books	Title I	1,600.00
			Subtotal: 7,600.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
One on one FAIR testing in primary grades	18 substitutes rotating to allow for one on one testing with the classroom teacher	Title I	5, 130.00
			Subtotal: 5,130.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Identifying Reading Intervention Groups through data sorts	½ day subs fro grade 2,3,4, and 5	Title I	4,000.00
Literature and information based text	Great Books training: consultant (trainer) and substitutes for the teachers attending 2 on-site training days	Community Sponsor	10,00.000
Kagan Workshop	Registration and stipends	Title I	19,620.00
Lesson Study	Substitutes for instructional time	SAI	7,048.00
			Subtotal: 40,668.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Response to Intervention (RtI)	RtI Teacher Assistant Position	Title I	10,062.00
Nancy Fetzer CCSS resources	Instructional resources	Title I	2,000.00
Extended Learning Opportunity	Teacher positions and materials	SAI	4,475.00
			Subtotal: 16,537.00
			Total: 69,935.00

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. CELLA Goal #1: Based on the CELLA School Summary Report, in Spring 2012 our ELL subgroup totaled 15 students. Of these students 20% (3) scored proficient in Listening/Speaking. The ELL subgroup will have 35% score at a level of proficiency in Speaking/Listening on the 2013 CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking: **In grades K-2 29% (2) of the ELL students scored proficient.** **In grades 3-5 13% (1) scored proficient.**	1.1. Limited Vocabulary	1.1. Nancy Fetzer vocabulary strategies will continue with visual, auditory, and kinesthetic representation to assist ELL students; continue Rosetta Stone	1.1. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	1.1. Teachers will review FAIR data	1.1. FAIR vocabulary assessment Rosetta Stone usage reports
		1.2. Low population of same home language, multiple dialects and languages	1.2. Allow time for access to Rosetta Stone	1.2. ELL School Contact: R. Redding Principal: DeJarlais	1.2. Progress Monitoring of effort and gains in the web based program	1.2. Classroom grades Rosetta Stone ELL Plans/Review meetings
		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. CELLA Goal #2: Based on the CELLA School Summary Report, in Spring 2012 our ELL subgroup totaled 15 students. Of these students 13% (2) scored proficient in Listening/Speaking. The ELL subgroup will have 25% score at a level of	2012 Current Percent of Students Proficient in Reading: **In grades K-2 14% (1) of the ELL students scored proficient.** **In grades 3-5 13% (1) scored proficient.**	2.1. Limited Vocabulary	2.1. Nancy Fetzer vocabulary strategies will continue with visual, auditory, and kinesthetic representation to assist ELL students; continue Rosetta Stone	2.1. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	2.1. Teachers will review FAIR data	2.1. FAIR vocabulary assessment
		2.2. Low population of same home language, multiple dialects and languages	2.2. Allow time for access to Rosetta Stone	2.2. ELL School Contact: R. Redding Principal: DeJarlais	2.2. Progress Monitoring of effort and gains in the web based program	2.2. Classroom grades Rosetta Stone ELL Plans/Review meetings

		2.3. Limited Vocabulary	2.3. Initiate Kagan structures school wide across all subjects to promote oral language skills and rich, text based discussions	2.3. Principal: DeJarlais AP: Nave CRT: Woodward Literacy Coach: Colborne	2.3. Classroom Walk Throughs	2.3. Lesson Plans Observation checklist of school initiatives

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. CELLA Goal #3: Based on the CELLA School Summary Report, in Spring 2012 our ELL subgroup totaled 15 students. Of these students 13% (2) scored proficient in Listening/Speaking. The ELL subgroup will have 25% score at a level of proficiency in Speaking/Listening on the 2013 CELLA.	2012 Current Percent of Students Proficient in Writing : **In grades K-2 29% (2) of the ELL students scored proficient.** **In grades 3-5 0% (0) scored proficient.**	2.1. Implementation of new instructional materials including Great Books curriculum using shared inquiry strategies to dig deeper	2.1. Provide Professional Development including Great Books training days for mentor teachers followed by instructional delivery observations with coaching	2.1. Principal: DeJarlais CRT: Woodward AP: Nave Speech: McCray Literacy Coach: Colborne	2 1 Classroom walkthroughs, teacher surveys, and peer-coach conferences will determine if PD has been effective or needs to be modified.	2.1. Walkthroughs, surveys, and conferences
		2.2. Classroom management while implementing Differentiated Instruction	2.2. Provide Professional Development support for Kagan structures to promote student engagement and decrease off task student behaviors	2.2. Principal: DeJarlais CRT: Woodward AP: Nave Literacy Coach: Colborne County Staff: Connor	2.2. Faculty reflection using surveys	2.2. Reflection piece
		2.3. Teacher tasks have multiplied presenting less time for collaboration in efforts to target student needs.	2.3. Provide "sorting days" for teacher collaboration to disaggregate data and target instructional needs of students to include enrichment and project based learning.	2.3. Principal: DeJarlais CRT: Woodward AP: Nave Literacy Coach: Colborne	2.3. Interview participants	2.3. Interview responses

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

End of CELLA Goals

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<u>Elementary School Mathematics Goals</u>

* 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. Mathematics Goal #1A: In 2012, 55% of the students scored a level of proficiency on the Math FCAT 2.0. With the implementation of new instructional strategies including math stations and continuing the extension of the math block, 65% will score a level 3 or higher on the 2013 Math FCAT.	2012 Current Level of Performance:* 55% (174) of students tested scored a level 3 on the 2011 Math FCAT 2.0	2013 Expected Level of Performance:* 65% of the students taking the 2013 Math FCAT 2.0 will score a level 3 or higher	1A.1. Student mastery of grade level expectations.	1A.1. Continue to progress monitor through use of weekly instructional Focus Lessons, Wylie's Warm-ups, and track through the school wide progress monitoring and data system. Also progress monitor standards as paced by the blueprint for math curriculum.	1A.1. Classroom teachers Math Coach: Belcher Principal: DeJarlais Leadership Team	1A.1. Data presented and reviewed weekly during leadership meetings	1A.1. Instructional Focus Lessons, Wylie's Warm-Ups percentage of performance Math Achieves Progress monitoring data of percentage and skills Student performance on LBA and FCAT
			1A.2. Only 2 years experience for majority of the faculty with the math text and materials adopted and utilized in core math instruction.	1A.2. Continue to Train teachers to use the materials and text effectively and give adequate support to teachers, Providing PLCs, including Julie Staton-District Coordinator, to model effective lessons and allow teachers to share activities/ideas	1A.2. Math coach: K. Belcher Principal: DeJarlais CRT: Woodward PLC presenters	1A.2. Monitoring teachers' use of materials and text through walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing the new materials and texts effectively. Follow-up activities for PLC experiences, including Julie Stanton's follow up activities, will show proficiency with new materials.	1A.2. Reports generated from walkthroughs, weekly evaluation of lesson plans, follow-up activities through PLCs
			1A.3. Multiple problem solving strategies instead of basic fact recall required for mastery of skills.	1A.3. Initiate Kagan structures school wide across all subjects to promote oral language skills and rich, text based discussions	1A.3. Classroom teachers Math Coach: Belcher Principal: DeJarlais Leadership Team	1A.3. Monitoring teachers' use of materials and Kagan structures through walkthroughs and evaluating lesson plans. Follow-up activities for PLC experiences, including Julie Stanton's follow up activities, will show proficiency with team activities.	1A.3. Instructional Focus Lessons percentage of performance Progress monitoring data of percentage and skills Student performance on LBA and FCAT

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1B. **Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.**			1.B.1 Multiple problem solving strategies instead of basic fact recall required for mastery of skills.	1.B.1 Initiate Kagan structures school wide across all subjects to promote oral language skills and rich, text based discussions	1.B.1 Classroom teachers Math Coach: Belcher Principal: DeJarlais Leadership Team	1.B.1 Monitoring teachers' use of materials and Kagan structures through walkthroughs and evaluating lesson plans. Follow-up activities for PLC experiences, including Julie Stanton's follow up activities, will show proficiency with team activities.	1.B.1 Weekly evaluation of lesson plans and student achievement on progress reports and classroom grades
Mathematics Goal #1B: **Providing this data violates student confidentiality**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.B.2 Variety of learning strategies within the class	1.B.2 Implement various teaching modalities to target all types of learners	1.B.2 Math coach,: Belcher Principal: DeJarlais CRT: Woodward	1.B.2 Monitoring teachers' use and students' use of manipulatives and Kagan structures through walkthroughs and evaluating lesson plans.	1.B.2 Weekly evaluation of lesson plans and student achievement on progress reports and classroom grades
			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
2A. **FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.**			2A.1. Multiple problem solving strategies instead of basic fact recall required for mastery of skills.	2A.1. Initiate Kagan structures school wide across all subjects to promote oral language skills and rich, text based discussions	2A.1. Classroom teachers Math Coach: Belcher Principal: DeJarlais Leadership Team	2A.1. Monitoring teachers' use of materials and Kagan structures through walkthroughs and evaluating lesson plans. Follow-up activities for PLC experiences, including Julie Stanton's follow up activities, will show proficiency with team activities.	2A.1. Weekly evaluation of lesson plans and student achievement on progress reports and classroom grades
Mathematics Goal #2A: In 2012, 27% (84) of the students scored a level 4 or 5 on the Math FCAT. With the implementation of new instructional strategies including Kagan instructional strategies, math stations, and the extension of the math block, 37% will score a level 4 or 5 on the 2013 Math FCAT 2.0	2012 Current Level of Performance:* 27% (84) of the students tested scored a level 4 or 5 on the 2012 Math FCAT 2.0	2013 Expected Level of Performance:* 37% of the students taking the 2013 Math FCAT 2.0 will score a level 4 or level 5					
			2.A.2 Difficulty remediating struggling students while simultaneously challenging higher performing students	2. A.2. Differentiate lessons to reach all students, implementation of math stations, and the continued extension of the math block from 60 to 90 minutes.	2. A.2. Math coach,: Belcher Principal: DeJarlais CRT: Woodward	2. A.2. Monitoring teachers' use of instruction through walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing differentiated lessons effectively.	2. A.2. Reports generated from walkthroughs, weekly evaluation of lesson plans and student achievement on the LBA and the FCAT

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		2A.3 Variety of learning strategies within the class	2A.3 Provide extension STEM activities in cooperative learning and project based activities	2A.3 Math coach,: Belcher Principal: DeJarlais CRT: Woodward	2A.3 Incorporating daily lessons with hands-on activities, spoken explanations, written examples, and kinesthetic movements will allow engagement of all learning styles.	2A.3 Weekly evaluation of lesson plans and student achievement on LBA and FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: **Providing this data violates student confidentiality**		2B.1. Difficulty remediating struggling students while simultaneously challenging higher performing students	2B.1. Differentiate lessons to reach all students, implementation of math stations, and the continued extension of the math block from 60 to 90 minutes.	2B.1. Math coach,: Belcher Principal: DeJarlais CRT: Woodward	2B.1. Monitoring teachers' use of instruction through walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing differentiated lessons effectively.	2B.1. Reports generated from walkthroughs, weekly evaluation of lesson plans and student achievement on the LBA and the FCAT
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3A: In 2012, FPES made 64 math points for gains on the FCAT 2.0. With the implementation of new instructional strategies, including the math stations and extension of the math block, 70% will show learning gains on the 2013 Math FCAT 2.0	2012 Current Level of Performance:* 64% of the students tested showed learning gains on the 2012 Math FCAT 2.0	2013 Expected Level of Performance:* 70% of students taking the 2013 Math FCAT 2.0 will show learning gains.	3. A.1. Limited common mathematical vocabulary between grade levels, teachers, activities	3. A.1. Continue to Train and support teachers to use textbooks including school wide mathematical vocabulary, Providing PLCs, including Julie Staton-District Coordinator, to model effective lessons using common vocabulary allowing teachers to share activities/ideas.	3. A.1. Math coach,: Belcher Principal: DeJarlais CRT: Woodward PLC presenters	3. A.1. Monitoring teachers' use of vocabulary and text through walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing the new vocabulary and texts effectively. Follow-up activities for PLC experiences will show proficiency.	3. A.1. Reports generated from walkthroughs, weekly evaluation of lesson plans, follow-up activities through PLCs and student achievement on LBA and FCAT
			3. A.2. Difficulty meeting individual learning needs	3. A.2. Continue Instructional Focus lessons and intervention stations in	3. A.2. Math coach,: Belcher Principal: DeJarlais	3. A.2. Instructional Focus Lessons will be monitored using the Edusoft	3. A.2. Edusoft scores on IFLs

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			addition to district recommended core curriculum lessons	CRT: Woodward	management system; weekly assessments will be scored and data collected for progress monitoring.	
		3A.3. Multiple problem solving strategies instead of basic fact recall required for mastery of skills.	3A.3. Initiate Kagan structures school wide across all subjects to promote oral language skills and rich, text based discussions	3A.3. Classroom teachers Math Coach: Belcher Principal: DeJarlais Leadership Team	3A.3. Monitoring teachers' use of materials and Kagan structures through walkthroughs and evaluating lesson plans. Follow-up activities for PLC experiences, including Julie Stanton's follow up activities, will show proficiency with team activities.	3A.3. Weekly evaluation of lesson plans and student achievement on progress reports and classroom grades
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: **Providing this data violates student confidentiality**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Student mastery of grade level expectations.	4A.1. Continue to progress monitor through use of weekly instructional Focus Lessons and track through the school wide progress monitoring and data system.	4A.1. Classroom teachers Math Coach: Belcher Principal: DeJarlais Leadership Team	4A.1. Data presented and reviewed weekly during leadership meetings	4A.1. Instructional Focus Lessons percentage of performance Progress monitoring data of percentage and skills Student performance on LBA and FCAT
Mathematics Goal #4A: On the 2012 Math FCAT 2.0, 65% of students in the lowest quartile made learning gains.	2012 Current Level of Performance:* Of the students identified as the lowest quartile, 65% made learning gains in Math.	2013 Expected Level of Performance:* Of the students identified as the lowest quartile, 70% will make learning gains in Math.					

		4. A.2. Limited background knowledge and/or real world experiences to connect concepts	4. A.2. Utilize strategic interventions, differentiated instruction, more hands on activities, and multiple strategies to solve problems	4. A.2. Math coach,: Belcher Principal: DeJarlais CRT: Woodward resource personnel	4. A.2. Math coach, CRT, and support personnel will assist the teachers in implementing differentiated lessons and intensive interventions. Focused walkthroughs by the administration team will ensure hands on activities and multiple problem solving strategies are incorporated in instruction.	4. A.2. Progress and achievement of students on assessments and independent practice
On the 2013 Math FCAT 2.0, 70% of the students in the lowest quartile will make learning gains by implementing more strategic interventions and multiple strategies to solve problems.						
		4. A.3. Difficulty identifying students and monitoring their progress effectively	4. A.3. . Adhere to the RTI process and guidelines to identify, intervene, and monitor the identified struggling students	4. A.3. RTI Team, School Success Team, Math coach,: Belcher Principal: DeJarlais CRT: Woodward	4. A.3. The RTI Team will meet and create the appropriate plan once a student has been identified as needing interventions from a benchmark assessment. The team along with the appropriate teachers will implement interventions and will meet regularly to monitor progress.	4. A.3. Benchmark assessments, RTI documents
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.		4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: **Providing this data violates student confidentiality**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		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**						
Mathematics Goal #5A: In an effort to reduce the achievement gap by 50%, FPES will focus on 21st Century Thinking Skills as well as Common Core shifts including an instructional focus on the 8 Standards for Mathematical Practice, building academic vocabulary teaching problem solving strategies across all content areas.		**55**	**55**	**63**	**66**	**70**	**74**

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. Variety of learning styles and abilities within the class.	5B.1. Implement various teaching modalities to target all types of learners, continue to implement math stations and the extension of the math block from 60 to 90 minutes. Initiate Kagan structures school wide across all subjects to promote oral language skills and rich, text based discussions	5B.1. Math coach: K. Belcher Principal: DeJarlais CRT: Woodward	5B.1. . Incorporating daily lessons with hands-on activities, spoken explanations, written examples, and kinesthetic movements will allow engagement of all learning styles. Classroom Walk Throughs	5B.1. Weekly evaluation of lesson plans and student achievement on LBA and FCAT	
Mathematics Goal #5B: On the 2012 Math FCAT, the Black subgroup scored 42% proficient, and so met a satisfactory target level. Each other subgroup did not score a target level of proficiency. With the implementation of various teaching modalities to target all types of learners, including math stations and the extension of the math block, the subgroups will score at a level of proficiency	2012 Current Level of Performance:* White: 41% not proficient 59% proficient Black: 58% not proficient 42% proficient Hispanic: 48% not proficient 52% proficient	2013 Expected Level of Performance:* White: 34% not proficient 66% proficient Black: 48% not proficient 52% proficient Hispanic: 36% not proficient 64% proficient				
		5B.2. Difficulty reaching each child at his/her current level to achieve mastery learning	5B.2. Differentiate lessons to reach all students, centers, and small group instruction following the gradual release model.	5B.2. Math coach: Belcher Principal: DeJarlais CRT: Woodward	5B.2. Monitoring teachers' use of instruction through walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing differentiated lessons and the gradual release model	5B.2. Reports generated from walkthroughs, weekly evaluation of lesson plans and student achievement on LBA, Math Achieves and FCAT	

			effectively.	
5B.2. Limited background knowledge and/or real world experiences to connect concepts	5B.2. Utilize strategic interventions, differentiated instruction, more hands on activities, and multiple strategies to solve problems Math coach, CRT, and support personnel will assist the teachers in implementing differentiated lessons and intensive interventions.	5B.2. Math coach: Belcher Principal: DeJarlais CRT: Woodward resource personnel	5B.2. Focused walkthroughs by the administration team will ensure hands on activities and multiple problem solving strategies are incorporated in instruction. Monitoring Lesson Plans	5B.2. Edusoft scores on IFLs and the Administrators' review of plans

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. <u>Mathematics Goal #5C:</u> Of the 10 ELL students tested, 10 % (1) tested at a level of proficiency With the implementation of new math instructional strategies including math stations and the extension of the math block, 50% of the ELL students will continue to test at a level of proficiency in the 2013 Math FCAT2.0.	<u>2012 Current Level of Performance:*</u> 90% (9) not proficient 10% (1) tested at a level of proficiency	<u>2013 Expected Level of Performance:*</u> 50% not proficient 50% proficient	5C.1. Limited background knowledge and/or real world experiences to connect concepts	5C.1. Utilize strategic interventions, differentiated instruction, more hands on activities, and multiple strategies to solve problems	5C.1. Math coach: Belcher Principal: DeJarlais CRT: Woodward resource personnel	5C.1. Math coach, CRT, and support personnel will assist the teachers in implementing differentiated lessons and intensive interventions. Focused walkthroughs by the administration team will ensure hands on activities and multiple problem solving strategies are incorporated in instruction.	5C.1. Progress and achievement of students on assessments and independent practice, reports generated from walkthroughs
			5C.2. Limited common mathematical vocabulary between grade levels, teachers, activities	5C.2. Continue to train and support teachers to use textbooks including school wide mathematical vocabulary, Providing PLCs, including Julie Staton-District Coordinator, to model effective lessons using common vocabulary allowing teachers to share activities/ideas.	5C.2. Math coach: Belcher Principal: DeJarlais CRT: Woodward PLC presenters	5C.2. Monitoring teachers' use of vocabulary and text through walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing the new vocabulary and texts effectively. Follow-up activities for PLC experiences will show proficiency.	5C.2. Reports generated from walkthroughs, weekly evaluation of lesson plans, follow-up activities through PLCs
			5C.3 Difficulty understanding the modeled strategy to solve problems	5C.3. Initiate Kagan structures school wide across all subjects to promote oral language skills and rich, text based discussions Include explicit examples, models, guided practice, and independent practice using multiple strategies to solve problems including many	5C.3 Math coach: Belcher Principal: DeJarlais CRT: Woodward resource personnel	5C.3. Math coach, CRT, and support personnel will assist the teachers in creating explicit lessons and intensive interventions. Focused walkthroughs by the administration team will ensure hands on activities and multiple problem solving strategies are	5C.3. Progress and achievement of students on assessments and independent practice, reports generated from walkthroughs

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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				manipulatives and concrete examples		incorporated in instruction.	
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. Mathematics Goal #5D: Of the SWD students tested on the 2012 FCAT, 21% (8) scored a level of proficiency. With the implementation of new math instructional strategies including math stations and the extension of the math block, 38% of the SWD students will test at a level of proficiency in the 2013 Math FCAT 2.0	2012 Current Level of Performance:* 79% not proficient 21% (8) scored a level of proficiency	2013 Expected Level of Performance:* 62% not proficient 38% will test proficient	5D.1. Limited background knowledge and/or real world experiences to connect concepts	5D.1. Utilize strategic interventions, differentiated instruction, more hands on activities, and multiple strategies to solve problems and the Math coach, CRT, and support personnel will assist the teachers in implementing differentiated lessons and intensive interventions.	5D.1. Math coach: Belcher Principal: DeJarlais CRT: Woodward resource personnel	5D.1. Focused walkthroughs by the administration team will ensure hands on activities and multiple problem solving strategies are incorporated in instruction.	5D.1. Progress and achievement of students on assessments and independent practice, reports generated from walkthroughs
			5D.2. Limited common mathematical vocabulary between grade levels, teachers, activities	5D.2. Continue to train and support teachers to use textbooks including school wide mathematical vocabulary, Providing PLCs, including Julie Staton-District Coordinator, to model effective lessons using common vocabulary allowing teachers to share activities/ideas.	5D.2. Math coach: Belcher Principal: DeJarlais CRT: Woodward PLC presenters	5D.2. Monitoring teachers' use of vocabulary and text through walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing the new vocabulary and texts effectively. Follow-up activities for PLC experiences will show proficiency.	5D.2. Reports generated from walkthroughs, weekly evaluation of lesson plans, follow-up activities through PLCs
			5D.3 Students in need of extensive interventions and remediation	5D.3. Correlate interventions with the outcome math Individual Education Plan learning goals.	5D.3. Math coach: Belcher Principal: DeJarlais CRT: Woodward resource personnel ESE Specialist: Benjamin Classroom Teachers	5D.3. Math coach, CRT, and support personnel will assist the teachers in creating explicit lessons and intensive interventions.	5D.3. Progress and achievement of students on assessments and independent practice, reports generated from walkthroughs, review of the IEP with the ESE and Intervention Team

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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. Difficulty understanding the modeled strategy to solve problems	5E.1. An increased use of manipulatives in real world situational problems Include explicit examples, Thinking Maps, models, guided practice, and independent practice using multiple strategies to solve problems including many manipulatives and concrete examples and the Math coach, CRT, and support personnel will assist the teachers in creating explicit lessons and intensive interventions.	5E.1. Math coach: Belcher Principal: DeJarlais CRT: Woodward resource personnel	5E.1. Focused walkthroughs by the administration team will ensure hands on activities and multiple problem solving strategies are incorporated in instruction.	5E.1. Progress and achievement on assessments and independent practice, reports generated from walkthroughs, IFLs, and Math achieves mini assessments
Mathematics Goal #5E: Of the 243 Economically Disadvantaged students, 50% of these students scored proficient on the 2012 Math FCAT2.0. With the implementation of new instructional strategies including explicit examples, math stations and using multiple strategies to solve problems, the economically disadvantaged students will score 56% at a level of proficiency on the 2013 FCAT.	2012 Current Level of Performance:* 50% not proficient 50% (122) scored at a level of proficiency	2013 Expected Level of Performance:* 44% not proficient 56% will score proficient					
			5E.2. Multiple problem solving strategies instead of basic fact recall required for mastery of skills.	5E.2. Initiate Kagan structures school wide across all subjects to promote oral language skills and rich, text based discussions	5E.2. Classroom teachers Math Coach: Belcher Principal: DeJarlais Leadership Team	5E.2. Monitoring teachers' use of materials and Kagan structures through walkthroughs and evaluating lesson plans. Follow-up activities for PLC experiences, including Julie Stanton's follow up activities, will show proficiency with team activities.	5E.2. Weekly evaluation of lesson plans and student achievement on progress reports and classroom grades
			5E.3. Limited background knowledge and/or real world experiences to connect concepts	5E.3. Utilize strategic interventions, differentiated instruction, more hands on activities, and multiple strategies to solve problems Math coach, CRT, and support personnel will assist the teachers in implementing differentiated lessons and intensive interventions.	5E.3. Math coach: Belcher Principal: DeJarlais CRT: Woodward resource personnel	5E.3. Focused walkthroughs by the administration team will ensure hands on activities and multiple problem solving strategies are incorporated in instruction.	5E.3. Progress and achievement of students on assessments and independent practice, IFLS, and Math Achieves mini assessments

End of Elementary School Mathematics Goals

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan	K-5	Kagen Facilitator and Linda Connor, Dist. Support	Phased in school wide	On-going	Classroom walkthroughs	Principal, CRT, Math Coach
Thinking Math	K-5	Math Coach, Kimberly Belcher	PLC	On-going	Classroom walkthroughs and PLC sharing of lessons	Principal, CRT, Math Coach
Capacity Building	K-5	Math Coach, Kimberly Belcher	PLC	On-going	Classroom walkthroughs and PLC sharing of lessons	Principal, CRT, Math Coach

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<u>Mathematics Budget</u> (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
Instructional Coach	Math Coach	Title I	56,457.00
			Subtotal: 56,457.00
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
manipulatives	Geometric solids	Title I	850.00
Extended Learning Opportunity	Teachers and instructional materials	SAI	4,475
			Subtotal: 5,325.00
			Total: 61,782.00

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]).

<table>
<tr>
<th colspan="2">Elementary and Middle Science Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<td colspan="2">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:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="2">1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.

Science Goal #1A:

In 2012 48% of 5th graders scored at or above a level 3, showing a level of proficiency.
With the implementation of new instructional strategies, and school based non-negotiables, the 5th grade students will test at 52% scoring a 3.0 or higher on the 2013 Science FCAT 2.0</td>
<td>1A.1.
Integrating Science in to the Reading block.</td>
<td>1A.1.
Providing PLCs to model effective lessons and allow teachers to share activities/ideas and create additional integrated lessons to share with grade levels.</td>
<td>1A.1.
Reading Coach: Colborne
Principal: DeJarlais
CRT: Woodward
PLC presenters and House Mentors</td>
<td>1A.1.
Monitoring teachers' use of supplemental resource and materials through walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing the new resources and materials effectively. Follow-up activities for PLC experiences will show proficiency</td>
<td>1A.1.
Reports generated from the walkthroughs, weekly evaluations of lesson plans, follow up activities through the PLCs.</td>
</tr>
</table>

<table>
<tr>
<th>2012 Current Level of Performance:*</th>
<th>2013 Expected Level of Performance:*</th>
</tr>
<tr>
<td>108 students tested 51 students, 47%, scored level 3 or higher</td>
<td>From the total number tested, 52% will score level 3 or higher.</td>
</tr>
</table>

<table>
<tr>
<td>1A.2.
Limited background knowledge and/or real world experiences to connect to content area literature</td>
<td>1A.2.
Nancy Fetzer non-fiction strategies will be implemented to include visual and kinesthetic representation to assist students.</td>
<td>1A.2.
Reading Coach: Colborne
Science Coach: Belcher
Principal: DeJarlais
CRT: Woodward
PLC presenters and House Mentors</td>
<td>1A.2.
Monitoring teachers' use of strategies by walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing the strategies effectively. Follow-up activities for PLC experiences will show proficiency.</td>
<td>1A.2.
Reports generated from walkthroughs, weekly evaluation of lesson plans, follow-up activities through PLCs</td>
</tr>
<tr>
<td>1A.3.
Limited background knowledge and/or real world experiences to connect concepts</td>
<td>1A.3.
Providing PLCs as well as organized material to support the teachers in implementing regular classroom demonstrations and lab activities</td>
<td>1A.3.
Science coach: Belcher
Principal: DeJarlais
CRT: Woodward
PLC presenters</td>
<td>1A.3.
Monitoring teachers' use of strategies by walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing the strategies effectively. Follow-up activities for PLC experiences will show proficiency.
Achieves mini assessments will track student success of concepts</td>
<td>1A.3.
Reports generated from walkthroughs, weekly evaluation of lesson plans, follow-up activities through PLCs
Data tracking achieves mini assessments on focus skills</td>
</tr>
</table>

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. Integrating Science in to the Reading block	1B.1. Providing PLCs to model effective lessons and allow teachers to share activities/ideas and create additional integrated lessons to share with grade levels.	1B.1. Reading Coach: Colborne Principal: DeJarlais CRT: Woodward PLC presenters and House Mentors ESE Specialist	1B.1. Monitoring teachers' use of supplemental resource and materials through walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing the new resources and materials effectively. Follow-up activities for PLC experiences will show proficiency	1B.1. Reports generated from the walkthroughs, weekly evaluations of lesson plans, follow up activities through the PLCs.
Science Goal #1B: **Providing this data violates student confidentiality**	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.

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. Difficulty remediating struggling students while simultaneously challenging higher performing students	2A.1. Train teachers to use new materials and resources developed by the Science Focus Team effectively and give adequate support to teachers. Implement these tub activities to enrich the students with higher level thinking and problem solving activities	2A.1. Science Focus Team, Math coach: Belcher Principal: DeJarlais CRT: Woodward resource personnel PLC Presenters and House Mentors	2A.1. Monitoring teachers' use of supplemental resource and materials through walkthroughs and evaluating lesson plans by the leadership team will ensure teachers are implementing the new resources and materials effectively. Follow-up activities for PLC experiences will show proficiency.	2A.1 Reports generated from the walkthroughs, weekly evaluations of lesson plans, follow up activities through the PLCs.
Science Goal #2A: In 2011-2012 5th grade tested at 48% at or above grade level. Of these students, 14% scored above grade level with a level 4 or 5. With the implementation of new instructional strategies, the 5th grade student will test at 52% scoring a 3.0 or higher and 20% of the students will score level 4 or 5 on the 2011 Science FCAT.	2012 Current Level of Performance:* **108 students tested, 15 students, 14%, scored level 4 and 5 in Science**	2013 Expected Level of Performance:* **From the total number of 5th graders 5th, 20% will score at level 4 or 5.**					
			2A.2. Lack of real world experiences and personal experiences	2A.2. 5th grade teachers will have the lab setting available to expose students to hands on lab activities	2A.2. 5thgrade classroom Teacher Math Coach: Belcher CRT: Woodward	2A.2. Monitoring teachers' use of resources and materials through classroom walkthroughs and the sign out lab time for their classes	2A.2. CWT Student achievement on LBA and the FCAT
			2A.3 Variety of learning strategies within the class	2A.3 Provide extension STEM activities in cooperative learning and project based activities	2A.3 Math coach,: Belcher Principal: DeJarlais CRT: Woodward	2A.3 Incorporating daily lessons with hands-on activities, spoken explanations, written examples, and kinesthetic movements will allow engagement of all learning styles.	2A.3 Weekly evaluation of lesson plans and student achievement on LBA and FCAT

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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: **Providing this data violates student confidentiality**	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
			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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan	K-5	Kagen Facilitator and Linda Connor, Dist. Support	Phased in school wide	On-going	Classroom walkthroughs	Principal, CRT, Science Coach
Using Manipulatives	K-5	Science Coach, Kimberly Belcher	PLC	On-going	Classroom walkthroughs and PLC sharing of lessons	Principal, CRT, Science Coach
Capacity Building	K-5	Science Coach, Kimberly Belcher	PLC	On-going	Classroom walkthroughs and PLC sharing of lessons	Principal, CRT, Science Coach

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Science Budget (Insert rows as needed)

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

End of Science Goals

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<u>Writing Goals</u>

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

Writing Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: With the implementation of new instructional strategies and Co-Teaching in the Writing Program, the 4th grade students tested at 77% scoring 3 and above on the 2012 FCAT Writes. With the implementation of writing elements in a co-teaching framework, 82% of the 4th grade students will score ≥ 4.0 on the 2013 FCAT Writes.	1A.1. Students lack writing stamina and fluency.	1A.1. Students will write over extended time frames for a range of discipline specific tasks, purposes and audience. Writing will be dated and recorded in a journal, notebook or work folder monitoring growth over time.	1A.1. Writing Coach: Houvener Classroom Teachers Principal: Dr. DeJarlais CRT: Barney Woodward	1A.1. Student writing samples will be reviewed and scored bi-weekly by writing coach and teachers. Percent of students making adequate progress toward goal will be determined monthly by comparing writing trend data to expected rate of growth.	1A.1. Progress determined between bi-weekly prompts using the Florida Writes/FCAT Rubric Pre/Mid-year tests
2012 Current Level of Performance:* On the 2012 administration of the FCAT Writing Test, 76% (87) of the 4th grade students achieved ≥ 3.0. 29% (33) of the 4th grade students achieved ≥ 3.5 **2013 Expected Level of Performance:*** On the 2013 administration of the FCAT Writing Test, 82% of the 4th grade students will achieve a 4.0 or above.	1A.2. Student writing lacks ample development of supporting ideas and use of precise language to inform or explain a topic.	1A.2. Students will analyze writing models, experiment, revise, edit and reflect. Specific writing elements or writing craft skills will be explicitly taught and evaluated in student writing drafts and revisions.	1A.2 Writing Coach: Houvener Classroom Teachers Principal: Dr. DeJarlais CRT: Barney Woodward	1A.2. Review student drafts for specific writing skills.	1A.2. Grade specific rubric for specific target skills.
	1A.3. Students performing ≤ 3.0 on the Florida Writes/ FCAT Writing Rubric -midyear	1A.3. Students will evaluate own writing according to the Florida Writes/ FCAT Rubric. Students scoring ≤ 3.0 on the Florida Writes/FCAT Writing Rubric will be identified for remediation by the Writing Coach.	1A.3. Writing Coach: Houvener Classroom Teachers Principal: Dr. DeJarlais CRT: Barney Woodward	1A.3. Monitor student bi-weekly prompts using Florida Writes/FCAT rubric.	1A.3. Florida Writes/FCAT Rubric
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Writing Goal #1B: **Providing this data violates student confidentiality**	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.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FPES K-5 Writing Plan	K-5	Katie Houvener, Writing Coach and CRT, Barnelia Woodward	PLC	On-going	Classroom walkthroughs and PLC sharing of lessons	Principal, CRT, Writing Coach
Scoring Students' Writing with the Rubric	K-5	Katie Houvener, Writing Coach	PLC	On-going	Classroom walkthroughs and PLC sharing of lessons	Principal, CRT, Writing Coach

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

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
			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

2012-2013 School Improvement Plan (SIP)-Form SIP-1
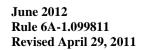
Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Students are not motivated to attend school on a daily basis.	1.1. Reward students for perfect attendance each 9 week period with a dog tag award assembly on the student body.	1.1. Principal: DeJarlais Assistant Principal: Nave Liaison: Jasper Math Coach: Belcher Guidance: Moser Classroom Teachers	1.1. Attendance Reports Classroom walkthroughs Test Talks with the students	1.1. Attendance Reports Student Report Cards Students and Parent participation in award assemblies
Attendance Goal #1: Data from the 2011-2012 school year shows that there were a total of 179 students with excessive absences of 10 or more days. There were also a total of 215 students who were tardies for 10 or more days during the 2011-2012 school year. With the year 4 implementation of the PBS program we plan to decrease the total of excessive absences by 10%, reducing the number from 230 to 207; and to also reduce the total number of excessive tardies by 10% from 215 to 193 tardies for the 2012-2013 school year.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	Total # of school days 180, Avg. Daily attendance 94.72 %	**96%**					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	28.5% (179)	**19%**					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	34% (215)	**24%**					
			1.2. Families not motivated to ensure students at school on time every day.	1.2. Reward students for perfect attendance by awarding community donated recognitions to the students for families to redeem in the	1.2. Principal: DeJarlais Assistant Principal: Nave Liaison: Jasper Math Coach: Belcher	1.2. Attendance Reports Classroom walkthroughs Test Talks with the students	1.2. Attendance Reports Student Report Cards Students and Parent participation in redeeming

			community.	Guidance: Moser Classroom Teachers		community rewards.
		1.3. Families do not always see the importance of good attendance in school.	1.3. Grade Level, RtI, and PLC Meetings to discuss attendance issues and strategies for better parent involvement.	1.3. Principal: DeJarlais Assistant Principal: Nave House Mentors Student Services	1.3. Grade Level Minutes PLCs agendas and feedback Classroom walk throughs	1.3. Attendance reports Student Report Cards Student Services follow up 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

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

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:
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 Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Lack of positive role models in the students' community.	1.1. All Pro Dads, to have monthly breakfast meeting to discuss, view, and share positive role modeling strategies and positive parenting skills.	1.1. ESE Teacher: Johnson Assistant Principal: Nave	1.1. Review of Referrals All Pro Dada feedback forms	1.1 Data in AS400 calculating referrals and severity of discipline assigned.
Suspension Goal #1: From the total school referrals, there were a total of 4 in school suspension and 143 out of school suspensions assigned. With the year 4 implementation of the PBS, Positive Behavior Systems, program and the efforts of the school's RtI team, we will decrease the total number of referrals and suspensions by at least 10% during the 2013 school year.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	4	**3**					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	3	**2**					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	143	*129*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	57	*51*					
			1.2. Lack of positive reinforcements in the classroom setting	1.2. PBS discipline measures will be implemented removing the attention time given to negative behavior and increasing the positive rewards both short and long term.	1.2. Classroom Teachers Assistant Principal: Nave RtI Team	1.2. Teacher feedback during PLCs Review of the Behavior RtI's	1.2. Data in AS400 calculating referrals and severity of discipline assigned. RtI Data and charts

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		1.3. Lack of positive reinforcements in the classroom setting	1.3. School Plus will be utilized for those needing additional time to work toward academic success when missing classroom instruction time	1.3. Classroom Teachers Assistant Principal: Nave Saturday School Instructor	1.3. Teacher feedback during PLCs Review of the Behavior RtI's	1.3. Data in AS400 calculating referrals and severity of discipline assigned. RtI Data and charts

Suspension Professional Development

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

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
School Plus	Instruction/salary	Safe Schools	$1,399.51
			Subtotal:1,399.51
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: $1,399.51

End of Suspension Goals

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1
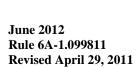
Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: During the 2011-2012 school year, there were a total of 587 (99%) of the 609 families, according to the Family and School Liaison data sheet, that participated in school activities. Implementing new parent involvement strategies and meeting parent survey requests we will maintain or increase the family participation.	2012 Current Level of Parent Involvement:* 99% (587)	2013 Expected Level of Parent Involvement:* **100%**	1.1. Child care for attending families	1.1. Volunteers from the faculty and staff are signing up to be the care givers for the younger siblings who cannot participate in the reading and/or math activities during the family nights.	1.1. Nichole Cottom	1.1. The number of families using the service during the family nights and the overall attendance reviewed from the sign in sheets from parent nights and activities or programs.	1.1. Sign in sheets Parent Survey forms Evaluation forms completed after programs or activities.
			1.2.Time of day that the Title I information meetings are held for families and community to attend	1.2. Offer morning and evening meeting times	1.2. Nichole Cottom	1.2. The number of families using the service during the family nights and the overall attendance reviewed from the sign in sheets from parent nights and activities or programs.	1.2. Sign in sheets Parent Survey forms Evaluation forms completed after programs or activities.
			1.3. Non-English or non-English fluent speaking families	1.3 Interpreter will be provided upon request.	1.3. Nichole Cottom	1.3. The number of non-English families using the service during the family nights and the overall attendance reviewed from the sign in sheets from parent nights and activities or programs	1.3. RSVP notices with Interpreter request completed Sign in sheets Parent Survey forms Evaluation forms completed after programs or activities.

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

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

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
LCS Website training	K-5	Nichole Cottom, Family School Liaison	Classroom Teachers And Staff	Upon request On-going	Monitor the web pages of the faculty to be current	Nichole Cottom
Parent Resource Room	K-5	Nichole Cottom, Family School Liaison	Classroom Teachers	On-going	Monitor the use by families based on classroom teacher referrals	Nichole Cottom

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

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
Family Night	Food and Consumable Materials	Title I	2,500.00
Parent Resource Center	Educational Supplies	Title I	715.00
			Subtotal: 3,215.00
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
Parent Contact/Information	Copy Center	Title I	1,500.00
			Subtotal: 1,500.00
			Total: $4,715.00

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: In 2011-2012, the 5th grade tested at 48% at or above grade level on the Science FCAT 2.0. Of these students, only 14% scored above grade level with a level 4 or 5. On the Math FCAT 2.0, only 27% (84) of the students scored a level 4 or 5. With the implementation of new instructional strategies, including student directed learning projects utilizing more available technology and tools, 5th grade students will test at 52% at or above grade level on the Science FCAT 2.0 and 32% will score a level 4 or 5.	1.1. Students dependent on direct instruction and lack exposure to self directed and motivated projects	1.1. Share innovative examples of student-directed learning and provide opportunities for student work products to be used for instruction through grade level meetings and PLC meetings.	1.1. K. Belcher: Math and Science Coach B. Woodward: CRT Dr. DeJarlais: Principal R. Redding: Computer Lab Instruction	1.1. Teacher feedback CWT data for trends Student performance levels on benchmark assessments Student generated computer based projects	1.1. Teacher feedback CWT data Achieves mini assessments
	1.2. Students fail to make cross curricular connections	1.2. Integrate across the curriculum and integrate math/science activities and projects	1.2. K. Belcher: Math and Science Coach B. Woodward: CRT Dr. DeJarlais: Principal R. Redding: Computer Lab Instruction	1.2. Teacher feedback CWT data for trends Student performance levels on benchmark assessments Student generated computer based projects	1.2. Teacher feedback CWT data Achieves mini assessments
	1.3. Multiple levels of student readiness	1.3. Provide for remediation as well as extensions lessons and activities making the connections between, Math, Science, and Technology	1.3. K. Belcher: Math and Science Coach B. Woodward: CRT Dr. DeJarlais: Principal R. Colborne: Literacy Coach Classroom Teachers	1.3. Teacher feedback CWT data for trends Student performance levels on benchmark assessments Student generated computer based projects	1.3. Teacher feedback CWT data Achieves mini assessments Lab activity rubrics

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

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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
Technology Lab Instructor	Instructor	Title I	52,505.00
			Subtotal: 52,505.00
			Total: 52,505.00

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Fruitland Park Elementary School, in conjunction with Lake County Schools District, will provide access for teachers, parents and students for the best teaching practices and curriculum resources through technology.	1.1. Lack of technological training to use the technology that is available to all parents, students and teachers.	1.1. Provide training for teachers and parents and reciprocal teaching using technology.	1.1. R. Redding: Computer Lab Instruction/Tech Contact for school N. Cottom: Family and School Liaison	1.1. Teacher feedback Training sign in sheets CWT trend data	1.1. CWT Trend data Grade level minutes Samples of student works and projects
	1.2. No required documentation for student-directed learning	1.2. Share innovative examples of student-directed learning using technology	1.2. R. Redding: Computer Lab Instruction/Tech Contact for school N. Cottom: Family and School Liaison	1.2. Teacher and student feedback CWT trend data Display of student work samples	1.2. CWT Trend data Grade level minutes Samples of student works and projects
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

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 Additional Goal #1: Actively and positively engaged students contributed to the fact that 61% of students made learning gains in Reading, and 64% made learning gains in math. During 2012 there were a total of 1,100 office managed referrals. By increasing the positive behavior and decreasing the Bullying occurring school the number of office managed referrals will be reduced by 10%.	2012 Current Level :* **2012 had 1,100 office managed referrals**	2013 Expected Level :* **In 2012 there will be 990**	1.1 Lack of positive role models	1.1. Fruitland Park Elementary will continue to implement the Positive Behavior Support Project (PBS)	1.1. Guidance Counselor: Moser Assist. Principal: Nave Principal: Dr. DeJarlais	1.1. Periodic review of data being presented at the leadership team meetings and review of data at the monthly school safety meetings.	1.1. Discipline folders and review of the AS400 data system
			1.2. Students need to be aware of choices and the impact of their own behavior.	1.2. Monthly Superstar Program with individual awards and recognition	1.2. Classroom Teachers Liaison: Jasper Math Coach: Belcher	1.2. Discussion of discipline at the weekly Vertical Team meetings and grade level meetings as well at Behavior RtI meetings.	1.2. Discipline folders and review of the AS400 data system and parent conferences records
			1.3. Students do not understand how their choices impact others.	1.3. Character Education Program	1.3. Guidance Counselor, Cheryl Moser, and Assistant Principal, Pat Nave	1.3. Discussion of discipline at the weekly Vertical Team meetings and grade level meetings	1.3.

Additional Goals Professional Development

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

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

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

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)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: 69,935.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total: 61,782.00
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total: 1,399.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: 4,715.00
STEM Budget	
	Total: 52,505.00
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $190,336.00

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

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	X Focus	☐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.

X 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.
The School Advisory Council (SAC) has an important function for the success of Fruitland Park Elementary School. The School Advisory Council assists in the development of the School Improvement Plan, and the leadership team implements the School Improvement Plan. School Advisory Council reviews school performance data, determines causes of low performance, and advises the school on its School Improvement Plan.   Listed below are some of the functions of the SAC.   • Reach out to community to obtain more partners   • Sponsor drives to increase parent involvement   Assist the school in creating and analyzing school climate surveys

Describe the projected use of SAC funds.	Amount