FLORIDA DEPARTMENT OF EDUCATION

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

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Freeport Elementary	District Name: Walton County
Principal: Pamela Jones	Superintendent: Carlene Anderson
DAC Chair: Dixie Burge	Date of School Board Approval: September 11, 2012

Student Achievement Data:

The following links will open in a separate browser window. .

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)
Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Pam Jones	BA Elementary Education	21 years	5 years-Principal	Principal of Freeport Elementary 2011-12

| | | University of West Florida/ Masters of Science-Educational Leadership University of West Florida Cert- Elementary Education, Educational Leadership K-12, Principal | | 2 years-TSA | Grade: Reading Mastery 65%, Math Mastery 58%, Writing Mastery 76%

 Principal of Freeport Elementary 2010-2011 Grade: A Reading Mastery 83%, Math Mastery 81%, Science Mastery 57%, Writing Mastery 89% Principal of Freeport Elementary 2009-2010 Grade: C Reading Mastery 79%, Math Mastery 79%, Science Mastery 44%, Writing Mastery 69%

 Principal of Freeport Elementary 2008-2009: Grade: B   Reading Mastery 78%, Math Mastery 74%, Science Mastery 43%, Writing Mastery 78%. Did not make AYP in math.

 Principal of Freeport Elementary School 2007-2008 Grade A Reading Mastery 73%, Math Mastery 77% , Science Mastery 55%, Writing Mastery 81%, Did not meet AYP due to not assessing 95% of our students

 Administrative Assistant: Freeport Elementary School 2006-2007 Grade B Reading Mastery 75%, Math Mastery 65%, Science Mastery 56%, Writing Mastery 93%, Met AYP |
| Assistant Principal | Wyndy Crozier | Master of Arts in Educational Leadership, K-12

 American College of Education Chicago, Illinois Master of Arts in Varying Exceptionalities, K-12 University of South Florida Tampa, Florida

 Bachelor of Arts in Elementary Education University of South Florida Tampa, Florida

 Cert-Ed. Leadership K-12, | 1 Year | 1 Year | TSA: Freeport Elementary 2011-12 Grade: Reading Mastery 65%, Math Mastery 58%, Writing Mastery 76%

 TSA: Freeport Elementary 2010-2011 Grade: A Reading Mastery 83%, Math Mastery 81%, Science Mastery 57%, Writing Mastery 89% |

		NBCT, MC Gen., Integrated Curriculum Grades 5-9, ESOL, Elementary Ed, VE; K-12 Ed Leadership K-12			

Highly Qualified Instructional Coaches

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading Coach	Keri Varner	Elementary Ed. Degree	8	New to Position	
Instructional Coach	Jennifer Nick	Bachelors Elem. Education Bachelors Speech Pathology Masters Special Education ESOL Endorsement Pre-K-3, K-6 ESE	15 Years	1 Year	Freeport Elementary 2011-12 Grade: Reading Mastery 65%, Math Mastery 58%, Writing Mastery 76%

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with principal and mentor coaches.	Principal, Mentor Coaches	On-going	
2. Partnering new teachers with veteran staff	Administration / Veteran Staff	On-going	
3. First year orientation requirements for Freeport Elementary School	Administration, IST	On-going	
4. Peer mentoring with across grade level changes	Administration / Peer teacher	On-going	
5. FES only hires qualified teachers from the district applicant pool as needed.	Principal	On-going	

Non-Highly Qualified Instructors
List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A			

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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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
43	0	14%(6)	35%(15)	49%(15)	40%(17)	100%(43)	5%(2)	5%(2)	67%(29)

Teacher Mentoring Program

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

Freeport Elementary School's mentoring program is supported by two lead mentors, Nancy Currie and Donna Jackson. Our mentoring program fosters collaboration and provide comprehensive professional development while sustaining support for participating teachers.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Amber Spiva	Heather Hester	Pre-K teacher new to FES.	Consultation regarding FES policies and procedures.
Rebekah Arban	Dawn Hope	Third grade teacher new to FES.	Consultation regarding FES policies and procedures.

PAEC UTILIZATION

PAEC Utilization Statement
FREEPORT ELEMENTARY SCHOOL participates in services and activities provided by the Panhandle Area Educational Consortium, our regional service agency (F.S. 1001.451 F.S.). Our school selects services and activities based on goals, objectives and strategies set forth in the School Improvement Plan which allow us to maximize resources, enhance support services and expand communication with other schools.

District Support Statement
- District staff, school staff and educational consultants will be utilized to determine effective strategies for improving performance within the African-American, Hispanic and Students with Disabilities subgroups.
- The District will continue to employ outside consultants to assist in curriculum alignment strategies (as funding allows).
- The District will recruit and retain employees who are highly qualified.
- The District will assist schools in determining appropriate and effective interventions to assist students in meeting academic and behavioral goals, including professional development and the implementation of the Problem Solving/Positive Behavioral Support/Response to Intervention Model.
- The District will use its resources and personnel to develop a continuum of learning which enables all students to make annual learning gains.
- The District will continue to develop more uniform and timely data collection strategies to assist schools in making data-based instructional decisions.
- The District will continue to offer and expand quality professional development to provide appropriate strategies and activities to support common curricular initiatives.
- The District will continue to assist schools in the establishment of effective credit recovery systems.
- The District will utilize a curriculum review team to monitor fidelity of instruction to focus upon rigor and relevance.
- The District will support school efforts to identify and meet parent and community expectations and work to develop a unified district approach.
- The District will develop an accountability procedure to ensure fidelity to the Student Progression Plan.

- The District will work to expand the teacher orientation and mentoring programs.

Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

Title I, Part A Title I, Part A funds are used to enhance academic achievement over and above the state instructional allocation. Funds also are used to support parent involvement and teacher professional development.
Title I, Part C- Migrant Walton County School Title I collaborates with Panhandle Area Educational Consortium to provide migrant education services in addition to the Title I , Part A services to which all migrant students are entitled. Services are provided on a district rather than a school level, and include wide-ranging, comprehensive family support through networking with other agencies, programs and services to assist migrant parents and their children, including referral of eligible secondary students to GED programs. The PAEC Migrant program works with the LEA to support a Parent Advisory Council of representatives of Hispanic communities (the demographic makeup of Walton County's migrant students). This collaboration will support migrant students in understanding the importance of education.
Title I, Part D Title I, Part D, services are provided on a district rather than a school level, and therefore collaboration also takes place on the district level. To provide these services, Walton County School District will collaborate with the Department of Juvenile Justice through an agreement related to sharing information relevant to the prevention of delinquency behaviors for at-risk students. Increased collaboration will improve prevention programs, early identification & early intervention for students at-risk of criminal activities or dropping out.

Title II
    Title I, Part A, Title I, Part D, Title II, Part A, Title II, Part D and Title IV will work collaboratively to provide classroom-embedded professional development through the use of Title II Technology Integration Specialist, Teacher on Special Assignment for Staff Training and consultants who will model best practices in instructional methods and mentor classroom teachers in grades K-12. Professional development activities will include:
        • Small Group Differentiated Reading Instruction, grades K-2

- Small Group iii Reading Instruction, grades 3-5
- Content Area Reading, grades 6-12
- Teacher Expectations and Student Achievement, grades K-12
- Writing, grades K-10
- Mathematics, grades K-9
- Core Academic Subject Areas, grades K-12
- Reading, grades 3-12
- Courses needed for teachers to become Highly Qualified
- Reading Endorsement for K-12 teachers
- PROMiSE training modules for Science and Mathematics
- National Science Teachers Association

Instructional methods used in these activities are scientifically research-based and differentiated to meet the unique needs of all learners.

Working collaboratively, Title I, and Title II programs will be able to reach all school populations to improve communication with parents. Funds will be used to provide brochures for parents describing Sunshine State Standards and the Florida Comprehensive Assessment Test. These guides will give parents a clear picture of the academic and developmental expectations of what their child can expect on the FCAT. It also will explain how No child Left Behind affects their child. All programs will support workshops for parents involving technology, literacy and mathematics.

Program specialists from Title I and Title II will work collaboratively with school-based Reading Coaches and Title I and Title II Math Coaches to address each school's SIP, SINI Plan or Restructuring Plan in the area of reading and Mathematics. Funds from both programs will enhance learning community activities aimed to assist each school in achieving its goals.

Title III

Services are provided to FES through the district for professional development for teachers, education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

The following actions are taken to identify homeless children that may be attending FES: yearly trainings at each school, training for new teachers and administrators, counselors, bus drivers, and data entry clerks. Also, homeless students are identified by completion of the Student Residency Form printed on the back of the Emergency Card. These forms/cards are completed annually by the parent or legal guardian of each student. Currently there are no shelters for homeless students in the county. In the event shelters open, the LEA will collaborate with agencies to provide support services to these students. The LEA will disseminate public notice of the educational rights of children and youth to receive services under the McKinney-Vento Act. Parents/guardians will be contacted to discuss the availability for SES for eligible students.

Supplemental Academic Instruction (SAI)

Collaboration between all Federal Programs, state programs, & local initiatives is ongoing. Weekly coordinator meetings provide opportunity for discussions & coordination of activities & services using the latest in best practices & scientifically-based research. The goal of this collaboration is to increase student performance by efficiently providing services, without duplication, for all students - especially targeted subgroups, in core academic areas to close the achievement gap. This collaboration will result in

improved academic achievement.
Violence Prevention Programs   Collaboration with local law enforcement agencies through the School Resource Officer Program will provide prevention activities & early identification, intervention, & crisis management for students at-risk of criminal behavior. Safe Schools funds will be utilized for employment of School Resources Officers at selected Title I schools. This collaboration will improve school safety.
Nutrition Programs Students have the opportunity to receive nutritional school breakfasts and lunches daily that are based on federal nutritional guidelines.
Housing Programs NA
Head Start NA
Adult Education NA
Career and Technical Education NA
Job Training NA
Other NA

Multi Tier Student Services/*MTSS*

School-Based MTSS Team
Identify the school-based S-BIT Leadership Team. **The School Based Intervention Team (S-BIT) consists of** • Principal, Pamela Jones • Guidance, Laurie Holt • Instructional Support Teacher, Nancy Currie • ESE Teacher, Cheryl Davila • General Ed Teacher, Tonya Matlock • Inst. Coach, Jennifer Nick • School Psychologist, Randy Stafford

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Principal: Provide a common vision for the use of data-based decisions to effectively implement MTSS interventions, schedules progress monitoring assessments, ensures MTSS professional development, and communicates with stakeholders regarding school based MTSS.

Guidance: Ensures pre-meeting prep; prepares student file; presents case to team; maintains student data; alerts team to any fluctuation of student performance

Instructional Coach: Develops, leads, and assists with evaluation of school core content standards/programs; identifies systematic patterns of students needs; assists with progress monitoring assessments; participates in designing staff professional development.

General/ESE teachers: Provides information regarding effective interventions and works with team to develop staff consensus.

Weekly meetings provide a strong focus on the MTSS process. The S-BIT studies data of grades K-4 with quarterly "Data Days" for those grade levels analyzing data of all subgroups and recommending interventions to curriculum in order to meet benchmark expectations.

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

Freeport Elementary actively participates in the MTSS process. A team of teachers meet weekly to review school-wide behavior and academic data in order to evaluate the effectiveness of core programs. The team identifies subgroups and students needing additional academic and/or behavior support. Through the problem-solving process and the evaluation of the response to a given intervention, the teacher is able to see what a child knows and is able to do. We identify barriers that interfere with the student's progress in order to implement interventions and strategies to address weaknesses. Student progress is measured continuously and growth is charted. The effectiveness of the implemented interventions is continuously evaluated. FES believes that our school staff has the creativity, desire, and resources to provide improved educational opportunities in order for each child to be successful. The S-BIT team process analyzes student and teacher academic data for Kindergarten through 4th grade and meets regularly with these teachers to discuss interventions for students.

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

A S-BIT team member represents the team on the school improvement team. The S-BIT team reviews previous school year data with the school improvement team and developed tier responses to student needs. The S-BIT team will continue to analyze student data with classroom teachers to target core (Tier 1), supplemental (Tier 2) and individual student needs (Tier 3).

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: Beginning of school year. Sources: FLKRS, FAIR, Discovery Learning, Core Benchmark Assessments, FCAT Data, District Writing, SWIS (School Wide Information System), Office Discipline Referrals, MTSS

Progress Monitoring:
Throughout school year:

Reading:
Discovery Education and FAIR;
Tiers 1, 2 & 3 will be monitored 3 times per year.
Tier 2 will be monitored bi-monthly with grade level assessments /DE probes.
Tier 3 will be monitored weekly as determined by S-BIT team.

Mathematics:
Discovery Education;
Tiers 1, 2 & 3 will be monitored 3 times per year.

Science:
Grades 3-4
Discovery Education Assessment

Mid-Year: January 2013. Sources: FLKRS, FAIR, Discovery Learning, Core Benchmark Assessments, FCAT Data, District Writing, SWIS (School Wide Information System), Office Discipline Referrals

End of Year: May 2013. Sources: FLKRS, FAIR, Discovery Learning, Core Benchmark Assessments, FCAT Data, District Writing, SWIS (School Wide Information System), Office Discipline Referrals

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Describe the plan to train staff on MTSS.

This will be Freeport Elementary School's fifth year utilizing the RtI/MTSS process. All instructional staff has been trained in the MTSS process. Any new teachers will receive necessary training.

Literacy Leadership Team (LLT)

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

Pamela Jones, Principal
Wyndy Crozier, TSA
Jennifer Nick, Instructional Coach

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Keri Varner, Reading Coach
Donna Jackson, Media Specialist
Nancy Sherman, Teacher
Stacey Morrison, Teacher
Cheryl Davila, ESE Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The Literacy Leadership Team meets monthly or more often if needed to discuss and disaggregate data collected through progress monitoring of AYP's and to organize school functions and activities directed towards literacy instruction to support the strategies of our reading goal.

What will be the major initiatives of the LLT this year?
*Direct and organize Literacy Week (Themed throughout the school)   *Implement Accelerated Reader school-wide   *Utilize FAIR and Reading Data to focus instruction   *Build school-to-home support with literacy activities   *Plan reading professional development based on student and teacher needs   *Oversee implementation of district literacy plan   *Address literacy concerns

NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**
  Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.

- **Public School Choice with Transportation (CWT) Notification**
  Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.

- **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.

Freeport Elementary School provides an orientation for all students and their families. Freeport Elementary School offers the Voluntary Pre-Kindergarten Developmental program during the school year for students with special needs. The Voluntary Pre-Kindergarten Developmental program is offered by the school district for qualifying

children. The Pre-K Developmental program allows a smoother transition for students who have not been in a Pre-K setting prior to kindergarten. State and local results indicate children who participated in the VPK program performed better on the Kindergarten screening than those who did not. Registration for the Voluntary Pre-K program coincides with Kindergarten registration to encourage participation. Kindergarten students entering Freeport Elementary School attend an orientation to allow the experience of a typical kindergarten school day. Kindergarten students will be evaluated for school readiness through the Florida Kindergarten Readiness Screener (FLKRS). Kindergarten students are then grouped by ability and remediated utilizing Dr. Beverly Tyner's Reading Program.   Parents are informed of progress through progress reports and parent teacher conferences, and Open House.

    Early Head Start and Head Start– Walton County partners with Northwest Florida State College's Adult Education and Family Literacy Program to provide services similar to the Even Start program. While the Even Start program is no longer funded, Walton County School District continues to partner with North West Florida State College's Adult Education and Family Literacy program. This program focuses on adult education and family literacy by providing parents access to educational opportunities, family literacy books and materials and references to other organizations, such as Early Head Start and Head Start, to continue to provide services and supports similar to the Even Start program.

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
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	1.1. Standards based instructional use of time for 90 minute reading block	1.1. Maximize 90 minute block with the most effective, research based, differentiated instruction: • Daily Five /Literacy Centers • Data driven instructional decisions • Text Complexity with differentiated text features	1.1. Classroom teachers Reading Leadership team Principal Instructional Coach	1.1. Administrative walkthroughs Lesson plans/Literacy Centers Teacher Data chats	1.1. Administrative walkthroughs FAIR DEA Reading FCAT Purchase Orders

				• Interdisciplinary text integration/Leveled Readers • Reader's Response • Utilize national standards			
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Overall school performance in reading will meet or exceed state proficiency expectations.	65%	**67% or will not fall below district average.**					
			1.2. Student stamina.	1.2. Cold reads need to simulate actual testing conditions Increase time spent engaged in active, independent reading and writing with the focus on reading. (Reader's Response, Daily 5, AR/self selected books)	1.2. Classroom teachers Reading leadership team	1.2. Weekly Cold Reads-Grades 1-4 Teachers will collect and respond to students' readers' response notebooks regularly.	1.2. FAIR DEA Reading FCAT
			1.3. Management of non -iii students.	1.3. Maximize the effectiveness of 30 minutes of instruction for all students through teacher planning. (Technology strategies and DEA probes.) Investigate heterogeneous grouping	1.3. Classroom teacher Reading Leadership team Principal Instructional Coach	1.3. Lesson plans with effective reading extension activities.	1.3. Triple I documentation Class wide progress monitoring sheet Administrative walkthroughs
			1.4 Reading Comprehension with varying text complexities	1.4 Utilize Hot Topics resources Investigate the purchase of Hot Topics supplemental resources Reading comprehension strategies (activating prior knowledge, questioning, visualizing, monitoring, clarifying, inferencing, predicting, retelling)	1.4 Classroom Teachers Reading Coach Administration	1.4 Student Reading Data	1.4 Student Reading Data and Artifacts
			1.5	1.5	1.5	1.5	1.5

		Lack of application of DE resources	Create and administer DE reading probes and resources	Classroom Teachers Instructional Coach Administration	DE Probe Documentation	Increase probes in DE Reading Probe Bank
		1.6 Time Constraints/Budget	1.6 Subs for Data Meetings	1.6 Administration District Staff	1.6 Data Agenda/Sign In Sheets Student Data	1.6 Data Agenda/Sign In Sheets Student Data
		1.7 Common Core Standards	1.7 Formative Assessment Training Professional Development for Faculty and Staff Purchase & Utilize Common Core Flipcharts	1.7 District Administration Classroom Teachers	1.7 Agenda/Sign In Sheets Lesson Plans Student Data	1.7 Student Data Lesson Plans Purchase order
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:		2.1. Standards based instructional use of time for 90 minute reading block	2.1. Maximize 90 minute block with the most effective, research based, differentiated instruction: • Daily Five/Literacy Centers • Data driven instructional decisions • Text Complexity with differentiated text features • Interdisciplinary text integration/Leveled Readers • Reader's Response • Utilize national standards	2.1. Classroom teachers Reading Leadership team Principal Instructional Coach	2.1. Administrative walkthroughs Lesson plans Data chats	2.1. Administrative walkthroughs FAIR DEA Reading FCAT Purchase Orders
Overall school performance in reading will meet or exceed state proficiency expectations.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	36%	**38% or will not fall below district average.**				
			2.2. Student stamina.	2.2. Cold reads need to simulate actual testing conditions Increase time spent engaged in	2.2. Classroom teachers Reading leadership team	2.2. Weekly Cold Reads-Grades 1-4 Teachers will collect and respond to students' readers' response	2.2. FAIR DEA Reading FCAT

			active, independent reading and writing with the focus on reading. (Reader's Response, Daily 5, AR/self selected books)		notebooks regularly.	
		2.3 Reading Comprehension with varying text complexities	2.3 Utilize Hot Topics resources Investigate the purchase of Hot Topics supplemental resources Reading comprehension strategies (activating prior knowledge, questioning, visualizing, monitoring, clarifying, inferencing, predicting, retelling)	2.3 Classroom Teachers Reading Coach Administration	2.3 Student Reading Data	2.3 Student Reading Data and Artifacts
		2.4 Resources for Enrichment	2.4 Utilize Quest teacher and other staff members for reading enrichment activities	2.4 Quest teacher Resource teachers	2.4 Lesson Plans Student Data	2.4 Student Data and Artifacts
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading <u>Reading Goal #4:</u>		4.1. Standards based instructional use of time for 90 minute reading block	4.1. Maximize 90 minute block with the most effective, research based, differentiated instruction: - Daily Five/Literacy Centers - Data driven instructional decisions - Text Complexity with differentiated text features - Interdisciplinary text integration/Leveled readers - Reader's Response - Utilize national standards	4.1. Classroom teachers Reading Leadership team Principal Instructional Coach	4.1. Administrative walkthroughs Lesson plans Data chats	4.1. Administrative walkthroughs FAIR DEA Reading FCAT Purchase Orders

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Overall school performance in reading will meet or exceed state proficiency expectations.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	52%	**54% or will not fall below district average.**				
			4.2. Student stamina.	4.2. Cold reads need to simulate actual testing conditions Increase time spent engaged in active, independent reading and writing with the focus on reading. (Reader's Response, Daily 5, AR/self selected books) Tiered reading goals	4.2. Classroom teachers Reading leadership team	4.2. Weekly Cold Reads-Grades 1-4 Teachers will collect and respond to students' readers' response notebooks regularly. DEA Indicator assessments AR Summary Report	4.2. FAIR DEA Reading FCAT
			4.3. Management of non -iii students.	4.3. Maximize the effectiveness of 30 minutes of instruction for all students through teacher planning. (Technology strategies and DEA probes.) Investigate heterogeneous grouping	4.3. Classroom teacher Reading Leadership team Principal Instructional Coach	4.3. Lesson plans with effective reading extension activities.	4.3. Triple I documentation Class wide progress monitoring sheet Administrative walkthroughs
			4.4 Reading Comprehension with varying text complexities	4.4 Reading comprehension strategies (activating prior knowledge, questioning, visualizing, monitoring, clarifying, inferencing, predicting, retelling) DEA probes	4.4 Classroom Teachers Reading Coach Administration	4.4 Student Reading Data	4.4 Student Reading Data and Artifacts
			4.5 ELL Strategy Enhance Vocabulary Knowledge	4.5 - Utilize Rosetta Stone - Investigate school wide vocabulary building activities including academic vocabulary - Investigate the purchase of additional Language Audio Card resources	4.5 Classroom Teachers ELL Paraprofessional Reading Coach Administration	4.5 Student Reading Data	4.5 Student Reading Data and Artifacts

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<table>
<tr><td colspan="7">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.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td>PD-Formative Assessment</td><td>K-4</td><td>District Personnel</td><td>School Wide</td><td>Ongoing through 2012-2013 School year</td><td>Classroom Walkthroughs Data Meetings</td><td>District Administration</td></tr>
<tr><td>PLC-Vertical Curriculum Mapping</td><td>K-4</td><td>Professional Learning Chair/Instructional Coach</td><td>School Wide</td><td>Ongoing through 2012-2013 School year</td><td>PLC Meetings Collaboration Logs</td><td>Administration</td></tr>
</table>

Reading Budget (Insert rows as needed)

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

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Implementation of literacy centers focused on Common Core Standards	Readers Response journals, leveled readers, targeted informational text or other appropriate materials.	SI, Title 1	$1,500.00
Substitutes for Data Chats and embedded professional development	Substitutes for regular education and ESE teachers to participate in data chats and professional development	SI	$2,500.00
Reading response journals/notebooks	Student supplies and materials	SI	500.00
Purchase of Common Core Flipcharts by Mentoring Minds	Teachers will utilize as a resource for Common Core Standards	SI	500.00
			Subtotal:
			Total:$5000.00

End of Reading Goals

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Mathematics Goals

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (Level 3) in mathematics Mathematics Goal #1:			1.1. Standards based math instruction including complexity and content limits	1.1 Professional development on • Understanding and creating varying question complexity (low, moderate, high) • Specific problem solving strategies • Critical thinking • DEA probes and assessments Teacher collaboration to plan Common Core lessons	1.1. Instructional Coach Math Committee Classroom Teachers	1.1. Administrative Walkthroughs Lesson Plans DEA probes and assessments	1.1. DEA Math FCAT Math Collaboration Logs
Overall school performance in math will meet or exceed state proficiency expectations.	2012 Current Level of Performance:* *58%*	2013 Expected Level of Performance:* **60% or will not fall below district average.**					
			1.2. Fluency in basic computation	1.2. Development of spiral review for grades 1-4.	1.2. Math Committee Classroom Teachers	1.2. Teachers will develop a classroom chart to track student performance.	1.2. Spiral Review Quizzes DEA Math FCAT Math
			1.3. Isolated instruction of math concepts	1.3. Grades K-1 Daily Math Meetings Grades 2-4 classroom teachers will utilize Minute Math/other	1.3. Math Committee Instructional Coach Classroom Teachers	1.3. Administrative Walkthroughs Lesson Plans Collaboration Minutes with Special	1.3. DEA Math FCAT Math

| | | | resources on a daily basis to facilitate the continued growth of number sense skills.

Collaboration with Special Areas (Geometry and Measurement) | | Areas/Special Area Lesson Plans | |
|---|---|---|---|---|---|---|
| | | 1.4
ELL/SWD Strategy
K-4 Aligned Vocabulary | 1.4
Anchor Charts
School wide vocabulary focus

Investigate school wide vocabulary parade-October 31/PBS Spirit Days | 1.4
Math Committee
Instructional Coach
Classroom Teachers
All Staff | 1.4
Student Data
Morning Show Script | 1.4
Student Data
Photographs |
| | | 1.5
Computer Test Taking skills | 1.5
DEA probes
Teacher planning and modeling
Explicit instruction on test taking strategies(student logins, scrap paper) | 1.5
Classroom Teacher
Lab Assistant
Instructional Coach | 1.5
Teacher Observations | 1.5
DE Math Data |
| | | 1.6
Time Constraints/Budget | 1.6
Subs for Data Meetings | 1.6
Administration
District Staff | 1.6
Data Agenda/Sign In Sheets
Student Data | 1.6
Data Agenda/Sign In Sheets
Student Data |
| | | 1.7
Common Core Standards | 1.7
Formative Assessment Training
Professional Development for Faculty and Staff

Utilize Common Core Flipcharts | 1.7
District
Administration
Classroom Teachers | 1.7
Agenda/Sign In Sheets
Lesson Plans
Student Data | 1.7
Student Data
Lesson 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 group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| **2. Students achieving above proficiency (Levels 4 and 5) in mathematics**

Mathematics Goal #2: | | | 2.1
Resources for Enrichment | 2.1
Utilize Quest teacher and other staff members for math enrichment activities

Sunshine Math

Virtual School | 2.1
Quest teacher
Resource teachers

Instructional Coach

Instructional Coach | 2.1
Lesson Plans
Student Data | 2.1
Student Data and Artifacts |
| Overall school performance in math will meet or exceed state proficiency expectations. | 2012 Current Level of Performance:*

28% | 2013Expected Level of Performance:*

30% or will not fall below district average. | | | | | |

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in mathematics <u>Mathematics Goal #4:</u>			4.1. Standards based math instruction including complexity and content limits	4.1 Professional development on • Understanding and creating varying question complexity (low, moderate, high) • Specific problem solving strategies • Critical thinking • DEA probes and assessments Teacher collaboration to plan Common Core lessons	4.1. Instructional Coach Math Committee Classroom Teachers	4.1. Administrative Walkthrough Lesson Plans	4.1. DEA Math FCAT Math
Overall school performance in math will meet or exceed state proficiency expectations.	<u>2012 Current Level of Performance:*</u> *17%*	<u>2013 Expected Level of Performance:*</u> **19% or will not fall below district average.**					
			4.2. Fluency in basic computation	4.2. Development of spiral review for grades 1-4.	4.2. Math Committee Instructional Coach Classroom Teachers	4.2. Teachers will develop a classroom chart to track student performance.	4.2. Spiral Review Quizzes DEA Math FCAT Math
			4.3. Isolated instruction of math concepts	4.3. Grades K-1 Daily Math Meetings Grades 2-4 classroom teachers will utilize Minute Math/other resources on a daily basis to facilitate the continued growth of number sense skills. Collaboration with Special Areas (Geometry and Measurement)	4.3. Math Committee Instructional Coach Classroom Teachers	4.3. Administrative Walkthroughs Lesson Plans Collaboration Minutes with Special Areas/Special Area Lesson Plans .	4.3. DEA Math FCAT Math
			4.4 ELL/SWD Strategy K-4 Aligned Vocabulary	4.4 Anchor Charts School wide vocabulary focus Investigate school wide vocabulary parade- October	4.4 Math Committee Instructional Coach Classroom Teachers All Staff	4.4 Student Data Morning Show Script	4.4 Student Data Photographs

			31/PBS Spirit Days			
		4.5 Computer Test Taking skills	4.5 DEA probes Teacher planning and modeling Explicit instruction on test taking strategies(student logins, scrap paper)	4.5	4.5	4.5

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD-Formative Assessment	K-4	District Personnel	School Wide	Ongoing through 2012-2013 School year	Classroom Walkthroughs Data Meetings	District Administration
PLC-Vertical Curriculum Mapping	K-4	Professional Dev. Chair	School Wide	Ongoing through 2012-2013 School year	PLC Meetings Collaboration Logs	Administration
PD-Common Core Standards	2-3	District Personnel	2-3 Teachers	Ongoing through 2012-2013 School year	Classroom Walkthroughs Collaboration Logs	District Administration

Mathematics Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
Sunshine Math/Math Response Journals	Student supplies and materials	SI	500.00
Substitutes for Data Chats and embedded professional development	Substitutes for regular education and ESE teachers to participate in data chats and professional development	SI	$2,500.00
		Subtotal:	
		Total:$3,000.00	

End of Mathematics Goals

Science Goals

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

SCIENCE GOALS		Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in science FES used DE SCIENCE DATA Science Goal #1:	1.1. Knowledge and application of Scientific Process	1.1. Teachers in grades K-4 will utilize **Science notebooking** to assist/monitor students after conducting a hands-on experiment focusing on the scientific method steps each nine weeks. Grades K-4 will incorporate **Harcourt technology** with Science experiments and lessons.	1.1. Classroom Teachers Instructional Coach Administration	1.1. Lesson Plans Administration Walkthroughs Science Notebooks	1.1. DEA Science Results Classroom Assessments Science Notebooks

			Teachers will utilize **DEA resources** to enhance instruction. (tutorials, websites, lesson plans, etc.) Investigate the use of Scholastic Magazines and/or other media publications (Science Weekly, BrainPop, BrainPopJr.) in grades K-4 to enhance the scientific process. Investigate the purchase of Evan Moor's DAILY SCIENCE resource to assist with teacher planning, instruction, and assessment of scientific process. Invite Science Brothers to perform for students. (November 9th) Utilize Hot Topics resources Investigate the purchase of Hot Topics supplemental resources. Provide 4th grade students with hands-on experiences in Science through attending the Biophilia Center			
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Overall school performance in science will meet or exceed state proficiency expectations.	*64%*	**66% or will not fall below district average.**				
			1.2. Weak knowledge of science vocabulary	1.2. Investigate school wide vocabulary parade	1.2. Classroom Teachers Administration	1.2. Lesson Plans Administration Walkthroughs Science Notebooks	1.3. DEA Science Results Classroom Assessments Science Notebooks
			1.4 Lack of science experiment materials	1.4 Develop master science equipment inventory House grade level supplies in a	1.4 Science Committee Classroom Teachers	1.4 Science Committee Inventory List of Materials	1.4 Purchase Orders Science Material Center

			central location for easier access.	Instructional Coach		
			Investigate for possible purchase of equipment and supplies above and beyond the adopted science curriculum (i.e. FOSS science kits, AIMS lessons, microscopes, consumable items etc.) to emphasize reasoning skills and exploration.			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving proficiency (FCAT Level 4 and 5) in science FES used DE SCIENCE DATA Science Goal #2:			2.1. Inability to apply the Scientific Process	2.1. Teachers in grades 3-4 will utilize **Science notebooking** to assist/monitor students after conducting hands-on experiments focusing on the scientific method.	2.1. Classroom Teachers Instructional Coach Administration	2.1. Lesson Plans Administration Walkthroughs Science Notebooks	2.1. DEA Science Results Classroom Assessments Science Notebooks
Students will gain a greater proficiency in the Scientific Process. Enhance student achievement.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	40%.	**42% or will not fall below district average.**					

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

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Teachers will receive training on how to properly and effectively utilize and implement Harcourt Science resources.	K-4	Instructional Coach Science Resource Peer Mentor	Teachers K-4	Early Release Days 2012-2013 School Year	Agendas/ Sign In Sheets	Instructional Coach Science Resource Peer Mentor SI Chair Administration
E. O. Wilson Biophilia Center	4th Grade	District	4th Grade Teachers	2012-13 School Year	Agendas/Sign In Sheets	Instructional Coach Biophilia District Contact 4th Grade Team Administration

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
Increase Science vocabulary	Evan Moor DAILY SCIENCE	SI, Title 1	$200.00
Provide students with the opportunities to read high interest science based materials	Evan Moor HOT TOPICS-Science	SI, Title 1	$350.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase Science vocabulary	BrainPop, BrainPop Jr.	SI, District	$2,095.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide students with the opportunities to read science based materials	Media/Magazine Resources (Science Weekly, Scholastic Magazines, high interest readers)	SI	$2,000.00
Science response journals/notebooks	Student supplies and materials	SI	$1,000.00

Increase science equipment inventory	Scientific equipment and materials	SI, Title 1	$2,000.00
		Subtotal:	
		Total:$7,645.00	

End of Science Goals

Writing Goals

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

WRITING GOALS	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Str
1. Students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing Writing Goal #1: Overall school performance in writing will meet or exceed state proficiency expectations.			1.1. Grade level transitional writing expectations.	1.1. Grades K-4 teachers will implem strategies across curriculum focu expectations. (Common Core/NC
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		
	76%	**78% or will not fall below district average.**		
			1.2. Clear development and understanding of rubrics and grade level expectations.	1.2. Professional development with r clarification training provided by
			1.3. Conventions	1.3. Infuse grammar and conventions WritingFix.com Rubrics for student self monitori
			1.4 Time Constraints/Budget	1.4 Subs for Data Meetings
			1.5 Common Core Standards	1.5 Formative Assessment Training Faculty and Staff Utilize Common Core Flipcharts
			1.6 Common Core Standards	1.6 Formative Assessment Training Faculty and Staff Purchase & Utilize Common Co

Professional Development (PD) aligned with Strategies through Pro				
Please note that each Strategy does not require a professi				
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)	(e.g. , Ear
PD-Formative Assessment	K-4	District Personnel	School Wide	Ongoing

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

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PLC-Vertical Curriculum Mapping	K-4	Professional Dev. Chair	School Wide	Ongoing
PD-Common Core Standards	2-3	District Personnel	2-3 Teachers	Ongoing

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
Substitutes for Data Chats and embedded professional development	Substitutes for regular education and ESE teachers to participate in data chats and professional development	SI, District	$2,500.00
Writing response journals/notebooks	Student supplies and materials	SI	500.00
			Subtotal:
			Total:$3,000.00

End of Writing Goals

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

Positive Behavior Support Goal(s)

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

POSITIVE BEHAVIOR SUPPORT 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 Attendance Goal #1:			1.1. Socioeconomic and lifestyle barriers	1.1. Incorporate a student recognition component using incentives for excellent attendance at the end of each 9 week period based on the scientifically research-based Positive Behavior System (PBS) Model	1.1. Administration PBS Team Classroom Teachers	1.1. MIS attendance records Classroom attendance sheets	1.1. MIS attendance records
	2012 Current	2013 Expected					

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Student performance will improve as a result of a decrease in the number of students missing a significant portion of the school year.	Attendance Rate:*	Attendance Rate:*				
	95%	*96%*				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	37%	*36%*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013Expected Number of Students with Excessive Tardies (10 or more)				
	10%	*9%*	1.2 Socioeconomic and lifestyle barriers	1.2 Develop informative tardy and absence letters to parents at the beginning of the year and ongoing as necessary	1.2 Administration	1.2 Office sign-in sheets	1.2 Office sign-in sheets Tardy Letter
			1.3 Loss of effective instructional time due to excessive tardies and absences	1.3 Implement PBS tangible rewards throughout the school year to reduce number of tardies and absences	1.3 PBS Team Data Entry Classroom Teachers Administration	1.3 Compare baseline data from 2010-2011 school year to 2011-12	1.3 MIS/FOCUS Tardy Data Master Schedule
			1.4 Excessive absences for ESE students	1.4 ESE teachers will add attendance goals in IEPs.	1.4 Staffing specialist ESE teachers/IEP team	1.4 Annual review of IEP goals.	1.4 IEP MIS/FOCUS Data

POSITIVE BEHAVIOR SUPPORT 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 Suspension Goal #1:		1.1. Lack of communication of MTSS process.	1.1. District clarification/training of MTSS process.	1.1. Administration Staffing Specialist District Staff	1.1. Tiers 2 and 3 MTSS professional development training.	1.1. Effective use of the MTSS process.

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Student performance will improve as a result of a decrease in the amount of instructional time lost due to students being suspended	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	18 3.67%)	*17(3.4%)*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	15 (3%)	*14(2.8%)*					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	10 (2%)	*9 (1.8%)*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	7(1.4%)	*6 (1.2%)*					
			1.2. Implementing behavioral flow chart.	1.2. Staff professional development on procedures of the implementation of time out process.	1.2. Administration PBS team	1.2. Reduction of suspensions.	1.2. MIS and SWIS data
			1.3. Clarity of school-wide expectations	1.3. Implementation of classroom rules and routines. Continue implementation of token economy in accordance with scientifically research-based PBS guidelines to promote desired behaviors supported by tangible incentives. Implement a CAT Cash reward program (School-wide) to promote compliance with school rules and policies outside of the classrooms.	1.3. Classroom Teacher Administration PBS Team All School Staff	1.3. MIS and SWIS Data Administration Walkthroughs	1.3. MIS and SWIS Data

POSITIVE BEHAVIOR SUPPORT GOALS	Problem-Solving Process to Increase Student Achievement

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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. Student Motivation Additional Goal #1:			1.1. Lack of knowledge of appropriate social skills	1.1. Staff involvement in PLC for motivation of male population	1.1. All Staff	1.1. PLC's PD360	1.1. eDPC Completion Data PD360 Reports Discipline Data
To reduce the number of office referrals for the male population.	2012 Current Level :* *82%.*	2013 Expected Level :* *80%*					

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC-Motivating Males	K-4	PD Chair	All Staff	Ongoing throughout 2012-13 School Year	PLC Meeting Agenda and Summary Statements	Administration PD Chair
Tier 2 Training	K-4	District	MTSS Team	TBA	Student Data Reports	Administration

Positive Behavior Support 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			

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Strategy	Description of Resources	Funding Source	Amount
Teacher Resources	Books for Book Study	SI	$250.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Class/Student Recognition Supplies	Implementing recognition activities	SI	$1,0000.00
			Subtotal:
			Total:$1,250.00

End of PBS Goals

Parent Involvement Goal(s)

* 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

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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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			1.1. Event Times	1.1. We will have flexible event times (offered day and early evening).	1.1. Title I Coordinator, Parent Involvement Committee and Administration	1.1. Event Attendance and Survey Results	1.1. Sign-In Sheets and Parent Surveys
Schools will improve the performance of their students by strengthening the partnership between the school and its parents	2012 Current level of Parent Involvement:* *54%*	2013 Expected level of Parent Involvement:* *56%*					
			1.2. Child Care	1.2. Offer child care at parental meetings and workshops	1.2. Title I Coordinator, Parent Involvement Committee, School Staff, and Administration	1.2. Event Attendance and Survey Results	1.2. Sign-In Sheets and Parent Surveys
			1.3. Language Barriers	1.3. ELL Translator and Translated materials as practical	1.3. Title I Coordinator, Parent Involvement Committee, School Staff, and Administration	1.3. Event Attendance and Survey Results	1.3. Sign-In Sheets and Parent Surveys
			1.4. Need for after school parent academic enrichment activities.	1.4. Conduct at least one combined workshop at night.	1.4. Administration Curriculum Committees	1.4. Monitor event parent sign in sheets.	1.4. Parent sign in sheets Parent surveys
			1.5 Funding	1.5 Community Support Daytime parent activities (Academic Day with Parents)	1.5 Administration School Staff Community Support	1.5 Funding for events	1.5 Parent sign in sheets Parent surveys
			1.6 Communication	1.6 Two documented parent conferences –One each semester Newsletters and/or WebPages	1.6 Classroom Teachers Administration Title 1 Coordinator	1.6 Parent Conference Forms Parent Surveys	1.6 Title 1 Compact Parent Conference Form Newsletters/WebPages Parent Surveys
			1.7 Parental input for school based leadership teams	1.7 Solicit & select potential parents as members for SI, Title 1 Parent Advisory Council, PBS, SAC	1.7 Administration Title 1 Coordinator	1.7 Parent Letter Parent Climate Surveys Team Attendance	1.7 Agendas Parent Surveys Attendance

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Please note that each Strategy does not require a professional development or PLC activity.
Parent Involvement	All Staff	Nancy Currie	School Wide	August 2012-April 2013	PD 360 Reports, Sign In Sheets, Reflections	Nancy Currie Administration

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

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
Parent Communication	Planners, web pages, newsletters, parent information center and other supplies and materials.	SI	$1,500.00
Parent Academic Workshops	Purchase Supplies and materials for PAWS	TI, SI	$750.00
			Subtotal:
			Total:$2,250.00

End of Parent Involvement Goal(s)

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ADDITIONAL GOALS						
PROJECT-BASED LEARNING			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1:			1.1. Current model inhibits next steps to implementation. Contributing factors are the initial District Template and Rubric. These tools have become counter-productive to the flow of the design and thinking process for PBL units.	1.1.1 Implement an online PBL system which allows for instructors to easily select resources and plan units with an electronic format.	1.1.1 School Principal School PBL Facilitators	1.1.1 Utilization of online PBL system Revised PBL units with online resources	1.11 PBL Units District PBL Unit Rubrics
Year 4 Implementation 2012-2013 School Year	2012 Current Level :*	2013 Expected Level :*					
1. **75% of the school's teachers will revise/enhance and implement 1 additional PBL unit to a proficiency level of 4 on the District PBL Unit Rubric.** 2. **75% of the school's teachers will revise/enhance and implement 2 previous PBL units to a proficiency level 5 on the District PBL Unit Rubric.** 3. **25% of the school's teachers will revise/enhance and implement 1 additional PBL unit to a proficiency level 4 on the District PBL Unit Rubric.** 4. **25% of the school's teachers will revise/enhance and implement 3 previous PBL units to a proficiency level 5 on the District PBL Unit Rubric.** 5. **New and beginning teachers will be held to the year 1 goal (develop and implement 2 PBL units to a proficiency of**	NA	NA					
	Objective 1. **100% of the instructional staff will be trained in the new online PBL system.**			1.1.2 Two PBL facilitators from each school will be trained in the electronic model to redeliver at their school sites.	1.1.2. School Principal School PBL Facilitators	1.1.2. Utilization of online PBL system Revised PBL units with online resources	1.1.2. PBL Units District PBL Unit Rubrics
				1.1.3 School administrators will provide professional learning opportunities for their staff. PBL Facilitators will provide training for their staff in the electronic online system.	1.1.3. School Principal School PBL Facilitators	1.1.3. Utilization of online PBL system Revised PBL units with online resources	1.1.3. PBL Units District PBL Unit Rubrics
			1.2 Lack of unified knowledge base pertaining to the new electronic online system.	1.2.1 Principals will participate in a District overview of the online electronic tool for PBL and methods for using information to drive instruction.	1.2.1 Training provided by Consultants.	1.2.1 Attendance Rosters Implementation Statistics provided by online management system. Feedback from School Trainers	1.2.1 PBL Units District PBL Unit Rubrics
				1.2.2 Principals will be supported by the PBL facilitators.	1.2.2 Training provided by Consultants.	1.2.2 Attendance Rosters Implementation Statistics provided by online management system. Feedback from School Trainers	1.2.2 PBL Units District PBL Unit Rubrics
			1.3	1.3.1	1.3.1	1.3.1	1.3.1

		Lack of comprehensive understanding of Common Core transition.	Educators create Common Core Standards-aligned integrated units to promote student mastery of content, integrating curriculum across content areas.	Administration PBL Contacts	Attendance Rosters Implementation Statistics provided by online management system. Feedback from School Trainers	PBL Units District PBL Unit Rubrics
level 2) and continue progressing from there.		1.4 Time for planning and collaboration	1.4.1 Common planning time for grade levels and departments	1.4.1 Administration	1.4.1 Master Schedule	1.4.1 Master Schedule
		1.5 Lack of technology accessibility	1.5.1 Adequate technology added and updated to Technology Plan	1.5.1 Administration Tech Team	1.5.1 Technology Budget	1.5.1 Purchase Orders
			1.5.2 Implement Technology Plan	1.5.2 Administration Tech Team	1.5.2 Technology Budget	1.5.2 Purchase Orders
		1.6 Lack of parent understanding of new instructional model provided by PBL.	1.6.1 Half day workshops to introduce parents to the idea of integrated instruction, and provide an opportunity for hands-on practice.	1.6.1 School PBL Facilitators	1.6.1 Parent Feedback/Surveys	1.6.1 Parent Feedback/Surveys

Professional Development (PD) aligned with Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBL Summer Training for Facilitators	All Grade Levels	PBL Trainers	All Teachers	2012-2013 School Year	Agendas Sign-In Sheets PBL Units	District Administration
PBL Training for Instructional staff during school year	All Grade Levels and Special Areas	PBL Trainers	All teachers	2012-2013 School Year	Agendas Sign-In Sheets PBL Units	PBL Trainers Administration

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

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

			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PBL Training	Purchase supplies and materials	SI	$250.00
			Subtotal:$250.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$250.00

ADDITIONAL GOAL(S)						
Professional Learning Community Utilization			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1:			1.1. Principals may be unclear about the need for Lesson Study, Lesson Study as a practice of Professional Learning, focus and impact on student learning .	1.1.1 Principals will attend Lesson Study workshops	1.1.1 District Lesson Study Consultants	1.1.1 Attendance Rosters Documentation of school level planning	1.1.1 Completion of Lesson Study follow up on ePDC
District-wide PLC Implementation	2012 Current Level :*	2013 Expected Level :*					
	NA	NA					
	Objective #1. **100% of the Schools will have a minimum of 1 PLC for Lesson Study implementation**		1.2. Instructional staff needs on site coaching in Lesson Study.	1.2.1 Two Lesson Study facilitators from each school will be trained in the process, tools and facilitation of the Lesson Study model.	1.2.1 District Lesson Study Consultants	1.2. Sign In Sheets	1.2. Sign In Sheets
			1.3. Teachers may be unclear about the need for Lesson Study, Lesson Study as a practice of Professional Learning, focus and impact on student learning and the district plan for implementing Lesson Study in schools	1.3.1 Principals to clarify the district and school plan for implementation of Lesson Study	1.3.1 Principal	1.3. Sign In Sheets Agenda	1.3. Sign In Sheets
				1.3.2 A minimum of 1 curriculum team will participate in a minimum of 3 hour training segment on process and tools. Substitutes will be needed.	1.3.2 School Lesson Study Facilitators Administration	2.1.1. Sign In Sheets Agenda	2.1.1 Sign In Sheets Timesheets
				1.3.3 A minimum of one curriculum team will conduct and participate in 2 cycles of Lesson Study.	1.3.3 School Lesson Study Facilitators Administration	2.1.2 Sign In Sheets Agenda	2.1.2 Sign In Sheets Lesson Study Data Timesheets

			Substitutes will be needed.			

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

<table>
<tr><td colspan="7" align="center">Professional Development (PD) aligned with Activity
Please note that each Strategy does not require a professional development or PLC activity.</td></tr>
<tr>
<td>PD Content /Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td>
<td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
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<tr>
<td>Lesson Study Summer Training for Facilitators</td>
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<tr>
<td>Lesson Study Training for Instructional staff during school year</td>
<td>1,2, and 4</td>
<td>District</td>
<td>1, 2, and 4 Teachers</td>
<td>Ongoing throughout 2012-13 School Year</td>
<td>Meeting Agenda and Sign In Sheets Student Data</td>
<td>Administration PLC Facilitator</td>
</tr>
</table>

Professional Learning Community Utilization Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

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

Lesson Study Grade Level Meetings	Substitutes	District	$2,500.00
		Subtotal:	
		Total:$2,500.00	

End of PLC Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:$5,000.00
Mathematics Budget
Total:$3,000.00
Science Budget
Total:$7,645.00
Writing Budget
Total:$3,000.00
Positive Behavior Support Budget
Total:$1,250.00
Parent Involvement Budget
Total:$2,250.00
Additional Goals
Total:$2,750.00
Grand Total:$24,895.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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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					
☐ Intervene	☐ Correct II	☐ Prevent II	☐ Correct I	☐ Prevent I	☐ N/A

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page*

District Advisory Council

District Advisory Council (DAC) Membership Compliance

The majority of the DAC members are not employed by the school district. The DAC 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 citizens 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 measures being taken to comply with SAC requirement.

Describe the activities of the School Advisory Council for the upcoming year.

Describe projected use of SAC funds.	Amount

Guidelines for Aligning a Title I SCHOOL WIDE Plan with the School Improvement Plan

SCHOOL INFORMATION

Name and Number of School: Freeport Elementary School

Implementation Year: 2011-2012

Pre K 14	K 87	1 97	2 91	3 91	4 101	5	6	7	8	9	10	11	12	

Enrollment Information:
School Total:

Members of School Improvement Team /Schoolwide Project Planning Team (include principal, teachers, parents, community members, and other staff)

Name	Position/Title	Name	Position/Title
Pam Jones	Principal	Rebekah Arban	SI Chair
Wyndy Crozier	TSA	Amber Spiva	SI Co-Chair
D'ette Andrews	Math Chair	Donna Jackson	Literacy Chair
Nancy Currie	Parent Involvement Chair	Dennis Grey	Safety Chair
Amber Spiva	Science Chair	Forrest Jamison	Writing Chair

List dates of meeting during which school wide planning occurred.

Monday, September 19, 2011	Monday, January 9, 2012
Monday, October 17, 2011	Monday, February 13, 2012
Monday, November 14, 2011	Monday, March 19 , 2012
	Monday, April 16, 2012

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

The following required Title I Schoolwide elements must be present in your School Improvement Plan. Please reference each item according to the page or pages on which it appears in your School Improvement Plan.	
The School Improvement Plan includes a comprehensive needs assessment of the entire school (including taking into account the needs of any migratory children) that is based on information that includes the achievement of children in relation to the academic State content standards and the State student academic achievement standards.	Page 9-46
The School Improvement Plan includes a list of State and local educational agency programs and other federal programs that will be consolidated in the schoolwide program.	Page 7-9

COMPONENTS OF A SCHOOLWIDE PROGRAM ***Schoolwide Reform Strategies***	
The school provides opportunities for all children to meet the State's proficiency and advanced levels of student academic achievement, using effective methods and strategies based on scientifically based research.	Page 9-46

The school includes the following categories of scientifically research-based instructional strategies designed to improve the achievement of all students, but particularly low-achieving students: (Check all those included in your plan.)
    ____ Extended school year
    X Before- and/or after-school programs
    ____ Summer programs
    X Enriched/accelerated curriculum
    X Specialized literacy programs
    X Counseling/pupil services/mentoring programs
	Pages
	
	NA
	7-9
	NA
	9-46
	9-20
	7-9
	NA
	6-46

____	College and career awareness programs	9-46
X	Innovative teaching methods, such as team-teaching	7-8
X	Technology	NA
X	Reduced class size	16,21,22,31 -33
____	Integration of vocational and technical education	35-38
X	Resource teachers in specialized roles	9-46
X	Student discipline/responsibility initiatives	
X	Tutoring	____
____	Other	

The instructional strategies listed above are consistent with and designed to implement Florida's Next Generation Sunshine State Standards.	Page 9-46
There is a system in place to ensure that the instructional strategies meet the educational needs of historically underserved populations.	Page 9-46

COMPONENTS OF A SCHOOLWIDE PROGRAM
Staff

Instruction is carried out by highly qualified teachers. (You may attach the principal's letter to the District attesting to compliance with Title I requirements regarding teacher qualifications.)	Page 5
The school has notified parents that they may request information regarding the professional qualifications of their child's teachers and any paraprofessionals providing services to their child. (You may attach notification to parents.)	Page Letter
There are strategies to attract high-quality highly qualified teachers to high need schools.	Page 5
Paraprofessionals who are working with children meet Title I required qualifications or are working toward meeting those qualifications, work under the direct supervision of a teacher, and tutor children only when they would not otherwise be receiving instruction in the classroom.	Page 5

COMPONENTS OF A SCHOOLWIDE PROGRAM
Professional Development

There is high-quality and <u>ongoing</u> professional development for teachers, paraprofessionals, parents, principals, and other staff to enable all children in this school to meet the State's student academic achievement standards. (Check all those included in your plan.)

Pages

9-46
14-34,
43-46

- X Mentoring, coaching, and/or modeling for teachers   14-34
- X Professional study groups   NA
- X Monitoring following professional development to ensure that effective strategies are being implemented in the classroom   14-34
- ____ Assistance for paraprofessionals to meet Title I requirements   14-20
- X Assistance for teachers to become "highly qualified"   20-28

Workshops on:
- X Reading instruction based on scientifically based research   14-34
- X Mathematics instruction based on scientifically based research
- X Strategies for developing curricula and teaching methods that integrate academic instruction   9-46
- X Instructional practices geared to challenging state standards
- X Other (e.g., assessment, technology, team building, etc.)

COMPONENTS OF A SCHOOLWIDE PROGRAM
Parent Involvement

The school has jointly developed with, and distributed to, parents a written parental involvement policy.	Page 12
There are strategies designed to involve parents in the planning, review, and improvement of school programs and the education of their children.	Page 39-40

The school has a school-parent compact that describes and outlines a partnership for sharing responsibility for improved student achievement.	Page 12
The school has an annual meeting for parents to explain the school's participation in the title I Schoolwide Project.	Page 12

The school has provisions for:	Pages
X Parent/teacher conferences	12
X Frequent progress reports to parents	12
X Opportunities for parents to volunteer and participate in the classroom	
X Assistance to parents in understanding the State's assessments and how to monitor their child's progress	39-40
X Materials and training for parents to help them work with their children to improve achievement	12
X Education for teachers and other staff in how to work with parents as equal partners	39-40 39-40
X Family literacy opportunities	39-40

COMPONENTS OF A SCHOOLWIDE PROGRAM *Readiness for School*	
There are plans that assist preschool children in the transition from early childhood programs to the elementary school.	Page 12-13

COMPONENTS OF A SCHOOLWIDE PROGRAM *Assessment*	
There are measures in place that allow teachers to be included in decisions regarding the use of academic assessments.	Page 30-34
The school provides individual students' academic assessment results in a language the parents can understand, including an interpretation of those results, to parents.	Page 7-8
Assessments assist in the diagnosis, teaching, and learning in the classroom in ways that enable	Page

children to meet state standards and do well in the local curriculum.	14-19
Assessments determine what revisions are needed to projects so that children will meet the State's academic achievement standards.	Page 14-19

COMPONENTS OF A SCHOOLWIDE PROGRAM *Additional Assistance for Students*	

Activities that are designed to ensure that students who experience difficulty in mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance. These shall include:
 	
A. Early identification of students' difficulties in such a way that there is sufficient information on which to base effective assistance.
 	
B. Training for teachers in how to identify such difficulties and how to provide appropriate assistance to individual students.
 	
C. Parent-teacher conferences for student who do not meet student performance standards that include:
 	
    1. What the school will do to help the student meet the standards;
    2. What the parents can do to help improve student performance;
    3. Additional assistance available to the student in the community.
	Pages
	
	9-36
	
	14-34
	
	9-10

Please attach a copy of your school's parent involvement plan, school-parent compact, and your Title I budget.

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

<div style="border:1px solid">

ATTESTATION
Verification of Compliance

I attest that the SIP for _____ School is in compliance with the requirements
for documentation as listed above.
I also attest that a Needs Assessment was complete for school year 20__ - 20__.

_____
Signature of Principal/Date

_____   _____
Signature of School Contact/Date   *Signature of School Contact/Date*

</div>

School Improvement Acronym List

A
AA – Associate in Arts
AA – Alternative Assessment
ACT – American College Testing (Assessment)
ADA – Americans with Disabilities Act
AICE – Advanced International Certificate of Education
AP – Advanced Placement
AYP – Adequate Yearly Progress

B
BA – Bachelor of Arts
BS – Bachelor of Science

C
CAR-PD – Content Area Reading Professional Development
CBT – Computer-Based Testing

2012-2013 School Improvement Plan (SIP)-Form SIP-1
CCD – Course Code Directory
CCRP – Comprehensive Core Reading Program
CELLA – Comprehensive English Language Learning Assessment
CFO – Chief Financial Officer
CLAST – College Level Academic Skills Test
C of C – Code of Conduct
COE – Council on Occupational Education
CPT – College Placement Test
CRP – Comprehensive, research-based, Reading Plan

D
DAC – District Advisory Council
DAIP – District improvement, Assistance and Intervention Plan
DAR – Diagnostic Assessment of Reading
DART – Disaggregate, Assess, Review and Target
DCT – Diversified Cooperative Training
DE – Dual Enrollment
DIBELS – Dynamic Indicator of Basic Early Literacy Skills
DJJ – Division of Juvenile Justice
DOC – Department of Corrections
DOE – Department of Education
DSS – Developmental Scale Score

E
ED – Educationally Disadvantaged
EEO – Equal Employment Opportunity
ELL – English Language Learners
ePDC – Electronic Professional Development Center
ePEP – Electronic Personal Education Planner
ERDA – Early Reading Diagnostic Assessment
ERSI – Early Reading Screening Instrument
ESE – Exceptional Student Education
ESL – English as a Second Language
ESOL – English Speakers of Other Languages

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

F
FACTS – Florida Academic Counseling and Tracking for Students
FCAT – Florida Comprehensive Assessment Test
FCIM – Florida Continuous Improvement Model
FCPT – Florida College Placement Test
FCRR – Florida Center for Reading Research
FEFP – Florida Education Finance Program
FLaRE – Florida Literacy And Reading Excellence
FLKRS – FLorida Kindergarten Readiness Screener
FLVS – FLorida Virtual School
FORF – Florida Oral Reading Fluency
FOR-PD – Florida Online Reading Professional Development
FRL – Free and Reduced Lunch
FTE – Full Time Equivalency
FY – Fiscal Year

G
GED – General Education Development test
GLE – Grade Level Expectations
GMRT – Gates-Macginitie Reading Test
GPA – Grade Point Average

H
HLS – Home Language Survey
HSCT – High School Competency Test
HQT – Highly Qualified Teacher

I
IB – International Baccalaureate
IEP – Individual Education Plan
III- Immediate, Intensive Intervention
IMS – Information Management System
IPDP – Individual Professional Development Plan

IST – Instructional Support Team
IT – Information Technology

L
LEA – Local Education Agency
LEP – Limited English Proficient

M
MAI – Major Area of Interest
MIS – Management Information System
MOU – Memorandum of Understanding

N
NAEP – National Assessment of Education Performance
NCLB – No Child Left Behind
NCTM – National Council of the Teachers of Mathematics
NCWE – National Council for Workforce Education
NEFEC – North East Florida Educational Cooperative
NRT – Norm Referenced Test
NSDC – National Staff Development council

O
OCP – Occupational Completion Point
OJT – On the Job Training
OPPAGA – Office of Program Policy Analysis and Government Accountability
OSHA – Occupational Safety and Health Administration
OWC – Okaloosa-Walton College

P
PAEC – Panhandle Area Educational Cooperative
PBL – Project Based Learning
PECO – Public Education Capital Outlay
PIC – Private Industry Council
PMP – Progress Monitoring Plan

2012-2013 School Improvement Plan (SIP)-Form SIP-1
PMRN – Progress Management and Reporting Network
PSAT – Preliminary American College Testing (Assessment)
PSAV – Post Secondary Adult Vocational

R
READ – Reading Enhancement and Acceleration Development
RLT – Reading Leadership Team
ROI – Return On Investment
RTI – Response To Intervention
RTW – Ready To Work

S
SAC – School Advisory Council
SACS – Southern Association of Colleges and Schools
SAT – Scholastic Aptitude Test
SBIT – School-Based Intervention Team
SBRR – Scientifically-Based Reading Research
SCiii – SCience collaboration, Immersion, Inquiry, Innovation
SDMT – Stanford Diagnostic Mathematics Test
SES – Supplemental Educational Services
SINI – School In Need of Improvement
SIP – School Improvement Plan
SIT – School Improvement Team
SIRP – Supplemental Intervention Reading Program
SMART – Specific, Measurable, Attainable, Realistic and Time-Bound
SMS – Student Management System
SOAR – Science, Optimizing Academic Returns
SPAR – School Public Accountability Report
SPP – Student Progression Plan
SREB – Southern Regional Educational Board
SSI – Supplemental Security Income
SSS – Sunshine State Standards
STW – School To Work
SUS – State University System

2012-2013 School Improvement Plan (SIP)-Form SIP-1
SWD – Students With Disabilities

T
TA – Technical Assistance
TABE – Test of Adult Basic Education
TLC – Teaching and Learning Contacts
TTT – Tuesday Teacher Training

WDB – Workforce Development Board