

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: Ramona Boulevard Elementary School	District Name: Duval
Principal: LaShawn Russ	Superintendent: Ed Pratt-Dannals
SAC Chair: Marvin McQueen	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Lashawn Russ	<p>Master of Education Degree in Educational Leadership, University of North Florida</p> <p>Bachelor of Arts in Education, University of North Florida</p> <p>State of Florida Professional Educators Certification in , Educational Leadership (all levels) and Elementary Ed (1-6)</p>	0	7	<p>2010-2011 Rufus Payne Elementary School B</p> <p>2011-2012 Rufus Payne Elementary School C</p> <p>Math Achievement Level: 41%</p> <p>Reading Achievement Level: 37%</p> <p>Writing Achievement Level: 92%</p> <p>Science Achievement Level: 30%</p> <p>Learning Gains Reading: 61%</p> <p>Learning Gains Math: 51%</p> <p>Lowest % Reading: 56%</p> <p>Lowest % Math: 57%</p>
Assistant Principal	Kelly M. Kenney	<p>Master of Education Degree in Educational Leadership, Jacksonville University</p> <p>Bachelor of Arts in Education, University of North Florida</p> <p>State of Florida Professional Educators Certification in , Educational Leadership (all levels) and Elementary Ed (1-6)</p>	1	1	<p>2011-2012 Ramona Boulevard Elementary School F</p> <p>Math Achievement Level: 29%</p> <p>Reading Achievement Level: 29%</p> <p>Writing Achievement Level: 56%</p> <p>Science Achievement Level: 24%</p> <p>Learning Gains Reading: 56%</p> <p>Learning Gains Math: 55%</p> <p>Lowest % Reading: 72%</p> <p>Lowest % Math: 71%</p> <p>2010-2011 Annie R Morgan Elementary School B</p> <p>Math Achievement Level: 74%</p> <p>Reading Achievement Level: 50%</p> <p>Writing Achievement Level: 71%</p> <p>Science Achievement Level: 14%</p> <p>Learning Gains Reading: 68%</p> <p>Learning Gains Math: 75%</p> <p>Lowest % Reading: 84%</p> <p>Lowest % Math: 83%</p>

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Writing/ Science	Leigh Proctor	Masters Education Leadership Bachelors Elementary Ed. K-6 National Board Certification	1	1	2011-2012 Ramona Boulevard Elementary School F Math Achievement Level: 29% Reading Achievement Level: 29% Writing Achievement Level: 56% Science Achievement Level: 24% Learning Gains Reading: 56% Learning Gains Math: 55% Lowest % Reading: 72% Lowest % Math: 71%
Reading	Courtney Stephens	MAT Reading/ Elementary Education K-6 ESOL Reading	1	1	2011-2012 Ramona Boulevard Elementary School F Math Achievement Level: 29% Reading Achievement Level: 29% Writing Achievement Level: 56% Science Achievement Level: 24% Learning Gains Reading: 56% Learning Gains Math: 55% Lowest % Reading: 72% Lowest % Math: 71%

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Mathematics	Amber O'neal	Bachelor of Arts in Criminal Justice Master's of Science in Criminal Justice/ Elementary Education K-6	0	0	2011-2012 Twin Lakes Elementary School A Math Achievement Level: 67% Reading Achievement Level: 68% Writing Achievement Level: 85% Science Achievement Level: 54% Learning Gains Reading: 73% Learning Gains Math: 65% Lowest % Reading: 68% Lowest % Math: 46%
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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. DCPS Human Resource Department will provide the school with a list of all highly qualified applicants that have applied for available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into the Duval County School System. New hires will also meet with an administrator on a monthly basis to discuss any issue that teacher may need to address or want assistance	Mrs. L. Russ, Principal	Ongoing

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
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18% [4]	Each teacher identified as Not Highly effective will become Highly effective once their certificates are issued.
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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
37	13.51%(5)	29.73% (11)	40.54% (15)	16.22% (6)	27.03% (10)	78.38% (29)	2.70% (1)	2.70% (1)	37.84% (14)

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
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<p>Kelly Kenney</p>	<p>Tomeka Bright</p>	<p>Tomeka Bright is new to Ramona Elementary and serves as a member of the Instructional Support Team.</p> <p>As a member of the school administration and Instructional Support Team, Ms. Kenney is able to provide support for all the responsibilities of a guidance counselor including but not limited to Attendance Intervention, Response to Intervention (behavior and academic), MRT meetings and individual/group counseling.</p>	<p>Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited</p>
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			to, one on one coaching opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district.
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<p>Wendy Gilbert</p>	<p>Amelia Timberlake</p>	<p>Ms. A. Timberlake is a first year teacher in first grade who successfully completed her student teaching under the direction of Mrs. W. Gilbert. Mrs. Gilbert is an experienced 1st grade teacher with a proven record of high student achievement.</p>	<p>Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the</p>
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<p>Wendy Gilbert</p>	<p>Christine Diggs</p>	<p>Mrs. Diggs is new to DCPS and also to first grade. As the grade level chairperson, Mrs. W. Gilbert serve as her mentor. Gilbert is an experienced 1st grade teacher with a proven record of high student achievement.</p>	<p>Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the</p>
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<p>Cameron Foley</p>	<p>Baker</p>	<p>Mrs. Baker is new to Ramona although she has experience in intermediate grades. Ms. Foley has experience as an intermediate teacher with both literacy and mathematics and currently serves as our reading interventionist. She would be readily available to model, guide, and answer questions. Her experience in high student achievement will ensure success.</p>	<p>Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the</p>
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<p>Cameron Foley</p>	<p>Morgan</p>	<p>Ms. Morgan is new to Ramona and the profession this year. Ms. Foley has experience as an intermediate teacher with both literacy and mathematics and currently serves as our reading interventionist. She would be readily available to model, guide, and answer questions. Her experience in high student achievement will ensure success.</p>	<p>Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the</p>
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<p>Leigh Proctor</p>	<p>Jeffrey Dion</p>	<p>Mr. Dion is new to Ramona this year and is teaching 5th grade science. Mrs. Proctor serves as our school’s science coach. She is a nationally board certified teacher and has completed a masters in Educational Leadership.</p>	<p>Teachers new to Ramona Boulevard Elementary School or new to a grade level will be provided a mentor teacher. Teachers with National Board Certification and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the</p>
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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.

<p>Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through a 1 hour remediation time built into every classroom teacher instructional schedules to address reading and math deficiencies. Also, the school added an additional hour after school to address deficiencies in the area of Reading.</p>	
<p>Title I, Part C- Migrant District Social Worker provides resources and support to migrant students and parents.</p>	
<p>Title I, Part D N/A</p>	
<p>Title II Continue to purchase small equipment to support classroom instruction</p>	
<p>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.</p>	
<p>Title X- Homeless The district Homeless Social Worker will provide resources such as clothing, school supplies, and social services referrals for students identified as homeless to eliminate barriers for a free and appropriate education.</p>	
<p>Supplemental Academic Instruction (SAI) We will use our SAI funds to fund or supplement teacher salaries to facilitate before and after school tutoring.</p>	
<p>Violence Prevention Programs In support of the Superintendants Goal to establish Safe and Secure schools the district provides Foundations and Champs training to our schools Foundation team of teachers. Through this training Ramona Elementary established core beliefs and systems that reduced and eliminated school violence. We will continue to use Second Steps Violence Prevention Program along with CHAMPS and Foundations.</p>	
<p>Nutrition Programs We will continue to participate in Breakfast in the Classroom which allows every child regardless of economic need to have a free breakfast to begin the day.</p>	

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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Housing Programs Community in Schools will return as a part of United Way's outreach to one of our two large HUD housing complexes.	
Head Start To transition other pre-k programs into the elementary setting, Ramona will hold at least four tours per year for the local Head Start programs. Head Start students spend an hour exploring kindergarten classrooms and the school.	
Adult Education	
Career and Technical Education N/A	
Job Training N/A	
Other	
<i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/ Intervention (RtI)</i>	
School-Based MTSS/RtI Team	
Identify the school-based MTSS leadership team. Ms. T. Bright, School Guidance Counselor Mrs. Warren, School Psychologist Ms. C. Lane, School Based Reading Coach	Mrs. A. O'Neal, School Based Math Coach Mrs. C. Bigelow, School ESE Liaison Ms. K. Kenney, Assistant Principal K-5 Grade level Chairs

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<p>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?</p> <p>The team meets on a monthly basis to analyze data and discuss success of intervention programs that have been implemented. If intervention is not being successful with a student, team makes a decision on whether to implement another intervention strategy or change tiers.</p> <p>Guidance counselors and Grade Level Chair (classroom teacher) maintain documentation and share any information that is pertinent to child's success.</p> <p>School psychologist assures that intervention strategies have been implemented with fidelity. She is also considered the case manager for each individual student.</p> <p>Reading coach's role is to assist in gathering and analyzing the literacy data. She will also assist in providing the intervention specialists with strategies.</p> <p>Math coach's role is to assist in gathering and analyzing the math data. She will also assist in providing the intervention specialist with strategies.</p> <p>ESE Teacher's role is to assist with the implementation of Tier II and Tier III interventions that the team develops.</p> <p>Administrator's role is to make sure that intervention strategies are implemented with fidelity as well as provide time for meetings.</p>	
<p>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?</p> <p>The school based RtI Leadership team provides input for the development of the SIP. The team will meet following interim assessment tests throughout the year to review the goals of the SIP and evaluate the school's progress towards meeting those goals.</p>	

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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MTSS Implementation	
<p>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.</p> <p>All instructional staff will utilize Inform for District managed data, each teacher will maintain a data notebook with specific concerns and intervention that are appropriate for each student.</p>	
<p>Describe the plan to train staff on MTSS.</p> <p>RtI training will initially be conducted during the initial PLCs so teachers understand the importance of evaluating students and developing a plan for intervention immediately.</p>	
<p>Describe the plan to support MTSS.</p> <p>Follow up support will be provided during grade level common planning, early release training, and on an as needed basis with individual teachers by the RtI Leadership Team.</p>	

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team	
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Lashawn Russ, Principal Megan Garcia, Fifth Grade Teacher</p>	<p>Wendy Gilbert, First Grade Teacher Courtney Lane, Reading Coach Leigh Proctor, Science/Writing Coach</p>

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<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The Reading Coach will coordinate the monthly LLT team meetings. The goal of the Literacy Leadership Team will be to create reading leaders across the campus. These reading leaders will participate in discussion and problem solving during the meetings and will turn-key the information to their grade level teammates. The team will function as a Professional Learning Community. Each member will be vested in the success of all students and work towards meeting the identified goals that mirror that of the DCPS Blueprint for Reading. Additionally, the Reading Coach will be the spearhead of the Read It Forward Jax. Program at our school.</p>	
<p>What will be the major initiatives of the LLT this year?</p> <div data-bbox="128 670 1066 1174" style="border: 1px solid black; padding: 5px;"><p>What will be the major initiatives of the LLT this year? How to effectively use the results of FAIR to move our students and their teachers in appropriate goal setting for learning to read and reading to learn. We will also work on significantly bumping up the complexity of our reading instruction and student tasks to better align with FCAT 2.0.</p><p>The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual, class and school levels. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery. Professional development needs will also be discussed, planned and implemented through the input of the team. Community involvement activities will be planned to bridge the gap between home and school literacy. These activities will be aligned with RIFJ and the superintendent's six reading strategies we are focusing on.</p></div>	

Public School Choice

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

To transition other pre-k programs into the elementary setting, Ramona will hold at least four tours per year for the Local Head Start Programs. Head Start students spend an hour or two exploring kindergarten classrooms and the school.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Teacher's ability to scaffold instruction to build students up to grade level text.	1A.1. Read aloud using grade level and complex text	1A.1. Reading Coach Reading Interventionist	1A.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	1A.1. FAIR Tool Kit/ Limelight		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>50% [76]of all students will score at level 3 or higher</i>							
	<i>29% of Students scored at level 3 or higher</i>	<i>50% [22] of all students will score at level 3 or higher</i>					
		1A.2.S tudents demonstrate difficulty reading with stamina	1A.2. Whole group progression reading time that includes teacher monitoring	1A.2. Reading Coach Classroom Teacher	1A.2.Checklist	1A.2. Monthly analysis of checklist	
		1A.3. Reading Skills and Reading Benchmarks are not being addressed in isolation during instruction.	1A.3. Reading Coach will plan lessons with teachers after each assessment to separate skills from benchmarks Teacher will provide 30 minutes of instructional time during reading to address Reading skills	1A.3 Reading Coach Classroom Teacher	1A.3. Ongoing progress monitoring	1A.3. FAIR Tool Kit/ Limelight	

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Students scoring level 4 or higher lacked critical thinking and/or high interest content that promoted sustainability of proficiency</p>	<p>2A.1. Teacher will give reading inventory to determine student interests Teacher will create enrichment groups that promote critical thinking during Core instruction</p>	<p>2A.1. Classroom teacher Reading Coach</p>	<p>2A.1. Student Samples and Products</p>	<p>2A.1. Rubric for Final Project/Student Samples</p>		

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<u>Reading Goal #2A:</u>	<u>2012</u>	<u>2013</u>					
<i>25% [11] of all students in Grade 3 will score a 4 or above.</i>	<u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u>	<u>Expected</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u>					
<i>25% [13] of all students in Grade 4 will score 3 or above.</i>							
<i>25% [13] of all students in Grade 5 will score 4 or above.</i>							

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	<p>12% of Grade 3 scored level 4</p> <p>17% of Grade 4 scored at level 4</p> <p>13% of Grade 5 scored at level 4</p>	<p>25%[11] of all students in Grade 3 will score a 4 or above.</p> <p>25% [13] of all students in Grade 4 will score 3 or above.</p> <p>25% [13] of all students in Grade 5 will score 4 or above.</p>					
		2A.2.Stu dents lack at home reinforcement	2A.2.Provide enrichment sessions during state provided additional hour	2A.2. Reading Coach ?? Check Gifted Endorsement	2A.2. Observation of Independent Student work	2A.2. Rubric for Final Project/Student Samples	
<p>2B. Florida Alternate Assessment:</p> <p>Students scoring at or above Level 7 in reading.</p>							

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Teacher's ability to scaffold instruction to build students up to grade level text.	3A.1. Read aloud using grade level and complex text	3A.1. Reading Coach Reading Interventionist	3A.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	3A.1. FAIR Tool Kit/ Limelight		
<u>Reading Goal #3A:</u> <i>Students will make 75% [108] learning gains</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Students made 56 points in learning gains</i>	<i>Students will make 75% [108] learning gains</i>					
		3A.2. Students lack at home reinforcement	Target small groups using the Reading XL extra hour of instruction	Instructional Support Team	3A.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	3A.1. FAIR Tool Kit/ Limelight	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Students demonstrate difficulty using grade level text	4A.1. Read aloud using grade level and complex text	4A.1. Reading Coach Reading Interventionist	4A.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	4A.1. FAIR Tool Kit/ Limelight/		
<u>Reading Goal #4A:</u> <i>75% [23] of the students in the lowest 25% will make reading learning gains</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Students in the lowest 25% made 72 points in learning gains for reading</i>	<i>75% [23] of the students in the lowest 25% will make reading learning gains</i>					

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	4A.2. Students demonstrate difficulty reading with stamina	4A.2. Guided Reading Groups using pause and check	4A.2. Reading Coach will model for teacher and gradually release the teacher after mastery.	4A.2. Weekly Comprehension Assessment	4A.2. Houghton Mifflin	4A.2. FAIR Tool Kit/Limelight/	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	5A.1. Reading Skills and Reading Benchmarks are not being addressed in isolation during instruction.	5A.1. Reading Coach will plan lessons with teachers after each assessment to separate skills from benchmarks Teacher will provide 30 minutes of instructional time during reading to address Reading skills	5A.1 Reading Coach Classroom Teacher	5A.1. Ongoing progress monitoring	5A.1. FAIR Tool Kit/ Limelight		

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<p><u>Reading Goal #5B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Enter numerical data for current level of performance in this box.</i> White:47% Black:78% Hispanic:63% Asian:100% American Indian:N/A</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>				
		<p>5B.2. Students demonstrate difficulty reading with stamina</p>	<p>5B.2. Guided Reading Groups using pause and check Whole group progression reading time that includes teacher monitoring</p>	<p>5B.2. Reading Coach & Classroom Teacher</p>	<p>5B.2. Weekly Comprehension Assessment</p>	<p>5B.2. Houghton Mifflin</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Students demonstrate difficulty using grade level text	5D.1. Read aloud using grade level and complex text	5D.1. Reading Coach Reading Interventionist	5D.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	5C.1. FAIR Tool Kit/ Limelight/		
<u>Reading Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	84% of students did not make satisfactory progress in Reading	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2. Students demonstrate difficulty reading with stamina	5D.2. Guided Reading Groups using pause and check Whole group progression reading time that includes teacher monitoring	5D.2. Reading Coach	5D.2. Weekly Comprehension Assessment	5D.2. Houghton Mifflin	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students demonstrate difficulty using grade level text	5E.1. Read aloud using grade level and complex text	5E.1. Reading Coach Reading Interventionist	5E.1. Ongoing Progress Monitoring – Bi weekly benchmark assessments	5E.1. FAIR Tool Kit/ Limelight/		
<u>Reading Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>		<u>2013 Expected Level of Performance:*</u>					
		<i>Enter numerical data for expected level of performance in this box.</i>					
		5E.2. Students demonstrate difficulty reading with stamina	5E.2. Guided Reading Groups using pause and check Whole group progression reading time that includes teacher monitoring	5E.2. Reading Coach	5E.2. Weekly Comprehension Assessment	5E.2. Houghton Mifflin	

Reading Professional Development

Professional Development						
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<p>(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.</p>						
<p>PD Content/Topic and/or PLC Focus</p>	<p>Grade Level/Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g., PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Using FAIR Matrix</p>	<p>3-5</p>	<p>Reading/ Instructional Coaches</p>	<p>Grade Levels 3-5</p>	<p>Common Planning Days Following Each FAIR Assessment Period</p>	<p>Observation of Small groups</p>	<p>Reading Coach</p>
<p>Using Complex Text</p>	<p>3-5</p>	<p>Reading Coach</p>	<p>Grade Levels 3-5</p>	<p>Early Release Monthly</p>	<p>Observation of Read Alouds</p>	<p>Reading Coach</p>

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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
Reading XL	Florida Ready (Curriculum Associates)	Title I	2,028.92
Book of the Month	Individual Teacher Copies (23)	Title I	2,370.00
Subtotal: 4,398.92			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Success Maker	30 Licenses	Title I	10,000.00
Subtotal:10,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Success Maker Representative		Title I	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 14,398.92			

End of Reading Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. Novice intermediate teachers lack of experience and knowledge using Core Envisions and Math Investigations.	1A.1. - Utilize framework created by Math Coach to align benchmark/using Envisions and Math Investigations	1A.1. Principal Math Coach	1A.1. Classroom Observations	1A.1. - Classroom Observations - Mini-assessments based on benchmarks		

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Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>By 2013, 60% [89] of our students will score a Level 3 or higher on the FCAT 2.0.</i>							
	22% (43)	60%[89]					
		1A.2. Lack of planning instruction using the appropriate level of complexity based on tested benchmarks /standards	1A.2. Teachers will plan Higher Order Questions in their lesson plans and label pre-scripted questions as High complexity, Medium complexity, and Low complexity	1A.2. Math Coach	1A.2. Observe use of differentiation strategies during lessons.	1A.2. -Classroom Observation	

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		1A.3. Teachers ability to use and create item analysis to help increase student performance	1A.3. Math coach will facilitate professional development on how to use and create item analysis to increase student performance	1A.3. Math Coach	1A.3. Classroom Observation	1A.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Novice intermediate teachers lack of experience and knowledge using Core curriculum: Envisions and Math Investigations.	2A.1. - Utilize framework created by Math Coach to align benchmark/using Envisions and Math Investigations	2A.1. Principal Math Coach	2A.1. Classroom Observations	2A.1. - Classroom Observations - Mini-assessments based on benchmarks		

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	2B.2.	2B.2.					
	2B.3.	2B.3.					
		2A.2. Lack of rigor for Level 4 and Level 5 may cause students to regress to Level 3	2A.2. -Teachers will plan lessons to challenge students by asking Higher Order Questions - Teachers will give students tasks/activities one grade level above	2A.2. Principal Assistant Principal Math Coach	2A.2. Classroom observations Monitor Lesson Plans	2A.2. Classroom observations Monitor Lesson Plans	
		2A.3. Lack of Differentiation Instruction during instruction time	2A.3. Math coach will provide professional development using student data to develop small group instruction	2A.3. Math Coach	2A.3. Classroom observations	2A.3. Classroom observations	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Lack of High Order Questioning Skills during Instruction	3A.1. Teachers will plan lessons to challenge students by asking Higher Order Questions	3A.1. Principal Assistant Principal Math Coach	3A.1 .Classroom observation Monitor Lesson Plans	3A.1. Classroom observation Monitor Lesson Plans		
<u>Mathematics Goal #3A:</u> <i>By 2013, 70 % [104] of students will make learning gains</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>55% of Math points were gained</i>	<i>70% [104]</i>					

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		3A.2. Lack of Differentiation Instruction during instruction time	3A.2. Math coach will provide professional development to all 3-5 Math Teachers using student data to help develop small group instruction	3A.2. Math Coach Classroom Teacher	3A.2. Classroom observations	3A.2. Classroom observations	
		3A.3. Students not receiving Tier 2 and Tier 3 instruction	3A.3. Math Interventionist will be providing Tier 2 and Tier 3 instruction through push-in or pull-out intervention	3A.3. Principal Assistant Principal Math Coach	3A.3. Classroom Observations	3A.3. Classroom observations	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Students not receiving Tier 2 and Tier 3 instruction	4A.1. Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention	4A.1. Principal Assistant Principal Math Coach	4A.1. Classroom Observations	4A.1. Classroom observations		
<u>Mathematics Goal #4A:</u> <i>By end of 2013, 80%[119] of all students tested will show a Math gain</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>2012, 71% of math gains were obtained</i>	<i>80%[119]</i>					

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		4A.2. Lack of Differ entiation Instruction during instruction time	4A.2 Math coach will provide professional development using student data to develop small group instruction	4A.2. Math Coach	4A.2. Classroom observation	4A.2. Classroom observation	
		4A.3. Teachers inability to use and create item analysis to help increase student performanc e	4A.3. Math coach will facilitate professional development on how to use and create item analysis to increase student performance	4A.3. Math Coach	4A.3. Classroom Observation	4A.3. Classroom Observation	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Lack of identification of students not making satisfactory progress in Mathematics	5B.1. Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention	5B.1. Principal Assistant Principal Math Coach Classroom Teachers	5B.1. Item Analysis data Formal and Informal Assessments District Benchmark Data	5B.1. Item Analysis data Formal and Informal Assessments District Benchmark Data		

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<p><i>Enter numerical data for current level of performance in this box.</i> White: 21 (55%) Black: 103 (77%) ED:138(75%)</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		5B.2. Lack of Differentiation Instruction during instruction time	5B.2 Math coach will provide professional development using student data to develop small group instruction	5B.2. Math Coach	5B.2. Classroom observation	5B.2. Classroom observation	
		5B.3. Students not receiving Tier 2 and Tier 3 instruction	5B.3. Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention	5B.3. Principal Assistant Principal Math Coach	5B.3. Classroom Observations	5B.3. Classroom observations	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1 Lack of identification of ELL students not making satisfactory progress in Mathematics	5C.1 Classroom teachers will use ELL interventions using Core curriculum Envisions	5C.1 Math Coach	5C.1 Classroom Observation	5C.1 Classroom Observation		
<u>Mathematics Goal #5C:</u> <i>By 2013, All of our ELL students will make satisfactory progress in mathematics.</i>	<u>2012 Current Level of Performance:</u> e:*	<u>2013 Expected Level of Performance:</u> e:*					
	<i>100% (2)</i>	<i>0% (0) No ELL students enrolled</i>					

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		5C.2. - ELL intervention not being implemte d	5C.2. Classroom teachers will use ELL interventions using Core curriculum Envisions	5C.2. Math Coach	5C.2. Classroom Observation	5C.2. Classroom Observation	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1 Lack of identification of SWD students not making satisfactory progress in Mathematics	5D.1 Classroom teachers will use ELL interventions using Core curriculum Envisions	5D.1 Math Coach	5D.1 Classroom Observation	5D.1 Classroom Observation		

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>By 2013, 50% [13] of SWD students will make satisfactory progress in Mathematics.</i>							
	77% (20)	50% (13)					

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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 Lack of identification of Economically Disadvantaged students not making satisfactory progress in Mathematics	5E.1 Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention	5E.1 Math Coach	5E.1 Classroom Observation	5E.1 Classroom Observation		
<u>Mathematics Goal #5E:</u> 30%[43] students will not make satisfactory progress in mathematics	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	73% [66]	30%[43]					

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		4E.2. Lack of Differ entiation Instruction during instruction time	4E.2 Math coach will provide professional development using student data to develop small group instruction	4E.2. Math Coach	4E.2. Classroom observation	4E.2. Classroom observation	
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End of Elementary School Mathematics Goals

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

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Students not working to the level of FCAT	Florida Ready	Title I	2,028.91
Subtotal: 2,028.91			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Successmaker	Computer based	Title I	
Subtotal: 5,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Successmaker representative	Professional development	Title I	
Pearson representative	How to implement core curriculum EnVisions	Title I	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 7,028.92			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Lack of teacher pedagogy in science instruction.	1A.1. Professional development and side by side coaching with teacher in science instruction	1A.1. Administration Classroom teacher Instructional Coach	1A.1. Observation of science workshop model - Student Focused Talks on what they've learned	1A.1. - Instruction Rubric -Classroom walk throughs -Science Look-Fors - Teacher Observations		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By 2013, 35% [18] of our fifth grade students will score at proficiency on the FCAT 2.0 science test.							
	25% (14)	35% [18]					
		1A.2. Inability of students to read grade level text.	1A.2. Explicit teaching of non-fiction text features/ Structures -Collaborate with reading teacher and teach science non-fiction texts as a part of the reading block - Integrate writing into science instruction.	1A.2. -Classroom teachers (Science and Reading) -Instructional Coach -Reading Coach	1A.2. -Classroom walk throughs - Science Journals - Small group observations	1A.2. -District Benchmarks/ PMA's -Write Score! Assessments -Anecdotal Notes	

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		1A.3. Lack of student opportunities/exposure-prior knowledge to build schema and lack of experiences to understand content knowledge	1A.3. -Virtual tours/web-based exploration that supports our current curriculum -(5 E's) and denoted as part of the Curriculum Framework -Inquiry-based hands-on learning	1A.3. Classroom Teachers Instructional Coach Administration	1A.3. -Interdisciplinary units -Diagnostics/Surveys for student knowledge -Science Journals -Focus Walks	1A.3. -Surveys -Diagnostics Assessments -Lesson Plans -Student Work	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Lack of enrichment for above proficiency students and their learning styles/intelligence	2A.1. Provide materials to increase the knowledge and interest of these students i.e., web quests, self-directed experiments,	2A.1. Administration Classroom teachers Instructional Coach	2A.1. -Maintain and update bank of enrichment activities/tasks -Collaborative planning	2A.1. Observations Focus Walks Lesson Plans Benchmarks /PMAs Assessments for/of learning		
<u>Science Goal #2A:</u> By 2013, 10% [5] of our fifth grade students will score at levels 4 and 5 on the FCAT 2.0 Science Test	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	5% (3)	10% [5]					

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		2A.2. Curriculum is not relevant to student interest	2A.2. Use hands-on materials and involve students in demonstrations	2A.2. Administration Classroom teachers Instructional Coach	2A.2. -Science Journals -Collaborative Planning across grade levels	2A.2. Observations Focus Walks Lesson Plans Benchmarks /PMAs Assessments for/of learning	
		2A.3. No transfer from the concrete to the abstract	2A.3. - Scaffolding of student instruction as they move from concrete to abstract scientific concepts Use of Write Score! Science to guide instruction to meet the needs of students.	2A.3. Administration Classroom teachers Instructional Coach	2A.3. Analysis of student scores and data from various curriculum based assessments -Evaluation of student work	2A.3. -Science Journals -District Benchmarks/ PMA's -Write Score! Science	

End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Integrating writing and reading into science instruction.	K – 5 th	Instructional Coach/ Reading Coach	K – 5 th Science Teachers	Grade Level PLC	Teachers will collaborate with their grade levels to gain a better pedagogy of science and science instruction when integrating into reading and writing.	Instructional Support Team
Use of technology to enhance science instruction	K – 5 th	Instructional Coach/ Reading Coach	K – 5 th Science Teachers	Grade Level PLC	Teachers will create a grade level bank of technology rich centers to enhance and scaffold science instruction.	Administration Instructional Coach

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

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

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Write Score! Science	Science Assessments for scrimmage of Big Ideas and FCAT Cumulative	Title 1	\$1,438. 80
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: 1,438.80			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Students' lack of prior effective writing instruction	1A.1. Work with all the teachers on various effective writing strategies tied directly to reading	1A.1. Principal Asst. Principle School Coach Reading Coach	1A.1. Class walk throughs Plan Checks Chats with students Student work tied to a rubric	1A.1. Dist. Prompts Scores on prompts showing growth		

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<p><u>Writing Goal #1A:</u> By 2013, 67% [34] of our students will score a level 4.00 or higher as required by the state of Florida on FCAT Writes.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>52% (36)</p>	<p>60% [34]</p>					
		<p>1A.2. Teacher knowledge of how to differentiate writing with small group instruction</p>	<p>1A.2. Teachers will implement differentiated writing groups and students will participate in small groups based on their writing needs. Teacher will administer Write Score! Writing assessments to assist in analyzing student work for small group differentiation.</p>	<p>1A.2. Principal Assistant Principal Classroom Teachers Instructional Coach</p>	<p>1A.2. Review/Analyze student writing products Differentiated Group documentation Anecdotal notes</p>	<p>1A.2. District Writing Prompt data Writing Portfolios FCAT results Write Score! Writing</p>	

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		1A.3. Lack of teacher / student conferences during writing instruction.	1A.3. Model for teachers using the Coaching Learning Cycle ways to use student conferencing to increase achievement	1A.3. Instructional Coach Classroom Teachers	1A.3. Review/Analyze student writing products Class walk throughs	1A.3. District Writing Prompt Data Write Source! Writing Data Portfolios FCAT Writing Results	
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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
Conferencing during Writing	K-5	Instructional Coach	School Wide	Grade Level PLC	Classroom teachers will work collaboratively to ensure full implementation of Writer's Workshop	Principal Asst. Principal School Coach
Scoring Diagnostic Writing Prompts: FCAT Writing Holistic Scoring Rubric	K-5	Instructional Coach	School Wide	Grade Level PLC	Review scoring of writing as well as peer scoring	Principal Asst. Principal School Coach
Writing Portfolios	K-5	Instructional Coach	Analyzing Student Work in writing to differentiate instruction	Grade Level PLC	School-wide portfolio system Student Writing Pieces	Principal Asst. Principal School Coach

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)			

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

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Strategy	Description of Resources	Funding Source	Amount
Write Score! Writing	Writing Assessments that are then analyzed and provide teacher feedback to differentiate instruction.	Title 1	\$1,035.94
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 1,035.94			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 1,035.94			

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		

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<p>1. Attendance</p>	<p>1.1. Children miss the bus and then their parents do not bring them to school.</p>	<p>1.1. Parents will be notified via School Messenger phone call each day that their child is absent from school.</p> <p>The Attendance Intervention Team will meet weekly to analyze attendance data and sign attendance contracts with parents.</p>	<p>1. Ms. K. Kenney, Assistant Principal</p> <p>Ms. T. Bright, Guidance Counselor</p>	<p>1.1 Analyzing student absentee data to observe for decrease in AIT referrals</p> <p>Attendance Referrals that are submitted to the State Attorney for follow up</p>	<p>1. Data from School Messenger reports School absentee data</p> <p>Weekly data on the number of referrals submitted to the State Attorney.</p>		
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<p>Attendance Goal #1: Student attendance rate will increase by 10% in 2013.</p> <p>Remember the format here should be 50% () which is the percent first and then the number of students in parentheses.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><i>53.6% (206 out of 384 students)</i></p>	<p><i>63.6% (207 out of 325 students)</i></p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p><i>52.6%(202 out of 384 students)</i></p>	<p><i>42.6%(138 out of 325 students)</i></p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p><i>0</i></p>	<p><i>0</i></p>					

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		1.2. Unexpected illness or death in the student's family.	1.2. Creating a positive and safe learning environment by building an open line of communication with parents and caregivers concerning the student.	1.2. Classroom Teachers, Administrators, Social Worker	1.2. Phone calls, conferences, communication through student agenda.	1.2 Monthly attendance reports	
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Attendance Professional Development

<p>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.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Attendance Services Overview</p>	<p>K-5</p>	<p>Ms. T. Bright</p>	<p>PLC, School-wide</p>	<p>Early release</p>	<p>Monitor that daily attendance is entered into Oncourse. Review the weekly calendar for AIT meetings with parents</p>	<p>Ms. D Warnock, CRT Operator Ms. T. Bright, Guidance Counselor</p>

Attendance Budget (Insert rows as needed)

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

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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

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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. Students are not aware of the expectations for acceptable behavior in the classroom and common areas.	1.1. Develop a school wide discipline plan that is articulated to teachers and modeled for students during the first weeks of school.	1.1. Foundations Committee, Mrs. Russ, Principal, Ms. Kenney, Assistant Principal	1.1. Communicate with teachers about the use of classroom referrals designed to shape behavior rather than punish for misbehavior	1.1. Analysis of classroom referrals each month		

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<p>Suspension Goal #1:</p> <p><i>Reduce the number of suspensions by 50%.</i></p> <p>Remember the format here should be 50% () which is the percent first and then the number of students in parentheses.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p><i>1 day</i></p>	<p><i>1 days</i></p>					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	<p><i>6 Days</i></p>	<p><i>3 Days</i></p>					

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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
Impulse Control Strategies for Classroom Teachers	K-5	Ms. K Kenney	School-wide	Monthly during faculty meetings	Analysis of data from classroom and administrative referrals. Notes from RTI Behavior Tier II and Tier III Interventions.	Ms. K Kenney Foundations

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
Impulse Control	<u>Impulse Control Stop and Think</u> by Tonia Caselman	Title I	94.95
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

End of Suspension Goals

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. **If you have a PIP, you do not have to fill in this section of the SIP.**

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1. Parents are not able to attend at any time because they have small children at home and have no one to care for them.	1.1. Schedule and structure events that the entire family can attend and support the students at Ramona Elementary.	1.1. Ms. H. Garrison, Volunteer Liaison	1.1. Attendance sign in sheets and survey forms from parent involvement activities	1.1. Analysis of data gleaned from parent participation surveys.		

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<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<p><i>Our goal for this school year is to increase parental involvement at Ramona Boulevard Elementary School by offering events at a variety of times in order to accommodate the various schedules that our parents maintain.</i></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p> <p>Remember the format here should be 50% () which is the percent first and then the number of students in parentheses.</p>							
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					

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		2. Methods of communication between school and home change frequently limiting the ways information can be shared with parents.	1.2. Weekly communication folders, email newsletters and announcements, maintain a current web page and more frequent use of School Messenger to deliver messages via voice, text and email to parents.	1.2. Ms. K Kenney, Assistant Principal Classroom Teachers	1.2. Install a counter on the web page to determine if there is increased traffic on the site, records from School Messenger that illustrate how many messages were delivered and how many were rejected by parents.	1.2. Analysis of data regarding parent communication gathered on the school climate survey.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a</p>							
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professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Communicating with Parents: Practical Strategies for Developing Successful Relationships (Dyches, Carter & Prater)	K-5	Instructional Coaches	Grade Level Professional Learning Communities School Wide	Once a month during PLCs on Thursday and Friday Early Release Training	Wiki/Blog	Ms. K. Kenney, Assistant Principal

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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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: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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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
Subtotal:			
Total:			

End of STEM Goal(s)

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

Additional Goal(s) – Make sure you complete a Safety Goal in this section.

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 14,398.92
CELLA Budget	Total:
Mathematics Budget	Total: 7,028.92
Science Budget	Total: 1,438.80
Writing Budget	Total: 1,035.94
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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Grand Total: 23, 902.58

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

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.) – **Don’t forget to upload a copy of the completed Priority Checklist with your School Improvement Plan.**

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount
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