

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

Central

Saturn Elementary

Principal:

Area Superintendent:

Ms. Sandra Demmons

Dr. Michael D. Miller

SAC Chairperson:

Ms. Grace Meadows

Superintendent: Dr. Brian Binggeli

Mission Statement:

Saturn Elementary school's mission is to create a nurturing environment in which all students, regardless of academic or socio-economic challenges flourish by becoming responsible, intrinsic learners. All stakeholders will be held accountable to set high expectations. By creating an atmosphere of instructional support and teaching rigorous standards, all students will learn and achieve.

Vision Statement:

Saturn Elementary will provide a safe, caring environment to challenge all of our students to become self-motivated, respectful citizens where 100% graduate high school, ready to enter the workforce or college of their choice through a partnership of home, school, and community.

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Brevard County Public Schools School Improvement Plan 2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

		Score	Level 1	Level 2	Level 3	Level 4	Level 5	% 3=>
2009-2010	School	315	13	13	34	36	5	75
	District	325	12	9	32	36	10	79
	State	314	16	12	33	31	8	72
2010-2011	School	313	13	13	40	31	3	74
	District	326	12	9	31	37	10	79
	State	314	16	12	33	31	8	72
2011-2012	School	199	12	35	27	19	7	53
	District	204	13	22	25	26	13	65
	State	201	18	26	23	22	11	56

NOTE: The following graph's show three years of data for each grade level for both reading and math. Saturn is able to digest a 5% drop due to more rigorous testing in the FCAT. However, all areas highlighted dropped more than 5% and are in need of attention for the coming year. All cells in Level 3 and higher decreased anywhere from 9% to 29% except 6th grade reading who increased 10%.

Third Grade Reading FCAT

Third Grade Math FCAT

		Score	Level 1	Level 2	Level 3	Level 4	Level 5	% 3=>
2009-2010	School	333	10	12	29	37	12	78
	District	342	8	12	31	34	16	81
	State	337	10	13	32	30	15	78
2010-2011	School	336	4	10	46	34	7	86
	District	342	7	12	33	33	15	82
	State	337	9	13	32	30	15	78
2011-2012	School	200	19	24	35	15	7	57
	District	204	14	23	33	20	10	63
	State	202	18	24	30	18	10	58

Third grade scores suffered across the board. All highlighted areas will need to be addressed if the scores are to be improved. In Reading, The two areas that went down were Reading Application and Literary Analysis. In Math, all three areas (Number Operations, Fractions, & Geometry and Measurement) remained the same as last years. Last year's Cut Score Calculations predicted that there would be a 32% drop overall in math scores and third grade dropped only 21%.

Fourth Grade Reading FCAT

		Score	Level 1	Level 2	Level 3	Level 4	Level 5	% 3=>
2009-2010	School	339	4	8	35	45	8	88
	District	335	11	9	31	33	15	80
	State	323	16	13	32	29	11	72
2010-2011	School	334	6	13	42	30	10	82
	District	332	12	11	30	33	13	77
	State	323	15	13	32	29	11	71
2011-2012	School	215	6	28	32	26	9	66
	District	216	9	20	29	30	12	70
	State	213	13	25	29	25	10	62

Fourth Grade Math FCAT

		Score	Level 1	Level 2	Level 3	Level 4	Level 5	% 3=>
2009-2010	School	363	4	7	17	47	25	89
	District	339	7	13	34	31	15	80
	State	330	10	16	36	27	12	74

2010-2011	School	369	2	3	33	37	24	94
	District	335	9	14	35	28	13	76
	State	331	10	16	36	26	11	74
2011-2012	School	225	4	13	34	28	21	83
	District	217	16	21	28	21	14	63
	State	215	18	22	27	20	12	60

In looking at calculations from the cut scores for last year, Saturn predicted a 26% drop in reading. In actuality we only dropped 16%. While there is certainly room for improvement, our focus will be in the highlighted areas. In math, we continue to exceed the state and district total but need to increase those in Levels 2, 3, 4, & 5.

Fifth Grade Reading FCAT

		Score	Level 1	Level 2	Level 3	Level 4	Level 5	% 3=>
2009-2010	School	323	3	20	33	36	8	76
	District	324	10	11	34	34	12	79
	State	310	15	15	33	28	9	69
2010-2011	School	330	5	8	41	34	13	88
	District	321	11	13	32	32	12	76
	State	310	16	15	33	28	9	69
2011-2012	School	223	11	25	27	24	13	64
	District	223	12	22	29	24	14	66
	State	221	15	24	27	22	21	61

Fifth Grade Math FCAT

		Score	Level 1	Level 2	Level 3	Level 4	Level 5	% 3=>
2009-2010	School	354	3	12	35	39	10	84
	District	344	10	21	26	31	12	69
	State	336	14	23	27	27	9	63
2010-2011	School	361	3	11	24	45	17	85
	District	342	11	20	26	31	12	69
	State	336	16	23	27	27	9	63
2011-2012	School	231	5	21	31	27	15	74
	District	223	18	21	29	20	12	61
	State	222	19	24	27	18	11	57

The Fifth Grade reading scores showed a drop but were in line with the district and state. We did however see the percentages shift with more students scoring at a lower level. In math, we exceeded the state and district, but need to concentrate on students dropping from one level to the next lower level.

Sixth Grade Reading FCAT

		Score	Level 1	Level 2	Level 3	Level 4	Level 5	% 3=>
2009-2010	School	329	8	9	43	28	12	83
	District	337	8	11	31	34	16	81
	State	315	17	16	32	26	9	67
2010-2011	School	318	13	27	27	27	8	61
	District	337	8	11	31	35	16	81
	State	315	17	17	32	26	9	67

2011-2012	School	228	9	19	38	30	4	71
	District	232	9	19	31	25	16	72
	State	225	19	24	28	19	10	57

Sixth Grade Math FCAT

		Score	Level 1	Level 2	Level 3	Level 4	Level 5	% 3=>
2009-2010	School	353	4	9	33	37	17	87
	District	345	11	13	31	28	17	76
	State	319	23	19	29	19	9	57
2010-2011	School	341	5	16	45	22	12	78
	District	348	10	12	31	28	19	78
	State	319	23	20	29	19	9	57
2011-2012	School	232	10	21	37	28	4	69
	District	236	11	17	28	26	19	72
	State	227	23	25	25	18	10	53

Cut Score Calculations indicated a 16% drop in reading. Sixth grade did overwhelmingly well in reading. We need to concentrate on decreasing Level 2's and increasing Level 5's. In Math, while we are in line with the district and state with 3's and above, effort should be placed on decreasing Level 1's, and 2's and increasing Level 3's and 5's.

2011-2012 FCAT PERCENTAGES

<i>Year</i>	<i>High Std Reading</i>	<i>High Std Math</i>	<i>High Std Writing</i>	<i>High Std Science</i>	<i>Gains in Reading</i>	<i>Gains in Math</i>	<i>Lowest 25% Reading</i>	<i>Lowest 25% Math</i>

							<i>Gains</i>	<i>Gains</i>
2012	66	73	89	53	72	72	76	72
2011	82	92	99	63	75	80	67	81
2010	85	89	95	61	73	73	61	70

On the **2012 FCAT** scores as shown on the above chart, Saturn was able to endure a 10% drop due to the more rigorous testing. While we are not satisfied with this, we feel that the two highlighted areas need all of our attention foremost. In addressing these two areas, we could eliminate the majority of highlighted areas by next year. As mentioned later in the plan, Saturn continues to struggle in bringing down the percent of the black subgroup of Level 1 & 2's in both reading and math. We also need to increase the Level 3 & 4's in the subgroup. Another group that did not fared well in math is our Hispanic subgroup of Level 1 & 2's. While this is a very small group the percent of students should not be as high as it is.

In looking at **Second Grade District Assessments** for the end of the year, we find the following: Note that we chose to look at the reading comprehension portion of the test as this is the main focus for students moving on to third grade. The math assessment was the score for the entire test.

Year	Reading Comprehension	Year	Math
		2010-2011 Assessment 1	75
		2010-2011 Assessment 2	73
2010-2011 Assessment 1	66.3	2010-2011 Assessment 3	77.3
2010-2011 Assessment 2	61.8	2010-2011 Assessment 4	75
2010-2011 Assessment 3	50.8	2011-2012 Assessment 1	70.2
2011-2012 Assessment 1	66.6	2011-2012 Assessment 2	66.7
2011-2012 Assessment 2	76.1	2011-2012 Assessment 3	71.7
2011-2012 Assessment 3	71.5	2011-2012 Assessment 4	68.7

It is clear that the scores did drop in Math from the previous year but reading scores increased to 71.5%. We feel that this average could have been much higher. This corresponds with the following information about Second Grade **Fair Scores**. In looking at Probability of Reading Success PRS (for two consecutive years on Assessment 2), we see an 11% drop from 2011 to 2012. In 2011 the average was 81.4% and in 2012 it was 70.02. While we are only talking about 10 students,

in looking further we see that the comprehension area of the test was the lowest. In 2010-11, we had scores of 66.3%, 61.8% and 50.8%. In 2011-2012, we had scores of 66.6%, 76.1% and 71.5%. While a bit better than the previous year, these test score averages are too low to produce average or above average students in third grade.

Our new school based objective of writing to summarize across all curriculum will help with our writing scores which dropped due to more stringent grading. We surveyed the students and teachers about their feelings regarding writing. Almost all students agreed that they learn better by writing but only about 55% state they like writing and understand how to summarize through writing. The majority of the teachers felt that this was just another thing on their plate, but agreed that if it brought up scores it would be well worth it. During walkthroughs, Administration viewed active classrooms with a lot of verbal interaction. Only a few times, did they witness students writing to show what they had learned. About 30% of the teachers stated that they felt they could benefit from more training in writing to summarize.

Analysis of Current Practice: *(How do we currently conduct business?)*

Presently Saturn, a Title 1 school, has an enrollment of over 800 students. Classes range from our EELP program to Sixth grade. Saturn is well known for its data walls and continues to disaggregate data on a daily basis across all levels. Data is used at the classroom level, grade level, and school wide for all summative tests. In 2011-2012, Saturn created an Intervention Team (IT team) that would remediate the lowest 25% of its students in reading on a daily basis for thirty minutes. The IT groups range from three to six students in each with the exception of fourth, fifth and sixth grade students where there might be as many as twenty in a group. While these students are being pulled, teachers focus their attention on other areas of need in reading and math. All classes adhere to the 90 minutes of uninterrupted reading block. Saturn also utilizes its seven computer labs on a daily basis by every class from Kindergarten to Sixth attending for 40 minutes per day working on reading and math at their individual learning level. With the above being said, it is clear to see that Saturn's days are scheduled with little or no down time where teaching is going on 100% of the time. Saturn's teachers use B.E.S.T. strategies to engage students in order to reach a higher potential. We also utilize the "Time To Teach" behavior modification model in order to gain maximum learning for all students. Last year Saturn's ASP program ran from October to March for both reading and math for all levels K-6. Also SES services provided after school tutoring for students whose parents enrolled them in the program for levels K-6.

In examining fourth grade math scores, we see that they continue to have good results due to their daily board work. Each morning, math skills practice is on the board when students enter and is reviewed in full before dismissal that day.

We continue to see a decline in Third grade scores. We accredit this partially to second grade students struggling on the District Required Assessments, as indicated by below state average scores. Also, in math, we see that students continue to struggle with number sense and fractions.

In writing, we see a decline due to the more rigorous grading of spelling, phonics and punctuation. We continue to excel in the content areas but need to work on the three areas listed above.

Our IT team made great strides with the bottom 25% in reading. Even with the predicted increase of Levels 1's and 2's as calculated by the cut off scores, Saturn fared well. We were predicted to increase by 20% in these levels in reading. Saturn only increased by 9% in this category because of the intensive remediation done by classroom teachers and our IT team.

We did note an excellent strategy that was being used by the first grade team. While the IT groups were being pulled, the team broke down the rest of the students into groups based upon their needs. Each teacher would take a group and focus on that particular skill. Students who were not in need of remediation were sent to an enrichment group. This is something we will try to implement this year across all levels.

Last year's SIP stated that we would use the RtI process to make sure all student's needs were being met. We also disaggregated data to know where we were headed throughout the year and this proved to be our most beneficial strategy. The use of B.E.S.T. Practices also was listed and was witnessed during walkthroughs.

We feel that our ASP and SES after school tutoring was not as effective as it could have been. This year, we hope to institute ASP with a little different agenda in hopes to raise scores. Instead of spending 30 minutes in the labs, teachers will now focus on higher order thinking and questioning skills, and reading comprehension. Additionally the math focus will be on number sense, geometry and fractions. Saturn also opened five labs in the morning to accommodate students

in need of making the Success-maker monthly goal and one ESOL lab to help our Hispanic students with learning English. This did help students reach their monthly goals for Success-maker.

Saturn has a before and after school daycare and participates in the Zoo Program where approximately 80 students spend the afternoon in a supervised environment working on homework and projects. Students at Saturn participate in Chorus, Strings, Lego League, Odyssey of the Mind, Future Problem Solvers, Girl's and Boy's Scouts, Patrols, and T.V. Production.

When Saturn found out that there were new cut scores for the FCAT both in Reading and Math, we immediately began calculations to see how these scores would impact Saturn. Students were identified, and extra attention was given to these students immediately. Saturn even went a step further to conference with them and held an informational meeting for their parents to attend so that they would be aware of the raised standards.

Saturn holds their bi-monthly Faculty meeting on Tuesday afternoons. On alternate Tuesdays, we would meet in curriculum/special areas PLC's. In faculty meetings, administration shares pertinent information and the remainder of the time was spent with teacher's teaching or sharing best practices on things that were working well in their classroom. The PLC's agenda was set by administration and PLC leaders conducted the meetings. Topics ranged from data disaggregation to planning presentations for staff, and sharing best practices with other teachers. One other day of the week, each grade levels meets with administration to discuss Rtl, data, Success-maker, etc. This is the time they would also update the data wall. Every Thursday afternoon, grade levels meet to plan together the next week's curriculum. This year we hope to set into place long range plans to gain a broader picture.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

The data presented in the Data Analysis section suggests that we have many areas where Saturn could improve their scores. Careful disaggregation of data and differentiating instruction has lent itself well to Saturn's achievement in the past. Since our areas of need are so spread across the school, we realize that we need to continue doing what has worked in the past and choose one or two strategies that would give us the biggest gains for our effort. Saturn currently uses higher order thinking and questioning but it is not pervasive throughout the curriculum across all grade levels. Because of time constraints, writing has not been a focus for Saturn. According to research, major gains can be made by having students write summaries, reflections, etc.

With that being said, Saturn decided to implement two strategies that research states will produce the most achievement. In looking at the research conducted by Dr. Robert Marzano (Director of the Mid-Continent Regional Education Lab McREL) between the years of 1998-2001, we find that he has ranked exemplary strategies that have been researched based and also are evidenced based. The first two, Extending Thinking and Questioning Strategies and Summarizing, are what Saturn will use this year as our school-wide objective. Teaching Thinking Strategies shows a 45 percentile gain and Summarizing shows a 34 percentile gain. While there are a lot of strategies that are possible to use, Dr. Max Thompson states "The higher the percentage of students eligible for Free/Reduced Lunch in a school, the fewer curriculum, instruction, and assessment options teachers have in their classroom." That is why Saturn is choosing these two strategies that will be taught consistently throughout the school in all levels and all curriculums. Both practices are called "high impact, rapid response practices" that have shown to be effective for all students especially for the at-risk learner. (Dr. Max Thompson – Moving Schools: Lessons from Exemplary Leaders)

Along with the above two strategies that Saturn plans to initiate, we will add the writing factor to the summarizing strategy. Classrooms across the school will employ writing to summarize across all curriculum. Since much of the area in which we need to improve is related to reading, we see the research of (Applebee, 1984) that states that writing encourages the establishment of connections between ideas. He also states that an important role for writing is that it is an effective tool for improving students' reading. Writing about what you have just read enhances comprehension. The National Commission of Writing (2003) states that as you increase the amount of time students write, their comprehension of text improves. Reading and writing are designed to work together to achieve a common goal of increased knowledge and literacy.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

All Saturn teachers will focus on incorporating higher order thinking and questioning strategies across the curriculum every day. In addition, all Saturn teachers will incorporate writing to summarize across content areas.

Strategies: *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1.Time	<p>1a. Saturn teachers will integrate higher order thinking and questioning across all curriculum.</p> <p>1b. Saturn teachers will integrate summarizing across the curriculum through the use of writing notebooks. This is a non-negotiable.</p>	Administration, and All Teachers	8-8-12 to 5-21-13		Classroom walkthroughs, Monitor Writing notebooks at faculty meetings, teacher plans, Weekly team and faculty meetings

<p>2. Teacher Training</p>	<p>2a. Debbie Wood and Theresa Phelps will train faculty on higher order thinking strategies, questioning techniques, and writing to summarize.</p> <p>2b. Peer led faculty training on strategies they use in classroom that relate to the school based objective.</p>	<p>Administration, District Personnel, All Teachers</p>	<p>Faculty meeting held bi-monthly. District Personnel trainings to be scheduled during the year (2012-2013)</p>		<p>In-service records, Weekly presentations, Faculty meeting attendance</p>
<p>3. Teacher Buy In</p>	<p>3a. Administrators will conduct walkthroughs</p> <p>3b. Create checklist for walkthroughs</p> <p>3c. Administrators will give feedback immediately following walkthroughs</p> <p>3d. Monitor student writing notebook during grade level team meetings and faculty meetings.</p>	<p>Administration, All Teachers</p>	<p>8-8-12 to 5-21-13</p>		<p>Administrators calendar, Notes taken during walkthroughs, and faculty/team meeting agendas.</p>

4.Resources	<p>4a. Create writing notebooks for each student for individual summarizing response.</p> <p>4b. Purchase Primary Comprehension Tool Kits for each teacher.</p> <p>4c. Purchase higher order thinking wheel (Critical Thinking Wheels by Mentoring Minds) for each teacher</p> <p>4d. Purchase "Quality Questioning" a publication available from the BPS Print Shop.</p> <p>4e. Fund and utilize Resource Teachers for Writing, Title 1, Reading and Math (4)</p>	Administration, All Teachers	9-28-12	<p>\$500.00</p> <p>\$200.00</p> <p>189.00</p> <p>50.00</p> <p>240,528.00</p>	Purchase orders for supplies, Bookkeepers records, Timecards and schedules for teachers.
5.	5.				
6.	6.				

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

After doing research, one of the best practices we feel we can change at Saturn is to incorporate writing into every subject area by focusing on summarization. The other area we will focus on is Teaching using Higher order thinking and questioning techniques. Presently teachers find it hard to manage time and often verbal learning takes precedence over having students write out answer or responses to questions. In doing a **survey** about writing, the teachers at Saturn feel that requiring them to produce writing notebooks was just another thing on their plate.

However, the teachers did feel that this process will help students grasp material better but again struggle with the time element. These notebooks will serve as documentation that students are writing throughout the day and will be shared at team meetings. Some of the teachers expressed a need for more professional development in writing; therefore, we will be having Theresa Phelps from the district come and provide an in-service on writing to summarize. During walkthroughs administration should see students writing in their notebooks learning how to summarize. By the end of the year, students should be able to write properly with ease and summarize effectively. Saturn's teachers have attended one or more in-services that relate to higher order thinking and questioning strategies. While we feel the teachers use this strategy in their rooms, it is not pervasive throughout all curriculum areas and used extensively throughout the day. More in-service training will be held during faculty meeting on this topic throughout the year. During classroom walkthroughs, this will be one of the two major focuses that administration will be looking for. By saturating our focus on these strategies through handy critical thinking question wheels, resources for teachers to pull from, and by having district personnel in-service on thinking and questioning strategies, we feel confident that teachers will make this a priority and will become comfortable in this strategy. By immersing our student population in these two strategies, Saturn will improve scores across the board from Weekly Tests, to District Assessments, then to the FCAT.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

Saturn created a survey for the students and teachers to complete at the beginning of the year about writing. Most students stated that they did not like to write and found it burdensome. The teachers felt that teaching them to summarize

and keep a writing notebook was just another thing but were willing to give it their best. During the year, notebooks will be checked and writings will be shared at team and faculty meeting. Teachers will share their best practices at faculty meetings on writing ideas. During classroom walkthroughs, Administration should witness students taking an active writing part in lessons. The same survey will be given at the end of the year to see if teachers and students are more comfortable with writing to summarize.

High order thinking and questioning strategies will be incorporated on a daily basis throughout the curriculum to help students achieve at higher levels. Classroom walkthroughs should show evidence that students are able to analyze and substantiate their answers to questions asked whether this be verbally or in writing. By monitoring the district assessments closely, we will determine if these strategies are making a difference in achievement. We will see an increase in our writing, math and reading FCAT scores across all levels as indicated by the expected level of performance for 2013 in Appendix A of this report. We should also see an increase in District Assessments and FAIR scores across the board especially in second grade. Our target increase is 10% across the board.

APPENDIX A

(ALL SCHOOLS)

1. Reading Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
Anticipated Barrier(s): 1. Time/ Resources/Teacher Buy-in & Training		
Strategy(s): 1. a. Saturn teachers will integrate higher order thinking and questioning across all curriculum. 1. b. Integrate summarizing across the curriculum through the use of writing notebooks.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Time Strategy(s):	3 rd Grade 27% (29) 4 th Grade 32% (34) 5 th Grade 27% (32) 6 th Grade 38% (48) Overall 31% (111)	3 rd Grade 17% (18) 4 th Grade 22% (23) 5 th Grade 17% (20) 6 th Grade 48% (60) Overall 41% (146)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading Barrier(s): Strategy(s): 1.	n/a	n/a
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading Barrier(s): Strategy(s): 1.	3 rd Grade 26% (24) 4 th Grade 35% (37) 5 th Grade 37% (43) 6 th Grade 34% (44) Overall 33% (118)	3 rd Grade 36% (33) 4 th Grade 40% (42) 5 th Grade 42% (48) 6 th Grade 39% (50) Overall 40% (143)

<p>Student subgroups by ethnicity NOT making satisfactory progress in reading : Barrier(s): Time/Schedules</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> Students in the bottom 30% will attend on a daily basis an intervention group to work on areas of need taught by the IT team and Resource Teacher. Students will be invited to attend ASP, SES tutoring, and/or morning lab time to work on areas of need. Administration will make a personal call to these families of students who scored Level 1 or 2 the previous year. <p style="text-align: right;">White: Black: Hispanic: Asian: American Indian:</p>	<p>Enter numerical data for current level of performance</p> <p>75% (64) Level 3 & higher 54% (51) Level 1 & 2 17% (16) Level 4 & 5 68% (39) Level 3 or higher</p>	<p>Enter numerical data for expected level of performance</p> <p>83% (72) Level 3 or higher 44% (41) Level 1 & 2 27% (25) Level 4 & 5 75% (43) Level 3 or higher</p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading Barrier(s): Time</p> <p>Strategy(s): 1.</p>	<p>5% (1)</p>	<p>5%(1)</p>
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading Barrier(s):</p> <p>Strategy(s): 1.</p>	<p>36% (32) Level 1 & 2</p>	<p>31% (27) Level 1 & 2</p>
<p>Economically Disadvantaged Students not making satisfactory progress in Reading Barrier(s): Time/Scheduling</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> Students in the bottom 30% will attend on a daily basis an intervention group to work on areas of need taught by the IT team and Resource Teacher. Students will be invited to attend ASP, SES tutoring, and/or morning lab time to work on areas of need. Administration will make a personal call to these families of students who scored Level 1 or 2 the previous year. 	<p>43% (111) Level 1 & 2 27% (70) Level 4 & 5</p>	<p>33% (85) Level 1 & 2 37% (95) Level 4 & 5</p>

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
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<p>1.Higher Order Thinking strategies and Questioning techniques in-service</p> <p>2.Writing to summarize in-service</p> <p>3.Comprehension Tool Kit demo.</p> <p>4.In-services through faculty meetings on clips from "Teach Like a Champion"</p> <p>5.Book Study "?????????"</p>	<p>Debbie Woods, district personnel Theresa Phelps, district personnel</p> <p>Laurie Wolfe, school personnel Laurie Wolfe, school personnel</p>	<p>Schedule and in-service records. Classroom walk-through. Monitor district assessment scores</p> <p>Schedule and in-service records. Classroom walk-through. Monitor district assessment scores. Monitor writing notebooks at team meetings.</p> <p>Schedule and in-service records. Classroom walk-through. Monitor district assessment scores</p> <p>Schedule and in-service records. Classroom walk-through. Monitor district assessment scores</p> <p>Presentations during faculty meetings, attendance records</p>

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in Listening/Speaking: 17% (1)			
2012 Current Percent of Students Proficient in Reading: 0% (6)			
2012 Current Percent of Students Proficient in Writing: 0% (6)			

1. Mathematics Goal(s):	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Anticipated Barrier(s): 1. Time/ Resources/Teacher Buy-in & Training		
Strategy(s): 1. a. Saturn teachers will integrate higher order thinking and questioning across all curriculums. 1. b. Integrate summarizing across the curriculum through the use of writing notebooks. 1. c. Each testing grade will implement board work into their math curriculum on a daily basis. 1. d. Math Resource teacher to pull groups of Level 3, 4, & 5's for enrichment. 1. e. Teachers will pull small groups during intervention time to work on areas of need.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Time/schedule Strategy(s): Math Resource teacher to pull groups of Level 3, 4, & 5's for enrichment.	3rd Grade 35% (32) 4th Grade 34% (36) 5th Grade 31% (36) 6th Grade 37% (47)	3rd Grade 45% (41) 4th Grade 44% (46) 5th Grade 41% (47) 6th Grade 42% (53)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s): Strategy(s):	50% (4)	63% (5)
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s): Time/Scheduling Strategy(s): 1. Students scoring close to jumping to next level or close to dropping a level will receive intervention through the IT math resource teacher on a daily basis.	3rd Grade 22% (20) 4th Grade 49% (52) 5th Grade 42% (41) 6th Grade 32% (41) Overall 36% (131)	3rd grade 32% (29) 4th Grade 54% (57) 5th Grade 47% (46) 6th Grade 42% (54) Overall 43% (156)
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics Barrier(s): Strategy(s): 1.	50% (4)	63% (5)

<p>Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics Barrier(s):</p> <p>Strategy(s): 1.</p>	<p>80% (4)</p>	<p>100%(5)</p>
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics Barrier(s): Time</p> <p>Strategy(s):</p> <p>1. a. Saturn teachers will Integrate higher order thinking and questioning across all curriculum.</p> <p>1. b. Integrate summarizing across the curriculum through the use of writing notebooks.</p> <p>2. a. Students will be invited to attend ASP, SES tutoring, and/ or morning lab time to work on areas of need. Administration will make a personal call to these families of students who scored Level 1 or 2 the previous year.</p>	<p>76% (33)</p>	<p>86% (37)</p>
<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics Barrier(s):</p> <p>Strategy(s): 1.</p>	<p>N/A</p>	<p>N/A</p>
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline Data 2010-11:</p>		

<p>Student subgroups by ethnicity :</p> <p>1. a. Students will be invited to attend ASP, SES tutoring, and/or morning lab time to work on areas of need. Administration will make a personal call to these families of students who scored Level 1 or 2 the previous year.</p> <p>2. Students scoring close to the next level or close to dropping a level will receive intervention through the IT math resource teacher on a daily basis.</p>	<p>86% (98) Level 3 or higher</p> <p>White: 48% (46) Level 1&2 22% (21) Level 4 &5</p> <p>Black: 34% (20) Level 1 & 2</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>	<p>88% (102) level 3 or higher</p> <p>38% (36) Level 1 & 2 32% (30) Level 4 & 5</p> <p>24% (14) Level 1 & 2</p>
English Language Learners (ELL) not making satisfactory progress in Mathematics	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	32% (29) Level 1 & 2	22% (20)Level 1 & 2
Economically Disadvantaged Students not making satisfactory progress in Mathematics	36% (94) Level 1 & 2	26% (67) Level 1 & 2

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Third Grade Math Workshop	Diane Gard, District personnel	Classroom walk-through, monitoring of district assessments.
Math Resource teacher will share at faculty meeting best practices.	At Faculty Meetings Oct., Dec., Feb, Apr.	Faculty agendas, classroom walk-throughs
Promethean Board Training	Sept 26, 2012	Sign-in sheets / walk-throughs

Writing	2012 Current Level of Performance	2013 Expected Level of
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	(Enter percentage information and the number of students that percentage reflects)	Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Time/Prior Knowledge Strategy(s): 1. Teachers will address grammar, punctuation and spelling when teaching and scoring student work. 2. Writing Resource Teacher to work with 4 th grade in writing. Also works with teachers from other grade levels in PLC's. 3. All students will have a writing notebook to practice writing throughout the curriculum.		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	89% (82)	99% (91)
Florida Alternate Assessment: Students scoring at 4 or higher in writing		

Science Goal(s) (Elementary and Middle)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
1.		

<p>Barrier(s): Time/Scheduling/ Resources/ Teacher Training</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. 5th Grade teachers will now teach their own class the standards and curriculum necessary for taking the FCAT science. 2. Ed Short from District to in-service teachers on Science components. 		
<p>FCAT 2.0 Students scoring at Achievement level 3 in Science:</p>	<p>53% (43)</p>	<p>63% (49)</p>
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science</p>	<p>N/A</p>	<p>N/A</p>
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:</p>	<p>12% (10)</p>	<p>22% (18)</p>
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p>	<p>100%(8)</p>	<p>100% (8)</p>

1. Science Goal(s) (High School)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Students scoring at Achievement level 3 in Algebra:		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		

Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. White: Black: Hispanic:		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Strategy(s): 1.		
Students scoring at Achievement level 3 in Geometry:		
Students scoring at or above Achievement Levels 4 and 5 in Geometry:		

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p>		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	2012 Current Level of Performance (Enter percentage information)	2013 Expected Level of Performance (Enter percentage)
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	and the number of students that percentage reflects)	information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology:		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

Civics EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Civics:		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in U. S. History:		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: Goal 1: Goal 2:			

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

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

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Potential candidates applications on file	Office Secretary	On-going through year
2. Principal uses Lead Manager Model from Glasser's Quality Schools to retain qualified staff.	Administration	On-going through year
3. Teacher recognition of hard work	Administration	On-going through year
4. Teachers assigned to PLC to encourage leadership	Administration	On-going through year

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 paraprofessionals 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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n/a	n/a
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For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

<p>MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)</p> <p>Saturn's RtI plan is an integral part of the School Improvement plan and has as its goal to help students reach their highest potential. The plan allows teachers to identify students in need at an early stage. Strategies are put into place and monitored weekly. Each week at the grade level meeting, individual student profiles are reviewed by the grade level team to assess needs and develop a plan. Also, each week at the weekly data meeting with administration, these students are reviewed again so that target instruction or intervention has been initiated. Student not making progress will be addressed in the IPST meeting (held once a month) and the Whole Child PLC meeting (held bi-monthly) to help identify different instructional approaches. If the student does not make progress, the IPST team and the Whole Child PLC will make a recommendation that the child be turned over to the child study team. All the while the teacher is collecting data on the student so that the process may be expedited. The RtI information will be kept by the teacher until such time as it is turned over to the child study team.</p>			
<p>PARENT INVOLVEMENT: Saturn's parents are as involved as they possibly can. Many are working two jobs and find it hard to volunteer on a regular basis. Still, Saturn banked 2881 volunteer hours last year and hopes to raise this total by 10% to 3169 hours. A parent group is being formed that will meet once a week on Wednesday mornings to help out throughout the school. Also ways to help from home are being developed so that willing parents can volunteer their time without coming into the school to do the work. Approximately 136 parents completed the client survey and 94% rated Saturn as either excellent or good in the overall quality of the school.</p>			
<p>ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)</p> <p>Saturn works with students, parents and staff to increase attendance so that students increase their academic achievement by attending class regularly. This year Saturn instituted a Professional Attendance Learning Community that will develop strategies to deal with truancy and monitor absences and tardies in a timely and effective manner. The P.L.C. meets bi-monthly to disaggregate data and plan action that may include home visits. Administrators will monitor attendance rates frequently throughout the year.</p>			
School Year	Attendance Rate	No. of Student with excessive absences (10+)	No. of Student with excessive tardies (10+)
2010-11	95.19%	186	140
2011-12	93.80%	268	152
2012-13	95% or higher	Reduce by 5%	Reduce by 5%

SUSPENSION:

Saturn's Time To Teach Behavior Modification Plan will continue for the year 2012-2013. Plans have been made to monitor students who have chronic behavior issues. Once a student has been picked up several times by the discipline team, the teacher will begin writing a behavior plan, and have parents involved in order to help correct the problems.

The suspension stats for last year were as follows:

83 days out – 58 incidents – 31 kids. We hope to reduce these by 10%.

75 days out – 52 incidents – 28 kids.

With close monitoring and the Whole Child PLC meeting bi-monthly to review chronic cases, we hope to reach our goals. Saturn will continue to use buddy rooms and in school suspensions to deal with minor incidents throughout the school.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (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? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)