

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Otis A. Mason Elementary School	District Name: St. Johns County School District
Principal: Kim Dixon	Superintendent: Dr. Joseph Joyner
SAC Chair: Jeanne Siragusa	Date of School Board Approval: 11/13/2012

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.)

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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)
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Principal	Kimberly Dixon	Masters in Education University of North Florida; Bachelor of Science Bethune Cookman College; Certified Elementary Education; Middle School Integrated Curriculum; National Board Certified	1	7	<p>R.J. Murray Middle School (Assistant Principal)</p> <p>2008-2009</p> <p>Grade: A</p> <p>64% Reading</p> <p>56% Math</p> <p>92% Writing</p> <p>2009-2010</p> <p>Grade: A</p> <p>71% Reading</p> <p>65% Math</p> <p>91% Writing</p> <p>52% Science</p> <p>60% Reading Gains</p> <p>71% Math Gains</p> <p>59% Lowest 25% Reading</p> <p>66% Lowest 25% Math</p> <p>2010-2011</p> <p>Grade: A</p> <p>67% Reading</p> <p>72% Math</p> <p>42% Science</p> <p>58% Reading Gains</p> <p>68% Math Gains</p> <p>62% Lowest 25% Reading</p> <p>67% Lowest 25% Math</p> <p>2011-2012</p>
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					<p>Grade B</p> <p>70% Reading</p> <p>63% Math</p> <p>57% Science</p> <p>76% Reading Gains</p> <p>50% Math Gains</p> <p>41% Lowest 25% Reading</p> <p>44% Lowest 25% Math</p>
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<p>Vice Principal</p>	<p>Pattie Foulk</p>	<p>BA Elementary Education, Early Childhood Education, M.A. Educational Leadership, Reading Endorsement, and ESOL Endorsed</p>	<p><1</p>	<p>8</p>	<p>Assistant Principal – PV/Rawlings Elementary 2011-2012, Grade A</p> <p>Meeting High Standards in Reading 86% , Meeting High Standards in Math 81% , Meeting High Standards in Writing (3.0 and above) 91%, Meeting High Standards in Science 81% , and AYP was met.</p> <p>Assistant Principal – PV/Rawlings Elementary 2010-2011, Grade A</p> <p>Meeting High Standards in Reading 96%, Meeting High Standards in Math 93%, Meeting High Standards in Writing 91% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met.</p> <p>Assistant Principal – PV/Rawlings Elementary 2009-2010, Grade A</p> <p>Meeting High Standards in Reading 95%, Meeting High Standards in Math 97%, Meeting High Standards in Writing 87% (4.0 and above), Meeting High Standards in Science 87%, and AYP was met.</p> <p>Assistant Principal – PV/Rawlings Elementary 2008-2009, Grade A</p> <p>Meeting High Standards in Reading 96%, Meeting High Standards in Math 96%, Meeting High Standards in Writing 94% (3.5 and above), Meeting High Standards in Science 80%, and AYP was met.</p> <p>Assistant Principal – PV/Rawlings Elementary 2007-2008, Grade A</p> <p>Meeting High Standards in Reading 95%, Meeting High Standards in Math 91%, Meeting High Standards in Writing 83% (3.5 and above), Meeting High Standards in Science 74%, and AYP was met.</p> <p>Assistant Principal – PV/Rawlings Elementary 2006-2007, Grade A</p> <p>Meeting High Standards in Reading 96%, Meeting High Standards in Math 89%, Meeting High Standards in Writing 93% (3.5 and above), Meeting High Standards in Science 77%, and AYP was met.</p> <p>Assistant Principal – PV/Rawlings Elementary 2005-2006, Grade A</p> <p>Meeting High Standards in Reading 93%, Meeting High Standards in Math 91%,</p>
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					Meeting High Standards in Writing 90% (3.5 and above), and AYP was met.
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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)
Elementary Subjects	Debra Cymbaluk	Certified in Elementary Education, Exceptional Student Education and Early Childhood Education	4	4	Mason achieved a B rating last year and an A rating the three previous years. The school achieved AYP again this year. School achieved an A rating for the 2009-2011 years. School achieved AYP for the first time during the 2010-2011 school year.

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. All teachers are engaged in professional development opportunities to remain highly qualified.	Administration, Instructional Literacy Coach	2012-2013	
2. Only highly qualified teachers are recruited and hired.	Principal	2012-2013	
3. Mentors are assigned to all teachers new to Mason Elementary School	Assistant Principal	2012-2013	
4.			

Non-Highly Qualified Instructors

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

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

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
44	5%	14%	29%	52%	33%	100%	10%	5%	40%

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.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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Cindy O'Brien	Susanna Brice	Lead teacher and experience	Formal and informal mentor/mentee meetings
Amanda Zakrocki	Mary Ziegenfuss	Lead teacher and experience	Formal and informal mentor/mentee meetings
Lori Cosgrove	Shanna Stevens	Experience	Formal and informal mentor/mentee meetings

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</p> <p>Services are provided to ensure students requiring additional remediation are assisted through remedial programs or summer school. The district coordinates with Title II and Title III ensuring staff development needs are met.</p>
<p>Title I, Part C- Migrant</p> <p>The Migrant Office provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure needs are met.</p>
<p>Title I, Part D</p> <p>N/A</p>
<p>Title II</p> <p>The District receives supplemental funds for improving basic education programs and maintaining the staff's highly qualified status. This includes, but is not limited to, funding for staff development initiatives.</p>
<p>Title III</p> <p>Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and ELL students.</p>

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Title X- Homeless
The District Homeless Liaison provides resources for students identified as homeless including clothing, school supplies, and social service referrals.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide supplemental instruction, materials for students in need of remedial instruction and 3 rd grade students requiring summer school services.
Violence Prevention Programs
Mason Elementary School offers non-violence, Anti-Bullying, and Drug Free programs to students that incorporate Character Counts objectives and instruction.
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

MTSS/ Response to Instruction/Intervention (MTSS/RtI)

School-Based MTSS/ MTSS/RtI Team
Identify the school-based MTSS/RtI Leadership Team.
The school based MTSS/RtI Leadership team consists of the principal, assistant principal, literacy coach, guidance counselor, school psychologist, and Speech/ Language Pathologist.

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

The leadership team will focus meetings on maintaining a problem solving process in order to meet the needs of struggling students and their teachers. The team will meet weekly to review universal screening data, progress monitoring data and identify students at risk. Regular collaboration with teachers during scheduled Wednesday team meetings and other times as necessary will be held to assist with planning and implementation of strategies, programs and resources for students at risk.

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

The MTSS/RtI team provides input for the SIP including data disaggregation and Tier 1, 2, and 3 information to guide decision making for academic and social needs. The team will be responsible for guidance for instructional and systemic supports to meet the needs of students.

MTSS/RtI 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: FAIR, Discovery Education

Progress Monitoring: FAIR, Discovery Education, Curriculum Based Assessments, HM Leveled Reading Assessments

Midyear: FAIR, Discovery Education, HM Leveled Reading Assessments and Curriculum Based Assessments

End of year: FCAT, Discovery Education, FAIR, HM Leveled Reading Assessments, Curriculum Based Assessments

Describe the plan to train staff on MTSS/RtI.

Opportunities for training on MTSS/RtI will be provided by the Instructional Literacy Coach and guidance counselor during common planning times, District Inservice Days and Early Release Wednesdays. Trainings will occur throughout the year with the entire staff. The Core Team members will provide coaching, assistance, and training opportunities.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team consists of the principal, assistant principal, instructional coach, guidance counselor, school psychologist, the SLP and an intermediate teacher, a primary teacher, and an ESE teacher representative when appropriate.

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

The LLT will meet in conjunction with the MTSS/RtI core team to discuss reading data and progress and assist in identifying areas of weakness in core areas. The team identifies core curriculum, supplemental and intervention resources, and proven strategies to share with all teachers.

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

The LLT will assess current resources at Mason Elementary, determine their degree of implementation and effectiveness, and identify additional resources or training as needed to assist teachers and supplemental staff with interventions.

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.

Otis A. Mason Elementary offers Pre-K ESE and a VPK program. Rising Kindergarten students are assessed on readiness skills prior to entry and information is provided to parents regarding their child's readiness level. Additionally, parents are provided with information on student readiness and materials to provide assistance prior to Kindergarten. A special Open House/Kindergarten Readiness activity will be planned in the spring.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

***High Schools Only**

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

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

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Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

READING GOALS	Problem-Solving Process to Increase Student Achievement						

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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>1. Students achieving proficiency (FCAT Level 3) in reading</p> <p><u>Reading Goal #1:</u></p>	<p>1.1. The challenges of quickly assessing students and securing baseline data in a highly mobile school.</p>	<p>1.1. Using FAIR, Discovery Education, and curricular materials for assessment, progress monitoring and instructional planning in grades KG-5.</p>	<p>1.1. Instructional Coach and Guidance Counselor</p>	<p>1.1. Tracking of assessment results and intervention plans.</p>	<p>1.1. FAIR, FCAT, Discovery Education, and curriculum based measurements.</p>		
<p>Based on 2013FCAT results, 30% of the 252 3rd – 5th grade students tested will achieve proficiency by scoring at Level 3 in reading.</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u> *</p>					
	<p>27% (62 students)</p>	<p>30%</p>					
		<p>1.2. Student vocabulary level.</p>	<p>1.2. Utilize vocabulary strategies for vocabulary development.</p>	<p>1.2. Classroom teachers</p>	<p>1.2. Analysis of student scores will show improvement in vocabulary.</p>	<p>1.2. Curriculum based assessment scores, FAIR</p>	

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		1.3. School population with high degree of variability, socioeconomic, and cultural backgrounds.	1.3. Utilize Kagan Structures which are researched based and designed to engage all learners. Additionally, utilize the “Wednesday Clubs” concept to build relationships and promote understanding between students and staff. Utilize Larry Bell’s Closing the Achievement Gap strategies.	1.3. Administration, Faculty and Staff	1.3. Observations and student participation in club activities.	1.3. List of club activities and Lesson Plans with Kagan Strategies included.	
		1.4 Data shows that many students are not making learning gains.	1.4 The school’s menu of Research Based Interventions will be expanded and related staff development/ support will be provided.	1.4 MTSS/RtI Team, Instructional Coach, Guidance Counselor, Administration	MTSS/RtI minutes, agendas, lesson plans, progress monitoring results	FAIR, Discovery Education, curriculum based assessments	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students achieving above proficiency</p> <p>(FCAT Levels 4 and 5) in reading</p> <p><u>Reading Goal #2:</u></p>	<p>2.1.</p> <p>Difficulty in planning and providing for the needs of high ability learners and providing strategies and opportunities to independently progress through content.</p>	<p>2.1.</p> <p>Utilizing the Autonomous Learner Model to provide opportunities to enhance and improve instructional and learning opportunities for high ability learners.</p>	<p>2.1.</p> <p>Classroom teachers, Media Specialist, Guidance Counselor, Administration</p>	<p>2.1.</p> <p>Progress monitoring data</p>	<p>2.1.</p> <p>Curriculum based assessments, Discovery Education, FAIR, HM Levels</p>		
<p>Based on 2013 FCAT Reading results, 45% of the 252 3rd – 5th grade students tested will achieve proficiency by scoring at Level 4 or 5 in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>42% (97 students)</p>	<p>45% (<u> </u>students)</p>					
		<p>2.2.</p> <p>Systematically examining data to inform instruction and plan for follow up instruction</p>	<p>2.2.</p> <p>Continue to implement the FCIM</p>	<p>2.2.</p> <p>Administration, Instructional Coach, Teachers</p>	<p>2.2.</p> <p>Progress monitoring data</p>	<p>2.2.</p> <p>Curriculum based assessments, Discovery Education, FAIR</p>	

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		2.3 Few teachers trained, certified, or endorsed in high ability or gifted learner areas.	2.3 Provide resources, support, and opportunities for teachers to become trained, certified, or endorsed in “gifted” or advance ability topics.	2.3 Administration, Teachers, SJCS Office of Professional Development	2.3 Inservice logs, endorsement certificates	2.3 Course certificates, list of teachers trained, certified, and endorsed	
		2.4. Lack of parental knowledge of opportunities and strategies for high ability students	2.4. Provide resources, brochures, and information to parents in various ways to increase knowledge of high ability students	2.4. Teachers, Administration	2.4. Documentation of parental involvement and resources for high ability learners	2.4. Title I Sign In Sheets, Brochures/handouts for parents	
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		
3. Percentage of students making Learning Gains in reading <u>Reading Goal #3:</u>	3.1. Difficult to diagnose the wide range of student needs for instruction and intervention in a highly mobile and diverse population.	3.1. Utilize FAIR, Discovery Education, curriculum based assessments, and other diagnostic and progress monitoring devices to determine student needs.	3.1. Classroom Teachers, Instructional Literacy Coach, Guidance Counselor	3.1. Documentation of assessment results	3.1. Curriculum based assessments, Discovery Education, FAIR		

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Based on 2013 FCAT Reading results, 79% of the 252 3rd – 5 th grade students tested will make learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	76 (190 students)	79 (__ students)					
		3.2. Student vocabulary level.	3.2. Utilize vocabulary strategies for vocabulary development.	3.2. Classroom teachers	3.2. Analysis of student scores will show improvement in vocabulary.	3.2. Curriculum based assessment scores, FAIR	
		3.3. School population with high degree of variability, socioeconomic, and cultural backgrounds.	3.3. Utilize Kagan Structures which are researched based and designed to engage all learners. Additionally, utilize the “Wednesday Clubs” concept to build relationships and promote understanding between students and staff. Utilize Larry Bell’s Closing the Achievement Gap strategies.	3.3. Administration, Faculty and Staff	3.3. Observations and student participation in club activities.	3.3. List of club activities and Lesson Plans with Kagan Strategies included.	

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		3.4 Data shows that many students are not making learning gains.	3.4 The school's menu of Research Based Interventions will be expanded and related staff development/ support will be provided.	3.4 MTSS/RtI Team, Instructional Coach, Guidance Counselor, Administration	3.4 MTSS/RtI minutes, agendas, lesson plans, progress monitoring results	3.4 FAIR, Discovery Education, curriculum based assessments	
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. Lowest 25% of students often exhibit difficulty in language skills as a result of limited vocabulary and exposure.	4.1 Utilize vocabulary strategies for vocabulary development.	4.1 Classroom teachers	4.1 Analysis of student scores will show improvement in vocabulary.	4.1 Curriculum based assessment scores, FAIR		
Based on 2013 FCAT Reading results, 44% of the 252 3 rd – 5 th grade students in the lowest 25% will make learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	41% (173 students)	44% (students)					
		4.2. Wide range of needs of the lowest 25% or students.	4.2. Targeted interventions for identified students.	4.2. Teachers, support personnel, Title I teacher	4.2. Assessment results	4.2. FAIR, FCAT, and curriculum based assessment scores	

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		4.3 Providing targeted instruction in the areas of need	4.3. FCIM	4.3. Teachers	4.3. Progress monitoring data	4.3. FAIR, FCAT, and curriculum based assessment scores	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p><u>Reading Goal #5A:</u></p>	<p>Reading Goal #5A:</p> <p>Ethnicity</p> <p>(White, Black, Hispanic, Asian, American Indian)</p>	<p>5A.1.</p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	
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Pending state provided data	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
White: NA Black: NA Hispanic: NA Asian: NA American Indian: NA	White: Black: Hispanic: Asian: American Indian:	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5B:</p>	<p>Reading Goal #5B:</p> <p>English Language Learners (ELL)</p>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
<p>Pending state provided data</p> <p><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>					
	NA	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
<p>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:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5C:</p> <p>Students with Disabilities (SWD)</p> <p><u>Reading Goal #5C:</u></p>	<p>Reading Goal #5C:</p> <p>Students with Disabilities (SWD)</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	
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<p>Pending state provided data</p> <p><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>NA</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p><u>Reading Goal #5D:</u></p>	<p>Reading Goal #5D:</p> <p>Economically Disadvantaged</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	
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<p><i>Enter narrative</i></p> <p>Pending state provided data</p> <p><i>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>NA</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

Please note that each Strategy does not require a

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professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Leadership Team trainings.	All	Leadership Team	All Instructional Staff	Monthly	Feedback, surveys, and classroom visits.	Administration, ILC, Peer Evaluator, peers.
Technology Integration	All	District IT Staff	All Instructional Staff	Monthly	Lesson Plans, web page review, Correspondence utilizing technology	Administration
Gifted Endorsement Courses	Any	District PD Office	All teachers of identified gifted students and any interested Teachers	As offered	Evaluation of course completion	Administration

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
Reading Interventions	Various Research Based Reading Intervention Resources	SAI and Title I	Varies
Vocabulary Intervention	Researched based Vocabulary Activities	SAI and Title I	\$1000.00
Subtotal:\$1,000.00+			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increased use of technology to enhance instruction	Various technology resources including Mimios, SmartBoards, CPS systems	SAI and Title I	\$7000.00
Subtotal: \$7000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Technology Training	Instructional Technology Instructors	Title II Funds	\$1600.00
Leadership trainings	Handouts for trainings	Operating	N/A
Subtotal: \$1600.00			
Other			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

Comprehensive English Language Learning Assessment (CELLA)**Goals**

- | | |
|---|---------|
| 1. Students scoring proficient in Listening/Speaking. | 0% (0) |
| 2. Students scoring proficient in Reading. | 50% (4) |
| 3. Students scoring proficient in Writing. | 50% (4) |

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		
<p>1. Students achieving proficiency (Level 3) in mathematics</p> <p><u>Mathematics Goal #1:</u></p>	<p>1.1. The challenges of quickly assessing students and securing baseline data in a highly mobile school.</p>	<p>1.1. Using Discovery Education, and curricular materials for assessment, progress monitoring and instructional planning in grades K-G-5.</p>	<p>1.1. Instructional Coach and Guidance Counselor</p>	<p>1.1. Tracking of assessment results and intervention plans.</p>	<p>1.1. FCAT, Discovery Education, and curriculum based measurements.</p>		
<p>Based on 2013 FCAT Mathematics results, 37% of the 252 3rd – 5th grade students tested will achieve proficiency by scoring at Level 3.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>34% (79) (90 students)</p>	<p>37% (93 students)</p>					

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		1.2. Teaching new math standards including full implementation of Common Core Standards in KG.	1.2. Training and support in standards implementation	1.2. Classroom teachers with District CAST assistance	1.2. Analysis of student scores, observations	1.2. Curriculum based assessment scores, Discovery Education Scores, FCAT	
		1.3. School population with high degree of variability, socioeconomic, and cultural backgrounds.	1.3. Utilize Kagan Structures which are researched based and designed to engage all learners. Additionally, utilize the “Wednesday Clubs” concept to build relationships and promote understanding between students Closing the Achievement Gap and staff. Utilize Larry Bell’s strategies.	1.3. Administration, Faculty and Staff	1.3. Observations and student participation in club activities.	1.3. List of club activities and Lesson Plans with Kagan Strategies included.	
		1.4. Assessing and teaching to individual student needs.	1.4. Continue implementation of FCIM	1.4. Classroom Teachers, Administration	1.4. Lesson plans, schedules for interventions	1.4. Curriculum based assessment scores, Discovery Education Scores, FCAT	
		1.5. Lack of real world opportunities for application of math skills	1.5. Implementation of curriculum that includes opportunities for students to participate in real world mathematical activities such as; banking days with a local bank, token economy systems, and field trips to supermarkets and other venues	1.5. Classroom teachers, PTA, Administration	1.5. Documentation of field trips (goals and objectives), lesson plans, and documentation of partnership with local bank	1.5. Curriculum based assessment scores, Discovery Education Scores, FCAT	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students achieving above proficiency</p> <p>(Levels 4 and 5) in mathematics</p> <p><u>Mathematics Goal #2:</u></p>	<p>2.1.</p> <p>Difficulty in planning and providing for the needs of high ability learners and providing strategies and opportunities to independently progress through content</p>	<p>2.1.</p> <p>Utilizing the Autonomous Learner Model to provide opportunities to enhance and improve instructional and learning opportunities for high ability learners.</p>	<p>2.1.</p> <p>Classroom teachers, Media Specialist, Guidance Counselor, Administration</p>	<p>2.1.</p> <p>Progress monitoring data</p>	<p>2.1.</p> <p>Curriculum based assessments, Discovery Education</p>		
<p>Based on 2013 FCAT Mathematics results, 31% of the 252 3rd – 5th grade students tested will achieve proficiency by scoring at Level 4 or 5.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>28% (66)</p> <p>(112 students)</p>	<p>31</p> <p>(78 students)</p>					
		<p>2.2.</p> <p>Systematically examining data to inform instruction and plan for follow up instruction</p>	<p>2.2.</p> <p>Continue to implement the FCIM</p>	<p>2.2.</p> <p>Administration, Instructional Coach, Teachers</p>	<p>2.2.</p> <p>Progress monitoring data</p>	<p>2.2.</p> <p>Curriculum based assessments, Discovery Education</p>	
		<p>2.3</p> <p>Few teachers trained, certified, or endorsed in high ability or gifted learner areas.</p>	<p>2.3</p> <p>Provide resources, support, and opportunities for teachers to become trained, certified, or endorsed in “gifted” or advance ability topics.</p>	<p>2.3</p> <p>Administration, Teachers, SJCS Office of Professional Development</p>	<p>2.3</p> <p>Inservice logs, endorsement certificates</p>	<p>2.3</p> <p>Course certificates, list of teachers trained, certified, and endorsed</p>	

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		2.4. Lack of parental knowledge of opportunities and strategies for high ability students	2.4. Provide resources, brochures, and information to parents in various ways to increase knowledge of high ability students	2.4. Teachers, Administration	2.4. Documentation of parental involvement and resources for high ability learners	2.4. Title I Sign In Sheets, Brochures/ handouts for parents	
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		
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) <u>Mathematics Goal #3:</u>	3.1. Students have a wide range of needs.	3.1. Implement UNRAAVEL strategy based on the work of Larry Bell.	3.1. Instructional Coach, Administration	3.1. Analysis of assessment results	3.1. FCAT, Discovery Education, Curriculum Based Assessments		
Based on 2013 FCAT Mathematics results, 53% of the 252 3 rd – 5 th grade students will make learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50 <i>(129 students)</i>	53 <i>(134 students)</i>					

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		3.2. Lack of real world opportunities for application of math skills	3.2. Implementation of curriculum that includes opportunities for students to participate in real world mathematical activities such as; banking days with a local bank, token economy systems, and field trips to supermarkets and other venues	3.2. Classroom teachers, PTA, Administration	3.2. Documentation of field trips (goals and objectives), lesson plans, and documentation of partnership with local bank	3.2. Curriculum based assessment scores, Discovery Education Scores, FCAT	
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	4.1. Wide range of needs of the lowest 25% or students.	4.1. Targeted interventions for identified students.	4.1. Teachers, support personnel, Title I teacher	4.1. Assessment results	4.1. FAIR, FCAT, and curriculum based assessment scores		
<u>Mathematics Goal #4:</u>							
Based on 2013 FCAT Mathematics results, 47% of the 252 3rd – 5 th grade students the lowest 25% will make learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	44% (146 students)	47% (118 students)					
		4.2.Providing targeted instruction in the areas of need	4.2. FCIM	4.2. Teachers	4.2. Progress monitoring data	4.2. FAIR, FCAT, and curriculum based assessment scores	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p><u>Mathematics Goal #5A:</u></p>	<p>Mathematics Goal #5A:</p> <p>Ethnicity</p> <p>(White, Black, Hispanic, Asian, American Indian)</p>	<p>5A.1.</p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>	
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<p><i>Enter narrative for the goal in this box.</i></p> <p>Pending state provided data</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p> <p>White: NA Black: NA Hispanic: NA Asian: NA American Indian: NA</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p> <p>White: Black: Hispanic: Asian: American Indian:</p>					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p><u>Mathematics Goal #5B:</u></p>	<p>Mathematics Goal #5B:</p> <p>English Language Learners (ELL)</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	
<p><i>Enter narrative for the goal in this box.</i></p> <p>Pending state provided data</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>NA</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
	- -	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p><u>Mathematics Goal #5C:</u></p>	<p>Mathematics Goal #5C:</p> <p>Students with Disabilities (SWD)</p>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
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<p><i>Enter narrative for the goal in this box.</i></p> <p>Pending state provided data</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>NA</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p><u>Mathematics Goal #5D:</u></p>	<p>Mathematics Goal #5D:</p> <p>Economically Disadvantaged</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	

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<p><i>Enter narrative for the goal in this box.</i></p> <p>Pending state provided data</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>NA</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	

Professional Development (PD) aligned with Strategies through Professional
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**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
Leadership Team trainings	All	Leadership Team	All Instructional Staff	Monthly	Feedback, surveys, and classroom visits.	Administration, ILC, Peer Evaluator
Technology Integration	All	District IT Staff	All Instructional Staff	Monthly	Lesson Plans, web page review, Correspondence utilizing technology	Administration
Gifted Endorsement Courses	Any	District PD Office	All teachers of identified gifted students and Any interested Teachers	As offered	Evaluation of course completion	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
Mathematics Interventions	Various Research Based Mathematics Intervention Resources	SAI and Title I	Varies
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increased use of technology to enhance instruction	Various technology resources including Mimios, SmartBoards, CPS systems	SAI and Title I	\$7000.00
			Subtotal: \$7000.00

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Professional Development			
Technology Training	Instructional Technology Instructors	Title II Funds	\$1600.00
Marzano Training	Handouts for trainings	Operating	\$200.00
Subtotal:			
Total:			

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		

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<p>1. Students achieving proficiency (FCAT Level 3) in science</p> <p><u>Science Goal #1:</u></p>	<p>1.1. High mobility of student body and diversity of student needs and levels</p>	<p>1.1 To utilize focused science activities based on the FCIM to increase student achievement in science.</p>	<p>1.1. Teachers</p>	<p>1.1. Progress monitoring</p>	<p>1.1. Discovery Education and Curriculum Based assessments.</p>		
<p>Based on 2013 FCAT Science results, 44% of the 71 5th grade students tested will achieve proficiency by scoring at Level 3.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>41% (32)</p>	<p>44% (31)</p>					
		<p>1.2. Supplemental materials are limited for new science standards</p>	<p>1.2. Increase materials available that are related to science Big Ideas</p>	<p>1.2. Principal</p>	<p>1.2. Availability of science materials for study</p>	<p>1.2. Inventory of science supplies</p>	
		<p>1.3. Students have limited exposure to science concepts.</p>	<p>1.3. A high interest program will be developed and implemented utilizing the science lab and other related resources</p>	<p>1.3. Teachers, Administration</p>	<p>1.3. Lesson plans and schedules will be reviewed for inclusion of science instruction and lab reservations</p>	<p>1.3 Lesson plans, lab schedule</p>	
		<p>1.4 Students' interest in science is limited.</p>	<p>1.4 Utilization of Discovery Education Website</p>	<p>1.4 Classroom teachers, administration</p>	<p>1.4 Usage data for Discovery Education</p>	<p>1.4 FCAT, Discovery Education, Curriculum based assessments.</p>	

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		1.5 Students learning styles must be addressed in order for them to be successful.	1.5 Increase opportunities for hands-on and differentiated instruction.	1.5 Teachers, Principal	1.5 Discovery Education Curriculum Based assessments.	1.5 FCAT, Discovery Education	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</p> <p><u>Science Goal #2:</u></p>	<p>2.1. The challenge of concrete examples with real world Scientific experiences.</p>	<p>2.1. Utilize online Discovery learning</p>	<p>2.1. Teachers</p>	<p>2.1. On-going monitoring and Discovery Education</p>	<p>2.1. FCAT, Discovery Education</p>		
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By June 2013 18% of the 71 students will score a level 4 or 5 in Science.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	15% (12)	18% (13)					
		2.2. The challenge of meeting the high ability learners need for strategies to independently progress through content.	2.2. Utilize the Autonomous Learner to increase independent study skills	2.2. Teachers	2.2. On-going monitoring and Discovery Education	2.2. FCAT, Discovery Education, teacher made assessments	

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.

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

Science Budget (Insert rows as needed)

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

End of Science Goals

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Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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		
1. Students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing Writing Goal #1:	1.1. High mobility rate of student body and diversity of student needs and levels	1.1. Grade level writing prompts given three times per year.	1.1. Principal, Assistant Principal, Instructional coach, teachers	1.1. Analysis of scores	1.1. Writing prompts		

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Based on 2013 FCAT Writing results, 80% of 86 4 th grade students tested will score at Level 4.0 or higher.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	80% (69)	83% (73)					
		1.2. Student vocabulary level and the increased focus on grammar and conventions for scoring.	1.2. Utilize vocabulary strategies for vocabulary development. Utilize district CAST member to provide training for teachers.	1.2. Classroom teachers, District Elementary Language Arts Program Specialist	1.2. Analysis of student scores will show improvement in vocabulary, grammar, and conventions.	1.2. Writing prompts	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p> <p><u>Writing Goal #2A:</u></p>	<p>Writing Goal #2A:</p> <p>Ethnicity</p> <p>(White, Black, Hispanic, Asian, American Indian)</p>	<p>2A.1.</p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>	<p>2A.1.</p>	<p>2A.1.</p>	<p>2A.1.</p>	<p>2A.1.</p>	
<p><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>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p> <p><u>Writing Goal #2B:</u></p>	<p>Writing Goal #2B:</p> <p>English Language Learners (ELL)</p>	<p>2B.1.</p>	<p>3B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	
<p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2C:</u>	Writing Goal #2C: Students with Disabilities (SWD)	2C.1.	2C.1.	2C.1.	2C.1.	2C.1.	

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<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2C.2.	2C.2.	2C.2.	2C.2.	2C.2.	
		2C.3.	2C.3.	2C.3.	2C.3.	2C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p> <p><u>Writing Goal #2D:</u></p>	<p>Writing Goal #2D:</p> <p>Economically Disadvantaged</p>	<p>2D.1.</p>	<p>2D.1.</p>	<p>2D.1.</p>	<p>2D.1.</p>	<p>2D.1.</p>	
<p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		2D.2.	2D.2.	2D.2.	2D.2.	2D.2.	
		2D.3.	2D.3.	2D.3.	2D.3.	2D.3.	

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
District Language
Arts Specialist

PD Participants

(e.g. , PLC, subject, grade level, or school-wide)

All classroom teachers

Target Dates and Schedules

(e.g. , Early Release) and Schedules (e.g., frequency of meetings)
September – January

Strategy for Follow-up/Monitoring

Monitor lesson plans and progress monitoring results

Person or Position Responsible for Monitoring

Teachers, LA Specialist, ILC, Administration

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

Writing Budget (Insert rows as needed)

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

End of Writing Goals

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

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (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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I. Attendance	I.1.	I.1.	I.1.	I.1.	I.1.		
<u>Attendance Goal #1:</u>	Mason is not located close to the neighborhoods where students live and many parents transport their students to school which may result in students with excessive tardies.	Students will earn rewards for being on time to school. Parents of students with tardy issues will be contacted directly by the teacher.	Teachers	Reduced tardies	Attendance reports		
Based on 2013 Attendance data, Mason Elementary School will increase the attendance rate of the 606 students to 98% attendance rate.	<u>2012 Current Attendance Rate:*</u>	<u>2012 Expected Attendance Rate:*</u>					
	95%	98% (593) students					
	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	174	157 <i>(Reduction of 10%)</i>					
	<u>2012 Current Number of Students with Excessive Tardies</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Tardies</u> (10 or more)					
	132	119 <i>(Reduction of 10%)</i>					

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		1.2. Students may have health issues, sicknesses or conditions which result in excessive absences.	1.2. Parents will be made aware of strategies for keeping kids healthy and students will be taught proper health techniques to minimize the spread of contagious illnesses.	1.2. Classroom teachers, nurse	1.2. Reduced absences	1.2. Attendance reports	
		1.3. Parents may be unaware of school start times and tardiness issues	1.3. The school will increase parental awareness of school start times and the tardy policy	1.3. Administration, Teachers, Guidance Counselor	1.3. Reduced Tardies	1.3. Attendance reports	

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.

**September 2012
Rule 6A-1.099811
Revised August 31, 2012**

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader School Nurse	PD Participants (e.g. , PLC, subject, grade level, or school-wide) Staff	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) Quarterly	Strategy for Follow-up/Monitoring Sign in sheets or acknowledgments of training	Person or Position Responsible for Monitoring School nurse
Keeping Kids Healthy	All					

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension Suspension Goal #1:	1.1. Students’ language and social skills impair ability to cope with daily events.	1.1. Social skills group and intervention will be implemented for targeted students.	1.1. Guidance Counselor	1.1. Ongoing monitoring of targeted students’ behavior	1.1. Discipline referral rate		
Less than 4% of the 606 students will be suspended during the 2012-2013 school year.	<u>2012 Total Number of</u> <u>In-School Suspensions</u>	<u>2013 Expected Number of</u> <u>In-School Suspensions</u>					
	<i>N/A</i>	<i>N/A</i>					
	<u>2012 Total Number of Students Suspended</u> <u>In-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>In-School</u>					

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

	N/A	N/A					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>43</i>	<i>24</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>32</i>	<i>12</i>					
		1.2. Students may not have good role models or may have role models who are dealing with multiple stressors	1.2. Continue mentoring for targeted students	1.2. Guidance counselor and other agencies as possible	1.2. Ongoing monitoring of targeted students' behavior	1.2. Discipline referral rate	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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.

**September 2012
Rule 6A-1.099811
Revised August 31, 2012**

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Leadership Team	PD Participants (e.g. , PLC, subject, grade level, or school-wide) All instructional staff All staff	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) Monthly Monthly	Strategy for Follow-up/Monitoring Sign in sheets for meetings Sign in sheets for meetings	Person or Position Responsible for Monitoring Principal Principal
Engagement Strategies	All					
Character Education	All	Character Team Leaders				

Suspension Budget (Insert rows as needed)

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

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

Total:			
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End of Suspension Goals

Dropout Prevention Goal(s)

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

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

DROPOUT PREVENTION GOAL(S)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2012-2032 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		

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

<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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.

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

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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Dropout Prevention Budget (Insert rows as needed)

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

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

End of Dropout Prevention Goal(s)

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						
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		

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<p>1. Parent Involvement</p> <p><u>Parent Involvement Goal #1:</u></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>1.</p> <p>Parent's schedules conflict with activities or transportation is not available.</p>	<p>1.1.</p> <p>Video tape trainings and/or provide information to links on the WEB that covers the information.</p>	<p>1.1.</p> <p>Administration, Instructional Coach, classroom teachers, and media specialist</p>	<p>1.1.</p> <p>Record of video check out through media center and documentation of parent receipt of information</p>	<p>1.1</p> <p>Record of video check out through media center and documentation of parent receipt of information</p>		
<p>Based on cumulative attendance records, 83% of targeted 606 families will participate in planned activities during the 2012 -2013 school year.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					
	<p><i>80% of targeted families participated in activities during the 2011-2012 school year.</i></p>	<p><i>83% of targeted families participated in activities during the 2012-2013 school year (502 students)</i></p>					
		<p>1.2.</p> <p>Parents lack of understanding of New Generation Sunshine State Standards and Common Core Standards</p>	<p>1.2</p> <p>Implement curriculum information meetings at various times and provide brochures/resources to parents.</p>	<p>1.2.</p> <p>Administration, ILC, Teachers</p>	<p>1.2.</p> <p>Parent Feedback</p>	<p>1.2</p> <p>Spring Parent Survey, Exit Slip for parent events.</p>	

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		1.3. Lack of participation in SAC and PTA	1.3. Actively recruit members for SAC and assist PTA with membership by targeting parent groups and showcasing student talent during events/ meetings.	1.3. PTA, SAC Co-chairs	1.3. Utilize sign in sheets and membership records to record attendance and participation.	1.3. Record of attendance and membership in SAC and PTA events.	
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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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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.			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Student Performances	PTA	Title I and PTA	\$0.00
Parent Trainings	District, school based	Title I	\$200.00
Subtotal:\$200.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Curriculum Information Activities	Various events at differing times throughout the school year	Title I	\$200.00
Subtotal:\$200.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide timely information to parents	Team/Teacher newsletters, school newsletter, school website	Title I, Operating	\$500.00
Food and related items for parent activities	Title I parent involvement	Title I	\$400.00
Subtotal: \$900.00			
Total: \$1,300.00			

End of Parent Involvement Goal(s)

Additional Goal(s)

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

September 2012

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Revised August 31, 2012

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

Character Counts	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		
<p>1. Additional Goal</p> <p><u>Additional Goal #1:</u></p>	<p>1.1. Cultural and value differences might lead to inconsistencies in expectations within student population.</p>	<p>1.1. Utilize the Character Counts! Pillars to teach educative behaviors.</p>	<p>1.1. All Faculty and Staff, Parents and guardians</p>	<p>1.1. Decreased number of poor character incidents at Mason Elementary.</p>	<p>1.1. Discipline reports</p>		

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Decrease the number of incidents regarding poor character at Mason Elementary School, for the 606 students.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>10% of poor character incidents involved physical aggression, 0% of poor character incidents involved weapons, threats, or other occurrences respectively.</i>	<i>Only 7% (42 students) of poor character incidents will involve aggression, a decrease of more than 3%. The total number of incidents will decrease by 50%.</i>					
		1.2. Students may not understand or be familiar with expectations for acceptable behavior.	1.2. Utilize resources to teach acceptable behavior and expectations throughout the school campus.	1.2. All faculty and staff	1.2. Increase in the number of positive behaviors exhibited by students.	1.2. Number of students utilizing token economy system to participate in school wide events or reward system.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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.

**September 2012
Rule 6A-1.099811
Revised August 31, 2012**

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

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
Utilization of Character Initiatives	All	Leadership Team	All faculty and staff	Character team training	Data disaggregation to determine success.	Principal, Faculty and Staff

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		Descr
	Subtotal:	
Technology		
Strategy		Descr
Utilize behavior tracking records to monitor behaviors		Excel
	Subtotal:	
Professional Development		
Strategy		Descr
Marzano Design Question #8 Training		Marza
	Subtotal:	
Other		
Strategy		Descr

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	Subtotal:
	Total:

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:

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

Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status					
<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> N/A

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

School Advisory Council

School Advisory Council (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 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.

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.

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

The Otis A. Mason SAC will work closely with teachers, parents, and other stakeholders to review academic and discipline data and monitor the implementation of plan strategies to ensure the success of all students.

Describe projected use of SAC funds.	Amount