

# Florida Department of Education



**DRAFT School Improvement Plan (SIP)  
Form SIP-1**

Proposed for 2012-2013

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

|   |                                  |
|---|----------------------------------|
| School Name: Hyde Grove Elementary School | District Name: Duval             |
| Principal: Jeffrey Royal                  | Superintendent: Ed Pratt-Dannals |
| SAC Chair:                                | Date of School Board Approval:   |

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) |
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|                     |               |  |   |   |   |
|---------------------|---------------|--|---|---|---|
| Principal           | Jeffrey Royal | <p>Master of Education Degree in Educational Leadership, University of North Florida</p> <p>Bachelor of Arts in Education, Jacksonville University</p> <p>State of Florida Professional Educators Certification in , Educational Leadership (all levels), School Principal, Middle School Integrated Curriculum, and Elementary Ed (1-6)</p> | 0 | 5 | <p>Greenfield Elementary-</p> <p>2008 – B<br/>High Standards<br/>Reading – 68%<br/>Math - 72%<br/>Writing – 84%<br/>Gains –<br/>Reading – 66%,<br/>Math – 75%</p> <p>2009 – A<br/>High Standards<br/>Reading – 74%<br/>Math - 76%<br/>Writing – 69% Gains – Reading – 73%,<br/>Math – 75%</p> <p>2010 – B<br/>High Standards<br/>Reading – 74%<br/>Math - 73%<br/>Writing – 84%<br/>Gains –<br/>Reading – 69%,<br/>Math – 60%</p> <p>Bartram Springs Elementary 2011 - A<br/>High Standards<br/>Reading- 95%<br/>Math- 96%<br/>Writing- 85%<br/>Gains:<br/>Reading-80%<br/>Math-76%</p> |
| Assistant Principal |               |  |   |   |   |

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### Instructional Coaches

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

| Subject Area     | Name          | Degree(s)/ Certification(s)  | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)  |
|------------------|---------------|--|-----------------------------------|---|---|
| Writing/ Science | Sara Dean     | Bachelors Elementary Ed. K-6<br>ESOL<br>PreKindergarten/<br>Primary Education  | 10                                | 1   | 2011-2012 Hyde Grove Boulevard Elementary School D<br>Math Achievement Level: 32%<br>Reading Achievement Level: 24%<br>Writing Achievement Level: 42%<br>Science Achievement Level: 20%<br>Learning Gains Reading: 51%<br>Learning Gains Math: 54%<br>Lowest % Reading: 50%<br>Lowest % Math: 54% |
| Reading          | Tamisha Curry | Master of Education<br>Bachelors of Education<br>Reading Endorsement<br>Elementary Education K-6<br>ESOL<br>Reading K-12 | 0                                 | 0   | 2011-2012 Oak Hill Boulevard Elementary School C<br>Math Achievement Level: 67%<br>Reading Achievement Level: 60%<br>Writing Achievement Level: 67%<br>Science Achievement Level: 37%<br>Learning Gains Reading: 51%<br>Learning Gains Math: 64%<br>Lowest % Reading: 36%<br>Lowest % Math: 75%   |
| Mathematics      | Vacant        |  | 0                                 | 0   |   |

### Highly Effective Teachers

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

| Description of Strategy | Person Responsible | Projected Completion Date |
|-------------------------|--------------------|---------------------------|
|-------------------------|--------------------|---------------------------|

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Rule 6A-1.099811

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|   |                             |                |
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| <p>1. DCPS Human Resource Department will provide the school with a list of all highly qualified applicants that have applied for available positions. Administration will interview applicants and offer positions to those most qualified. Once teachers are on staff, a mentor, along with a team leader will be provided to those teachers to assist in transitioning into the Duval County School System. New hires will also meet with an administrator on a monthly basis to discuss any issue that teacher may need to address or want assistance</p> | <p>Mr. Royal, Principal</p> | <p>Ongoing</p> |
|---|-----------------------------|----------------|

***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|--|---|
| <p>13% [3] teachers are not currently highly qualified</p>   | <p>They will be HQ when their professional certificate is issued from the state.</p>                |

***Staff Demographics***

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 31                                  | 3(10%)                   | 7 (10%)                                    | 8 (26%)                                     | 13 (42%)                                   | 13 (42%)                            | 28 (90%)                    | 3 (10%)                     | 1 (3%)                              | 14 (45%)                 |

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***Teacher Mentoring Program/Plan***

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|-------------|-----------------|-----------------------|------------------------------|
|-------------|-----------------|-----------------------|------------------------------|

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|------------------|--|--|--|
| <p>Sara Dean</p> | <p>Kimberly Mills<br/>Patricia Yon</p> | <p>Both Kimberly Mills and Patricia Yon are new to Hyde Grove Elementary. Mrs. Mills serves as a 5<sup>th</sup> grade teacher, and Mrs. Yon serves as the school Guidance Counselor.</p> <p>As a member of the school Instructional Support Team, Mrs. Dean is able to provide support for all the responsibilities of a guidance counselor as well as a classroom teacher; including but not limited to Planning effective instruction, implementing positive discipline and CHAMPs, and differentiating instruction.</p> | <p>Teachers new to Hyde Grove Elementary School or new to a grade level will be provided a mentor teacher. Teachers with and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching opportunities with the reading</p> |
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|  |  |  | coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district. |
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| <p>Jenny Lyon</p> | <p>Banyan Botkin</p> | <p>Ms. Botkin is new to our VE Pre-K Team. She has experience out-of-county in this area, and Ms. Lyon is also a VE Pre-K teacher. Ms. Lyon is National Board Certified, and has extensive experience with Pre-K students.</p> | <p>Teachers new to Hyde Grove Elementary School or new to a grade level will be provided a mentor teacher. Teachers with and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching</p> |
|-------------------|----------------------|--|---|

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|  |  |  | opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district. |
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| <p>Tamisha Curry</p> | <p>Jill Flores</p> | <p>Mrs. Flores is new to DCPS and also to fifth grade. As the Reading Coach, Mrs. T. Curry will serve as her mentor. Mrs. Curry is an experienced teacher with a proven record of high student achievement.</p> | <p>Teachers new to Hyde Grove Elementary School or new to a grade level will be provided a mentor teacher. Teachers with and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching</p> |
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|  |  |  | opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district. |
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| <p>Sheila Foster</p> | <p>Lauren Tanner</p> | <p>Mrs. Tanner is new to Hyde Grove in the 2/3 STAR program. Ms. Foster has experience as a 2/3 STAR teacher, and is currently serving in third grade. She would be readily available to model, guide, and answer questions. Her experience in high student achievement will ensure success.</p> | <p>Teachers new to Hyde Grove Elementary School or new to a grade level will be provided a mentor teacher. Teachers with and/or Clinical Education training will be used as the mentors. Mentor and mentees will be required to meet on a monthly basis. Support will also be given to the new teachers from district and school administration, reading coach, guidance counselors and media specialist. Mentee teachers are also provided the opportunity to visit model classrooms within the school and district.</p> <p>If an administrator recognizes that data shows that a teacher is in need of intervention, the administrator will meet with the teacher to discuss areas of concern/need, review available options, and assist the teacher in the development or revision of the IPDP to reflect the appropriate interventions. Administrators will be reviewing data following each progress monitoring period; however through observation (both formal and informal) an administrator may identify a need for intervention at any time. Options for assisting the teacher include, but are not limited to, one on one coaching</p> |
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|  |  |  | opportunities with the reading coach; assignment to a mentor teacher; or assigned to ongoing professional development offered by the district. |
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**Additional Requirements**

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

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

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| <p>Title I, Part A<br/>Services are provided to ensure students requiring additional remediation are assisted through a 1 hour remediation time built into every classroom teacher instructional schedules to address reading and math deficiencies. Also, the school added an additional hour after school to address deficiencies in the area of Reading.</p>  |  |
| <p>Title I, Part C- Migrant<br/>District Social Worker provides resources and support to migrant students and parents.</p>   |  |
| <p>Title I, Part D<br/>N/A</p>   |  |
| <p>Title II<br/>Continue to purchase small equipment to support classroom instruction</p>  |  |
| <p>Title III<br/>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.</p>   |  |
| <p>Title X- Homeless<br/>The district Homeless Social Worker will provide resources such as clothing, school supplies, and social services referrals for students identified as homeless to eliminate barriers for a free and appropriate education.</p>   |  |
| <p>Supplemental Academic Instruction (SAI)<br/>We will use our SAI funds to fund or supplement teacher salaries to facilitate before, after, and Saturday school tutoring.</p>   |  |
| <p>Violence Prevention Programs<br/>In support of the Superintendent’s goal to establish safe and secure schools, the district provides Foundations and Champs training to our school’s behavior team. Through this training Hyde Grove Elementary established core beliefs and systems that reduced and eliminated school violence. We will continue to use Second Steps Violence Prevention Program along with CHAMPS and Foundations.</p> |  |



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| <p>Nutrition Programs<br/>         We will continue to participate in Breakfast in the Classroom which allows every child regardless of economic need to have a free breakfast to begin the day.<br/>         Free and Reduced lunch applications will be distributed at the beginning of the year and updated as needed.<br/>         Blessings in a Back Pack: Students who receive free and reduced lunch receive a bag of food items each Friday for the weekend. The food is provided through community donations and Publix.</p> |   |
| <p>Housing Programs</p>  |   |
| <p>Head Start<br/>         Hyde Grove offers VPK so transitions from Pre-K to Kindergarten will be seamless for our students. District Head start staff works from Hyde Grove once a week to test incoming Pre-K Students.</p>   |   |
| <p>Adult Education<br/>         N/A</p>  |   |
| <p>Career and Technical Education<br/>         N/A</p>   |   |
| <p>Job Training<br/>         N/A</p>   |   |
| <p>Other</p>   |   |
| <p><b><i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/ Intervention (RtI)</i></b></p>   |   |
| <p>School-Based MTSS/RtI Team</p>  |   |
| <p>Identify the school-based MTSS leadership team.<br/>         Mrs. Yon, School Guidance Counselor<br/>         Mrs. _____, School Psychologist<br/>         Mrs. Curry, School Based Reading Coach</p>   | <p>Mrs. Dean: School Based Science/Writing Coach<br/>         Mrs. Murray, School ESE Liaison<br/>         K-5 Grade level Chairs</p> |

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

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

***Literacy Leadership Team (LLT)***

| School-Based Literacy Leadership Team   |   |
|---|---|
| <p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Jeffrey Royal, Principal<br/>Stacy Barnett, Fifth Grade Teacher</p> | <p>Ellen Menendez, Second Grade Teacher<br/>Tamisha Curry, Reading Coach<br/>Sara Dean, Science/Writing Coach</p> |

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|--|--|
| <p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The Reading Coach will coordinate the monthly LLT team meetings. The goal of the Literacy Leadership Team will be to create reading leaders across the campus. These reading leaders will participate in discussion and problem solving during the meetings and will turn-key the information to their grade level teammates. The team will function as a Professional Learning Community. Each member will be vested in the success of all students and work towards meeting the identified goals that mirror that of the DCPS Blueprint for Reading. Additionally, the Reading Coach will be the spearhead of the Read It Forward Jax. Program at our school.</p>   |  |
| <p>What will be the major initiatives of the LLT this year?</p> <div data-bbox="128 669 1066 1177" style="border: 1px solid black; padding: 5px;"><p>What will be the major initiatives of the LLT this year? How to effectively use the results of FAIR to move our students and their teachers in appropriate goal setting for learning to read and reading to learn. We will also work on significantly bumping up the complexity of our reading instruction and student tasks to better align with FCAT 2.0.</p><p>The Literacy Leadership Team will meet to review the most recent data and problem solve ways to meet the needs of students at the individual, class and school levels. The team will also spend time developing ways to provide enrichment to those students who are showing continual mastery. Professional development needs will also be discussed, planned and implemented through the input of the team. Community involvement activities will be planned to bridge the gap between home and school literacy. These activities will be aligned with RIFJ and the superintendent's six reading strategies we are focusing on.</p></div> |  |

***Public School Choice***

**June 2012**

**Rule 6A-1.099811**

**Revised August 31, 2012**

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

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

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

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

Hyde Grove houses 2 VPK programs, and 3 Pre-K DD programs that will transition students to Kindergarten by the end of the year. Students will constantly observe Kindergarten classes and take a “In-School Field Trip” to be immersed in the Kindergarten setting.

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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]).

| <b>Reading Goals</b>  | <b>Problem-Solving Process to Increase Student Achievement</b>                            |   |  |   |                                   |  |  |
|---|---|---|--|---|-----------------------------------|--|--|
| 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                   |  |  |
| <b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>  | 1A.1. Teacher's ability to scaffold instruction to build students up to grade level text. | 1A.1. Read aloud using grade level and complex text | 1A.1. Reading Coach<br>Reading Interventionist | 1A.1. Ongoing Progress Monitoring –<br>Bi weekly FCIM assessments | 1A.1. FAIR Tool Kit/<br>Limelight |  |  |

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| Reading Goal #1A:                                     | 2012 Current<br>Level of<br>Performance:*     | 2013 Expected<br>Level of<br>Performance:*   |  |                                       |                                   |                                     |  |
|---|---|--|--|---------------------------------------|-----------------------------------|-------------------------------------|--|
| <i>35% (47) of all students will score at level 3</i> |   |  |  |                                       |                                   |                                     |  |
|   | <i>16% (21) of Students scored at level 3</i> | <i>35% (47) of all students will score at level 3</i>  |  |                                       |                                   |                                     |  |
|   |   | 1A.2.S tudents demonstrate difficulty reading with stamina   | 1A.2. Whole group progression reading time that includes teacher monitoring  | 1A.2. Reading Coach Classroom Teacher | 1A.2. Checklist                   | 1A.2. Monthly analysis of checklist |  |
|   |   | 1A.3. Reading Skills and Reading Benchmarks are not being addressed in isolation during instruction. | 1A.3. Reading Coach will plan lessons with teachers after each assessment to separate skills from benchmarks<br><br>Teacher will provide 30 minutes of instructional time during reading to address Reading skills | 1A.3 Reading Coach Classroom Teacher  | 1A.3. Ongoing progress monitoring | 1A.3. FAIR Tool Kit/ Limelight      |  |



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|--|---|--|--|--|--|--|
|  | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> |  |  |  |  |
|--|---|--|--|--|--|--|

| 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                                |  |  |
|---|--|--|---|---|--|--|--|
| <b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>  | 2A.1. Students scoring level 4 or higher lacked critical thinking and/or high interest content that promoted sustainability of proficiency | 2A.1. Teacher will give reading inventory to determine student interests<br><br>Teacher will create enrichment groups that promote critical thinking during Core instruction | 2A.1. Classroom teacher<br>Reading Coach      | 2A.1. Student Samples and Products                  | 2A.1. Rubric for Final Project/Student Samples |  |  |

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| <p><u>Reading Goal #2A:</u><br/><i>20% (27) of all students will score a 4 or above.</i></p>                         | <p><u>2012</u><br/><u>Current</u><br/><u>Level of</u><br/><u>Performanc</u><br/><u>e:*</u></p> | <p><u>2013</u><br/><u>Expected</u><br/><u>Level of</u><br/><u>Performanc</u><br/><u>e:*</u></p> |   |                            |  |   |  |
|  | <p><i>9%(12) of all students scored a level 4 or above.</i></p>                                | <p><i>20%(27) of all students will score a 4 or above.</i></p>                                  |   |                            |  |   |  |
|  |  | <p>2A.2.Stu<br/>dents lack<br/>at home<br/>reinforcem<br/>ent</p>                               | <p>2A.2.Provide enrichment<br/>sessions during state<br/>provided additional hour</p> | <p>2A.2. Reading Coach</p> | <p>2A.2. Observation of<br/>Independent Student<br/>work</p> | <p>2A.2. Rubric for<br/>Final Project/Student<br/>Samples</p> |  |
|  |  |   |   |                            |  |   |  |
| <p><b>2B. Florida<br/>Alternate<br/>Assessment:</b><br/>Students scoring at<br/>or above Level 7 in<br/>reading.</p> |  |   |   |                            |  |   |  |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring                      | Process Used to Determine Effectiveness of Strategy               | Evaluation Tool   |                                   |  |
|---|---|---|--|---|---|-----------------------------------|--|
| <b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>   | 3A.1. Teacher's ability to scaffold instruction to build students up to grade level text. | 3A.1. Read aloud using grade level and complex text   | 3A.1. Reading Coach<br>Reading Interventionist                     | 3A.1. Ongoing Progress Monitoring –<br>Bi weekly FCIM assessments | 3A.1. FAIR Tool Kit/<br>Limelight                                 |                                   |  |
| <u>Reading Goal #3A:</u><br><b>75% (100) of students will make learning gains</b>   | <u>2012 Current Level of Performance:*</u>  | <u>2013 Expected Level of Performance:*</u>           |  |   |   |                                   |  |
|   | <b>51%(68) of students made learning gains</b>  | <b>75% (100) of students will make learning gains</b> |  |   |   |                                   |  |
|   | 3A.2. Students lack at home reinforcement   | 3A.2. Students lack at home reinforcement             | Target small groups using the Reading XL extra hour of instruction | Instructional Support Team  | 3A.1. Ongoing Progress Monitoring –<br>Bi weekly FCIM assessments | 3A.1. FAIR Tool Kit/<br>Limelight |  |

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

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

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

| 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  |  |  |
|---|---|--|---|---|--|--|--|
| <b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>   | 4A.1. Students demonstrate difficulty using grade level text                | 4A.1. Read aloud using grade level and complex text                        | 4A.1. Reading Coach<br>Reading Interventionist  | 4A.1. Ongoing Progress Monitoring –<br>Bi weekly FCIM assessments | 4A.1. FAIR Tool Kit/<br>Limelight/                           |  |  |
| <u>Reading Goal #4A:</u><br><b>75%(26) of students in the lowest 25% in reading will make gains</b>   | <u>2012 Current Level of Performance:*</u>                                  | <u>2013 Expected Level of Performance:*</u>                                |   |   |  |  |  |
|   | <b>45% (15) of students in the bottom quartile will make learning gains</b> | <b>75%(26) of students in the bottom quartile will make learning gains</b> |   |   |  |  |  |
|   |   | 4A.2. Guided Reading Groups using pause and check                          | 4A.2. Reading Coach will model for teacher and gradually release the teacher after mastery. | 4A.2. Weekly Comprehension Assessment                             | 4A.2. Houghton Mifflin<br>4A.2. FAIR Tool Kit/<br>Limelight/ |  |  |

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

|  |  |       |       |       |       |       |  |
|--|--|-------|-------|-------|-------|-------|--|
|  |  | 4A.3. | 4A.3. | 4A.3. | 4A.3. | 4A.3. |  |
|--|--|-------|-------|-------|-------|-------|--|

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



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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years                    | 2011-2012  | 2012-2013  | 2013-2014                                     | 2014-2015   | 2015-2016                      | 2016-2017 |  |
|---|--|--|---|---|--------------------------------|-----------|--|
| <b>5A. In six years school will reduce their achievement gap by 50%.</b>  | <b>Baseline data 2010-2011</b>   |  |   |   |                                |           |  |
| <u>Reading Goal #5A:</u><br>In six years, 69% of students will be proficient in reading   |  |  |   |   |                                |           |  |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool                |           |  |
| <b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>                               | 5A.1. Reading Skills and Reading Benchmarks are not being addressed in isolation during instruction. | 5A.1. Reading Coach will plan lessons with teachers after each assessment to separate skills from benchmarks<br><br>Teacher will provide 30 minutes of instructional time during reading to address Reading skills | 5A.1 Reading Coach Classroom Teacher          | 5A.1. Ongoing progress monitoring                   | 5A.1. FAIR Tool Kit/ Limelight |           |  |

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

|   |   |  |   |  |  |                               |
|---|---|--|---|--|--|-------------------------------|
| <p>Reading Goal #5B:<br/>48% of students will be proficient</p> | <p><u>2012 Current Level of Performance:*</u></p>                                     | <p><u>2013 Expected Level of Performance:*</u></p>                         |   |  |  |                               |
|   | <p>White:N/A<br/>Black:54%<br/>Hispanic:N/A<br/>Asian:N/A<br/>American Indian:N/A</p> | <p>White:<br/>Black: 59%<br/>Hispanic:<br/>Asian:<br/>American Indian:</p> |   |  |  |                               |
|   |   | <p>5B.2. Students demonstrate difficulty reading with stamina</p>          | <p>5B.2. Guided Reading Groups using pause and check<br/><br/>Whole group progression reading time that includes teacher monitoring</p> | <p>5B.2. Reading Coach &amp; Classroom Teacher</p> | <p>5B.2. Weekly Comprehension Assessment</p> | <p>5B.2. Houghton Mifflin</p> |

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

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

| 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                    |  |  |
|--|--|---|--|--|------------------------------------|--|--|
| <b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>   | 5D.1. Students demonstrate difficulty using grade level text             | 5D.1. Read aloud using grade level and complex text                                     | 5D.1. Reading Coach<br>Reading Interventionist | 5D.1. Ongoing Progress Monitoring –<br>Bi weekly benchmark assessments | 5C.1. FAIR Tool Kit/<br>Limelight/ |  |  |
| <u>Reading Goal #5D:</u><br>50% (18)of students with disabilities will make Satisfactory progress in reading   | <u>2012 Current Level of Performance:*</u>                               | <u>2013 Expected Level of Performance:*</u>   |  |  |                                    |  |  |
|  | <b>86%(30) of students did not make satisfactory progress in Reading</b> | <b>50%(18) of students with disabilities will make satisfactory progress in reading</b> |  |  |                                    |  |  |

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|  |  |  |  |                     |                                       |                        |  |
|--|--|--|--|---------------------|---------------------------------------|------------------------|--|
|  |  | 5D.2. Students demonstrate difficulty reading with stamina | 5D.2. Guided Reading Groups using pause and check<br><br>Whole group progression reading time that includes teacher monitoring | 5D.2. Reading Coach | 5D.2. Weekly Comprehension Assessment | 5D.2. Houghton Mifflin |  |
|--|--|--|--|---------------------|---------------------------------------|------------------------|--|

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

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

| 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                       |                        |  |
|--|--|---|--|--|---------------------------------------|------------------------|--|
| <b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>  | 5E.1. Students demonstrate difficulty using grade level text | 5E.1. Read aloud using grade level and complex text             | 5E.1. Reading Coach<br>Reading Interventionist   | 5E.1. Ongoing Progress Monitoring –<br>Bi weekly benchmark assessments | 5E.1. FAIR Tool Kit/<br>Limelight/    |                        |  |
| <u>Reading Goal #5E:</u><br>The number of economically disadvantaged students not making satisfactory progress in reading will be reduced by 10%                     | <u>2012 Level of Performance:*</u>                           | <u>2013 Expected Level of Performance:*</u>                     |  |  |                                       |                        |  |
|  | 51% (64)of students made satisfactory progress in reading    | 56% (70) of students will make satisfactory progress in reading |  |  |                                       |                        |  |
|  |  | 5E.2. Students demonstrate difficulty reading with stamina      | 5E.2. Guided Reading Groups using pause and check<br><br>Whole group progression reading time that includes teacher monitoring | 5E.2. Reading Coach  | 5E.2. Weekly Comprehension Assessment | 5E.2. Houghton Mifflin |  |

**Reading Professional Development**

June 2012  
 Rule 6A-1.099811  
 Revised August 31, 2012

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

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b><br>Please note that each strategy does not require a professional development or PLC activity. |                      |                                  |   |  |                                   |   |
|--|----------------------|----------------------------------|---|--|-----------------------------------|---|
| PD Content/Topic and/or PLC Focus  | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Using FAIR Matrix  | 3-5                  | Reading/ Instructional Coaches   | Grade Levels 3-5  | Common Planning Days Following Each FAIR Assessment Period                     | Observation of Small groups       | Reading Coach                                 |
| Using Complex Text   | 3-5                  | Reading Coach                    | Grade Levels 3-5  | Early Release Monthly  | Observation of Read Alouds        | Reading Coach                                 |
|  |                      |                                  |   |  |                                   |   |



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

**Reading Budget** (Insert rows as needed)

|  |                                       |                |           |
|--|---------------------------------------|----------------|-----------|
| Include only school funded activities/<br>materials and exclude district funded<br>activities/materials. |                                       |                |           |
| Evidence-based Program(s)/Materials(s)   |                                       |                |           |
| Strategy   | Description of Resources              | Funding Source | Amount    |
| Reading XL   | Florida Ready (Curriculum Associates) | Title I        | 2,028.92  |
| Book of the Month  | Individual Teacher Copies (30)        | Title I        | 3,000.00  |
| <b>Subtotal: 4,398.92</b>  |                                       |                |           |
| Technology   |                                       |                |           |
| Strategy   | Description of Resources              | Funding Source | Amount    |
| Success Maker  | 30 Licenses                           | Title I        | 10,000.00 |
| <b>Subtotal:10,000.00</b>  |                                       |                |           |
| Professional Development   |                                       |                |           |
| Strategy   | Description of Resources              | Funding Source | Amount    |
| Success Maker Representative   |                                       | Title I        |           |
| <b>Subtotal:</b>   |                                       |                |           |
| Other  |                                       |                |           |
| Strategy   | Description of Resources              | Funding Source | Amount    |
| <b>Subtotal:</b>   |                                       |                |           |
| <b>Total: 14,398.92</b>  |                                       |                |           |

*End of Reading Goals*

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

**Elementary School Mathematics Goals**

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

| <b>Elementary Mathematics Goals</b>   | <b>Problem-Solving Process to Increase Student Achievement</b>  |  |   |   |  |  |  |
|---|---|--|---|---|--|--|--|
| 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  |  |  |
| <b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>  | 1A.1. Novice intermediate teachers lack of experience and knowledge using Core curriculum: Envisions and Math Investigations. | 1A.1. - Utilize framework created by the district to align benchmark/using Envisions and Math Investigations | 1A.1. Principal<br>Math Coach                 | 1A.1. Classroom Observations                        | 1A.1. - Classroom Observations<br>- Mini-assessments based on benchmarks |  |  |

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

| <u>Mathematics Goal</u><br><u>#1A:</u>                                     | <u>2012 Current</u><br><u>Level of</u><br><u>Performance:*</u> | <u>2013 Expected</u><br><u>Level of</u><br><u>Performance:*</u>   |  |                         |  |                                     |  |
|--|--|---|--|-------------------------|--|-------------------------------------|--|
| <b>40%(54) of students will score a Level 3 or higher on the FCAT 2.0.</b> |  |   |  |                         |  |                                     |  |
|  | <b>22% (29) of students scored a level 3</b>                   | <b>40% (54) of students will score a level 3 or higher.</b>   |  |                         |  |                                     |  |
|  |  | 1A.2.<br><br>Lack of planning instruction using the appropriate level of complexity based on tested benchmarks /standards | 1A.2.<br><br>Teachers will differentiate Higher Order Questions in their lesson plans and label pre-scripted questions as High complexity, Medium complexity, and Low complexity | 1A.2.<br><br>Math Coach | 1A.2.<br><br>Observe use of differentiation strategies during lessons. | 1A.2.<br><br>-Classroom Observation |  |

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|  |  |  |   |                     |                                |                                |  |
|--|--|--|---|---------------------|--------------------------------|--------------------------------|--|
|  |  | 1A.3.<br>Teachers ability to use and create item analysis to help increase student performance | 1A.3.<br>Math coach will facilitate professional development on how to use and create item analysis to increase student performance | 1A.3.<br>Math Coach | 1A.3.<br>Classroom Observation | 1A.3.<br>Classroom Observation |  |
|--|--|--|---|---------------------|--------------------------------|--------------------------------|--|

| 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   |  |  |
|---|--|---|---|---|---|--|--|
| <b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>  | 2A.1.<br>Novice intermediate teachers lack of experience and knowledge using Core curriculum: Envisions and Math Investigations. | 2A.1.<br>- Utilize framework created by Math Coach to align benchmark/using Envisions and Math Investigations | 2A.1.<br>Principal<br>Math Coach              | 2A.1.<br>Classroom Observations                     | 2A.1.<br>- Classroom Observations<br>- Mini-assessments based on benchmarks |  |  |

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

|   |  |   |  |  |   |   |  |
|---|--|---|--|--|---|---|--|
| <p><b>20% (27)of students will score a level 4 or 5 on the FCAT</b></p> | <p>2B.2 10% (13) of students scored a level 4 or 5 on the FCAT</p> | <p>2B.2. 20% (27) of students will score a level 4 or 5 on the FCAT</p>   |  |  |   |   |  |
|   | <p>2B.3.</p>   | <p>2B.3.</p>  |  |  |   |   |  |
|   |  | <p>2A.2.<br/><br/>Level 4 and Level 5 students becoming potential Level 3 and Level 4 due to not being challenged</p> | <p>2A.2.<br/><br/>-Teachers will differentiate lessons to challenge students by asking Higher Order Questions</p>            | <p>2A.2.<br/><br/>Principal<br/>Math Coach</p> | <p>2A.2.<br/><br/>Classroom observations<br/>Monitor Lesson Plans</p> | <p>2A.2.<br/><br/>Classroom observations<br/>Monitor Lesson Plans</p> |  |
|   |  | <p>2A.3.<br/><br/>Lack of Differentiation Instruction during instruction time</p>                                     | <p>2A.3.<br/><br/>Math coach will provide professional development using student data to develop small group instruction</p> | <p>2A.3.<br/><br/>Math Coach</p>               | <p>2A.3.<br/><br/>Classroom observations</p>                          | <p>2A.3.<br/><br/>Classroom observations</p>                          |  |

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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy    | Evaluation Tool  |  |  |
|---|--|---|---|--|--|--|--|
| <b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>   | 3A.1. Lack of High Order Questioning Skills during Instruction | 3A.1. Teachers will plan lessons to challenge students by asking Higher Order Questions | 3A.1. Principal<br>Math Coach                 | 3A.1<br>.Classroom observation<br>Monitor Lesson Plans | 3A.1.<br>Classroom observation<br>Monitor Lesson Plans |  |  |
| <u>Mathematics Goal #3A:</u><br><i>70 %(94) of students will make learning gains on the math FCAT</i>   | <u>2012 Current Level of Performance:*</u>                     | <u>2013 Expected Level of Performance:*</u>   |   |  |  |  |  |
|   | <i>54% (72) of students made learning gains</i>                | <i>70%(94) of students will make learning gains</i>                                     |   |  |  |  |  |

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

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

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

| 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                 |  |  |
|---|---|--|---|---|---------------------------------|--|--|
| <b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>   | 4A.1.<br>Students not receiving Tier 2 and Tier 3 instruction | 4A.1.<br>Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention | 4A.1.<br>Principal<br>Math Coach              | 4A.1.<br>Classroom Observations                     | 4A.1.<br>Classroom observations |  |  |
| <u>Mathematics Goal #4A:</u><br><i>70% (94) of students in the lowest quartile will show gains on the FCAT</i>  | <u>2012 Current Level of Performance:</u> *                   | <u>2013 Expected Level of Performance:</u> *   |   |   |                                 |  |  |

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

|  |  |  |   |                     |                                |                                |  |
|--|--|--|---|---------------------|--------------------------------|--------------------------------|--|
|  | <i>55% (74) of students in the lowest quartile showed math gains</i> | <i>70%(94) of students in the lowest quartile will show gains</i>                              |   |                     |                                |                                |  |
|  |  | 4A.2.<br>Lack of Differentiation Instruction during instruction time                           | 4A.2<br>Math coach will provide professional development using student data to develop small group instruction                      | 4A.2.<br>Math Coach | 4A.2.<br>Classroom observation | 4A.2.<br>Classroom observation |  |
|  |  | 4A.3.<br>Teachers ability to use and create item analysis to help increase student performance | 4A.3.<br>Math coach will facilitate professional development on how to use and create item analysis to increase student performance | 4A.3.<br>Math Coach | 4A.3.<br>Classroom Observation | 4A.3.<br>Classroom Observation |  |

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

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

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years                    | 2011-2012   | 2012-2013  | 2013-2014  | 2014-2015   | 2015-2016   | 2016-2017 |  |
|---|---|--|--|---|---|-----------|--|
| <b>5A. In six years school will reduce their achievement gap by 50%.</b>  | <b>Baseline data 2010-2011</b>  |  |  |   |   |           |  |
| <u>Mathematics Goal #5A:</u><br><br>In six years, 74% of students will be proficient in mathematics   |   |  |  |   |   |           |  |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring          | Process Used to Determine Effectiveness of Strategy                                       | Evaluation Tool   |           |  |
| <b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>                           | 5B.1.<br><br>Lack of identification of students not making satisfactory progress in Mathematics | 5B.1.<br><br>Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention | 5B.1.<br>Principal<br>Math Coach<br>Classroom Teachers | 5B.1.<br>Item Analysis data<br>Formal and Informal Assessments<br>District Benchmark Data | 5B.1.<br>Item Analysis data<br>Formal and Informal Assessments<br>District Benchmark Data |           |  |

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

| <u>Mathematics Goal</u><br><u>#5B:</u>   | <u>2012 Current Level of Performance:*</u>                           | <u>2013 Expected Level of Performance:*</u>                          |  |                                  |                                 |                                 |  |
|--|--|--|--|----------------------------------|---------------------------------|---------------------------------|--|
| By 2013, 57% (57)of students in subgroups will show satisfactory progress in mathematics |  |  |  |                                  |                                 |                                 |  |
|  | White:<br>Black: 38% (38)<br>Hispanic:<br>Asian:<br>American Indian: | White:<br>Black: 57% (57)<br>Hispanic:<br>Asian:<br>American Indian: |  |                                  |                                 |                                 |  |
|  |  | 5B.2.<br>Lack of Differentiation Instruction during instruction time | 5B.2<br>Math coach will provide professional development using student data to develop small group instruction | 5B.2.<br>Math Coach              | 5B.2.<br>Classroom observation  | 5B.2.<br>Classroom observation  |  |
|  |  | 5B.3.<br>Students not receiving Tier 2 and Tier 3 instruction        | 5B.3.<br>Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention     | 5B.3.<br>Principal<br>Math Coach | 5B.3.<br>Classroom Observations | 5B.3.<br>Classroom observations |  |

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

| 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 |       |  |
|--|---|--|---|---|-----------------|-------|--|
| <b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>  | 5C.1  | 5C.1   | 5C.1  | 5C.1  | 5C.1            |       |  |
| <u>Mathematics Goal #5C:</u><br>N/A  | <u>2012 Current Level of Performance</u><br>e:* | <u>2013 Expected Level of Performance</u><br>e:* |   |   |                 |       |  |
|  |   | 5C.2.  | 5C.2.   | 5C.2.   | 5C.2.           | 5C.2. |  |
|  |   | 5C.3.  | 5C.3.   | 5C.3.   | 5C.3.           | 5C.3. |  |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier                             | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |       |  |

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|   |  |   |      |      |      |  |  |
|---|--|---|------|------|------|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. | 5D.1                                       | 5D.1  | 5D.1 | 5D.1 | 5D.1 |  |  |
| <u>Mathematics Goal #5D:</u>  | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> |      |      |      |  |  |
| N/A   |  |   |      |      |      |  |  |
|   |  |   |      |      |      |  |  |



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| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool               |  |  |
|--|---|---|---|---|-------------------------------|--|--|
| <b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>  | 5E.1<br>Lack of identification of Economically Disadvantaged students not making satisfactory progress in Mathematics | 5E.1<br>Math Interventionist will be providing Tier 2 and Tier 3 through push-in or pull-out intervention | 5E.1<br>Math Coach                            | 5E.1<br>Classroom Observation                       | 5E.1<br>Classroom Observation |  |  |
| <u>Mathematics Goal #5E:</u><br><br><b>50% (63) of ED students will show satisfactory progress on the Mathematics FCAT</b>   | <u>2012 Current Level of Performance:</u> *   | <u>2013 Expected Level of Performance:</u> *  |   |   |                               |  |  |

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

|  |   |   |  |                  |                             |                             |  |
|--|---|---|--|------------------|-----------------------------|-----------------------------|--|
|  | <b>38% (48) of ED students made satisfactory progress</b> | <b>50 % (63) of students will show satisfactory progress</b>      |  |                  |                             |                             |  |
|  |   | 4E.2. Lack of Differentiation Instruction during instruction time | 4E.2. Math coach will provide professional development using student data to develop small group instruction | 4E.2. Math Coach | 4E.2. Classroom observation | 4E.2. Classroom observation |  |

*End of Elementary School Mathematics Goals*

**Mathematics Professional Development**

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

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

**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   |
| FCAT type questioning  | Florida Ready                                 | Title I        | 2,028.91 |
| <b>Subtotal: 2,028.91</b>  |   |                |          |
| Technology   |   |                |          |
| Strategy   | Description of Resources                      | Funding Source | Amount   |
| Successmaker   | Computer based                                | Title I        | 5,000    |
| Quantiles  | Computer based diagnostics                    | Title I        | 2,000    |
| <b>Subtotal: 7,000.00</b>  |   |                |          |
| Professional Development   |   |                |          |
| Strategy   | Description of Resources                      | Funding Source | Amount   |
| Successmaker representative  | Professional development                      | Title I        |          |
| Pearson representative   | How to implement core curriculum<br>EnVisions | Title I        |          |
| <b>Subtotal:</b>   |   |                |          |
| Other  |   |                |          |
| Strategy   | Description of Resources                      | Funding Source | Amount   |
| <b>Subtotal:</b>   |   |                |          |
| <b>Total: 9,028.92</b>   |   |                |          |

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

| <b>Elementary and Middle Science Goals</b>  | <b>Problem-Solving Process to Increase Student Achievement</b> |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| 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  |  |  |
| <b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>  | 1A.1. Lack of teacher pedagogy in science instruction.         | 1A.1. Professional development and side by side coaching with teacher in science instruction | 1A.1. Administration Classroom teacher Instructional Coach | 1A.1. Observation of science workshop model<br>- Student Focused Talks on what they've learned | 1A.1. - Instruction Rubric<br>-Classroom walk throughs<br>-Science Look-Fors<br>- Teacher Observations |  |  |

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

|   |   |  |  |  |   |   |  |
|---|---|--|--|--|---|---|--|
| <p><u>Science Goal #1A:</u><br/>By 2013, 30% (12) of our fifth grade students will score at proficiency on the FCAT 2.0 science test.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p>           |  |  |   |   |  |
|   | <p><b>20% (8) students scored proficient</b></p>  | <p><b>30%(12) students will score proficient</b></p>         |  |  |   |   |  |
|   |   | <p>1A.2. Inability of students to read grade level text.</p> | <p>1A.2. Explicit teaching of non-fiction text features/ Structures by collaborating with reading teacher and teach science non-fiction texts as a part of the reading block<br/>- Integrate writing into science instruction.</p> | <p>1A.2.<br/>-Classroom teachers (Science and Reading)<br/>-Instructional Coach<br/>-Reading Coach</p> | <p>1A.2.<br/>-Classroom walk throughs<br/>- Science Journals<br/>- Small group observations</p> | <p>1A.2.<br/>-District Benchmarks/ PMA's<br/>-Write Score! Assessments<br/>-Anecdotal Notes</p> |  |

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

|   |  |  |   |  |   |   |  |
|---|--|--|---|--|---|---|--|
|   |  | 1A.3. Lack of student opportunities/exposure-prior knowledge to build schema and lack of experiences to understand content knowledge | 1A.3. -Virtual tours/web-based exploration that supports our current curriculum -(5 E's) and denoted as part of the Curriculum Framework -Inquiry-based hands-on learning | 1A.3. Classroom Teachers<br>Instructional Coach<br>Administration                            | 1A.3. -Interdisciplinary units<br>-Diagnostics/Surveys for student knowledge<br>-Science Journals<br>-Focus Walks | 1A.3.<br>-Surveys<br>-Diagnostics Assessments<br>-Lesson Plans<br>-Student Work |  |
| 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   |   |  |
| <b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>  | 2A.1. Lack of enrichment for above proficiency students and their learning styles/intelligence | 2A.1. Provide materials to increase the knowledge and interest of these students i.e., web quests, self-directed experiments,        | 2A.1. Administration<br>Classroom teachers<br>Instructional Coach   | 2A.1.<br>-Maintain and update bank of enrichment activities/tasks<br>-Collaborative planning | 2A.1. Observations<br>Focus Walks<br>Lesson Plans<br>Benchmarks /PMAs<br>Assessments for/of learning              |   |  |

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

| Science Goal #2A:  | 2012 Current Level of Performance:*                         | 2013 Expected Level of Performance:*                      |  |   |  |  |  |
|--|---|---|--|---|--|--|--|
| By 2013, 10% (4) of students will score at levels 4 and 5 on the FCAT 2.0 Science Test |   |   |  |   |  |  |  |
|  | <b>0%(0) of students scored above 4 on the Science FCAT</b> | 10% (4) students will score above a 4 on the Science FCAT |  |   |  |  |  |
|  |   | 2A.2. Curriculum is not relevant to student interest      | 2A.2. Use hands-on materials and involve students in demonstrations  | 2A.2. Administration<br>Classroom teachers<br>Instructional Coach | 2A.2. -Science Journals<br>-Collaborative Planning across grade levels   | 2A.2. Observations<br>Focus Walks<br>Lesson Plans<br>Benchmarks /PMAs<br>Assessments for/of learning |  |
|  |   | 2A.3. No transfer from the concrete to the abstract       | 2A.3. - Scaffolding of student instruction as they move from concrete to abstract scientific concepts<br><br>Use of Write Score! Science to guide instruction to meet the needs of students. | 2A.3. Administration<br>Classroom teachers<br>Instructional Coach | 2A.3. Analysis of student scores and data from various curriculum based assessments<br>-Evaluation of student work | 2A.3. -Science Journals<br>-District Benchmarks/ PMA's<br>-Write Score! Science                      |  |

*End of Elementary and Middle School Science Goals*

June 2012

Rule 6A-1.099811

Revised August 31, 2012



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

**Science Professional Development**

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

**Science Budget** (Insert rows as needed)

|   |                          |                |        |
|---|--------------------------|----------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. |                          |                |        |
| Evidence-based Program(s)/Material(s)   |                          |                |        |
| Strategy  | Description of Resources | Funding Source | Amount |

June 2012  
 Rule 6A-1.099811  
 Revised August 31, 2012

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

|                          |  |                |             |
|--------------------------|--|----------------|-------------|
| Write Score! Science     | Science Assessments for scrimmage of Big Ideas and FCAT Cumulative | Title 1        | \$1,438. 80 |
| <b>Subtotal:</b>         |  |                |             |
| Technology               |  |                |             |
| Strategy                 | Description of Resources   | Funding Source | Amount      |
| Gizmos                   | Computer based   | District       | n/a         |
| <b>Subtotal:</b>         |  |                |             |
| Professional Development |  |                |             |
| Strategy                 | Description of Resources   | Funding Source | Amount      |
| <b>Subtotal:</b>         |  |                |             |
| Other                    |  |                |             |
| Strategy                 | Description of Resources   | Funding Source | Amount      |
|                          |  |                |             |
| <b>Subtotal:</b>         |  |                |             |
| <b>Total: 1,438.80</b>   |  |                |             |

*End of Science Goals*

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

**Writing Goals**

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

| <b>Writing Goals</b>  | <b>Problem-Solving Process to Increase Student Achievement</b> |   |   |  |   |  |  |
|---|--|---|---|--|---|--|--|
| 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   |  |  |
| <b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>   | 1A.1. Students' lack of prior effective writing instruction    | 1A.1. Work with all the teachers on various effective writing strategies tied directly to reading | 1A.1. Principal<br>Instructional Coach<br>Reading Coach | 1A.1. Class walk throughs<br>Plan Checks<br>Chats with students<br>Student work tied to a rubric | 1A.1. Dist. Prompts<br>Scores on prompts showing growth |  |  |
| <u>Writing Goal #1A:</u><br>By 2013, 60% (31) of our students will score a level 3.00 or higher as required by the state of Florida on FCAT Writes.               | <u>2012 Current Level of Performance:*</u>                     | <u>2013 Expected Level of Performance:*</u>   |   |  |   |  |  |

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

|  |   |  |   |  |  |  |  |
|--|---|--|---|--|--|--|--|
|  | 56% (27) students scored level 3 or higher on Writing | 65% (31) students will score a 3 or higher on Writing                                |   |  |  |  |  |
|  |   | 1A.2. Teacher knowledge of how to differentiate writing with small group instruction | 1A.2. Teachers will implement differentiated writing groups and students will participate in small groups based on their writing needs. Teacher will administer Write Score! Writing assessments to assist in analyzing student work for small group differentiation. | 1A.2. Principal<br>Classroom Teachers<br>Instructional Coach | 1A.2. Review/Analyze student writing products<br>Differentiated Group documentation<br>Anecdotal notes | 1A.2. District Writing Prompt data<br>Writing Portfolios<br>FCAT results<br>Write Score! Writing       |  |
|  |   | 1A.3. Lack of teacher / student conferences during writing instruction.              | 1A.3. Model for teachers using the Coaching Learning Cycle ways to use student conferencing to increase achievement   | 1A.3. Instructional Coach<br>Classroom Teachers              | 1A.3. Review/Analyze student writing products<br>Class walk throughs                                   | 1A.3. District Writing Prompt Data<br>Write Source! Writing Data<br>Portfolios<br>FCAT Writing Results |  |

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

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

**Writing Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b><br>Please note that each Strategy does not require a professional development or PLC activity. |                      |                                  |  |   |   |   |
|--|----------------------|----------------------------------|--|---|---|---|
| PD Content /Topic and/or PLC Focus   | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring   | Person or Position Responsible for Monitoring |
| Conferencing during Writing  | K-5                  | Instructional Coach              | School Wide  | Grade Level PLC   | Classroom teachers will work collaboratively to ensure full implementation of Writer's Workshop | Principal School Coach                        |
| Scoring Diagnostic Writing Prompts: FCAT Writing Holistic Scoring Rubric   | K-5                  | Instructional Coach              | School Wide  | Grade Level PLC   | Review scoring of writing as well as peer scoring   | Principal School Coach                        |
| Writing Portfolios   | K-5                  | Instructional Coach              | Analyzing Student Work in writing to differentiate instruction     | Grade Level PLC   | School-wide portfolio system Student Writing Pieces   | Principal School Coach                        |

**Writing Budget** (Insert rows as needed)

|   |  |  |  |
|---|--|--|--|
| Include only school-based funded activities/materials and exclude district funded activities/materials. |  |  |  |
| Evidence-based Program(s)/Materials(s)  |  |  |  |

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

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

*End of Writing Goals*

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

**Attendance Goal(s)**

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

| <b>Attendance Goal(s)</b>  | <b>Problem-solving Process to Increase Attendance</b> |          |   |   |                 |  |  |
|--|---|----------|---|---|-----------------|--|--|
| 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 |  |  |



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

|                             |   |   |   |  |  |  |  |
|-----------------------------|---|---|---|--|--|--|--|
| <p><b>1. Attendance</b></p> | <p>1.1. Children miss the bus and then their parents do not bring them to school.</p> | <p>1.1. Parents will be notified via School Messenger phone call each day that their child is absent from school.</p> <p>The Attendance Intervention Team will meet weekly to analyze attendance data and sign attendance contracts with parents.</p> | <p>Guidance Counselor<br/>Principal</p> | <p>1.1 Analyzing student absentee data to observe for decrease in AIT referrals</p> <p>Attendance Referrals that are submitted to the State Attorney for follow up</p> | <p>1. Data from School Messenger reports School absentee data</p> <p>Weekly data on the number of referrals submitted to the State Attorney.</p> |  |  |
|-----------------------------|---|---|---|--|--|--|--|

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

|   |  |   |   |   |   |                                       |  |
|---|--|---|---|---|---|---------------------------------------|--|
| <p><u>Attendance Goal #1:</u><br/>The number of students with excessive absences will decrease by 10%</p> | <p><u>2012 Current Attendance Rate:*</u></p>                                       | <p><u>2013 Expected Attendance Rate:*</u></p>                                       |   |   |   |                                       |  |
|   | <p><b>93.2%</b></p>  | <p><b>83.88%</b></p>  |   |   |   |                                       |  |
|   | <p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p> | <p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p> |   |   |   |                                       |  |
|   | <p><b>125 students</b></p>   | <p><b>100 students</b></p>  |   |   |   |                                       |  |
|   | <p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>  | <p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>  |   |   |   |                                       |  |
|   | <p><b>136</b></p>  | <p><b>100</b></p>   |   |   |   |                                       |  |
|   |  | <p>1.2. Unexpected illness or death in the student's family.</p>                    | <p>1.2. Creating a positive and safe learning environment by building an open line of communication with parents and caregivers concerning the student.</p> | <p>1.2. Classroom Teachers, Administrators, Social Worker</p> | <p>1.2. Phone calls, conferences, communication through student agenda.</p> | <p>1.2 Monthly attendance reports</p> |  |

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

**Attendance Professional Development**

|  |                             |   |   |  |   |  |
|--|-----------------------------|---|---|--|---|--|
| <p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b><br/>Please note that each Strategy does not require a professional development or PLC activity.</p> |                             |   |   |  |   |  |
| <p>PD Content /Topic and/or PLC Focus</p>  | <p>Grade Level/ Subject</p> | <p>PD Facilitator and/or PLC Leader</p> | <p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p> | <p>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p> | <p>Strategy for Follow-up/Monitoring</p>  | <p>Person or Position Responsible for Monitoring</p> |
| <p>Attendance Services Overview</p>  | <p>K-5</p>                  | <p>Guidance</p>                         | <p>PLC, School-wide</p>   | <p>Early release</p>   | <p>Monitor that daily attendance is entered into Oncourse.<br/>Review the weekly calendar for AIT meetings with parents</p> | <p>CRT Operator<br/>Guidance Counselor</p>           |

**Attendance Budget (Insert rows as needed)**

|   |                                 |                       |               |
|---|---------------------------------|-----------------------|---------------|
| <p>Include only school-based funded activities/materials and exclude district funded activities /materials.</p> |                                 |                       |               |
| <p>Evidence-based Program(s)/Materials(s)</p>   |                                 |                       |               |
| <p>Strategy</p>   | <p>Description of Resources</p> | <p>Funding Source</p> | <p>Amount</p> |
|   |                                 |                       |               |
|   |                                 |                       |               |
| <p style="text-align: right;"><b>Subtotal:</b></p>  |                                 |                       |               |
| <p>Technology</p>   |                                 |                       |               |
| <p>Strategy</p>   | <p>Description of Resources</p> | <p>Funding Source</p> | <p>Amount</p> |
|   |                                 |                       |               |

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

|                          |                          |                |        |
|--------------------------|--------------------------|----------------|--------|
|                          |                          |                |        |
| <b>Subtotal:</b>         |                          |                |        |
| Professional Development |                          |                |        |
| Strategy                 | Description of Resources | Funding Source | Amount |
|                          |                          |                |        |
| <b>Subtotal:</b>         |                          |                |        |
| Other                    |                          |                |        |
| Strategy                 | Description of Resources | Funding Source | Amount |
|                          |                          |                |        |
| <b>Subtotal:</b>         |                          |                |        |
| <b>Total:</b>            |                          |                |        |

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

| <b>Suspension Goal(s)</b>   | <b>Problem-solving Process to Decrease Suspension</b>  |   |   |   |   |  |  |
|---|--|---|---|---|---|--|--|
| 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                                 |  |  |
| <b>1. Suspension</b>  | 1. Students are not aware of the expectations for acceptable behavior in the classroom and common areas. | 1.1. Develop a school wide discipline plan through Foundations that is articulated to teachers and modeled for students during the first weeks of school. | 1.1. Foundations Committee, Principal, Guidance | 1.1. Communicate with teachers about the use of classroom referrals designed to shape behavior rather than punish for misbehavior | 1.1. Analysis of classroom referrals each month |  |  |

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

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
| Suspension Goal #1:<br><br><i>Reduce the number of suspensions by 33%.</i> | <u>2012 Total Number of In-School Suspensions</u>     | <u>2013 Expected Number of In-School Suspensions</u>     |  |  |  |  |  |
|  | <i>1 day</i>  | <i>1 days</i>  |  |  |  |  |  |
|  | <u>2012 Total Number of Out-of-School Suspensions</u> | <u>2013 Expected Number of Out-of-School Suspensions</u> |  |  |  |  |  |
|  | <i>299 Days</i>                                       | <i>199 Days</i>  |  |  |  |  |  |

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

**Suspension Professional Development**

| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b><br>Please note that each Strategy does not require a professional development or PLC activity. |                      |                                  |  |   |   |   |
|--|----------------------|----------------------------------|--|---|---|---|
| PD Content /Topic and/or PLC Focus   | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring   | Person or Position Responsible for Monitoring |
| Impulse Control Strategies for Classroom Teachers  | K-5                  | Guidance                         | School-wide  | Monthly during faculty meetings   | Analysis of data from classroom and administrative referrals. Notes from RTI Behavior Tier II and Tier III Interventions. | Foundations                                   |
|  |                      |                                  |  |   |   |   |
|  |                      |                                  |  |   |   |   |

**Suspension Budget (Insert rows as needed)**

|  |   |                |        |
|--|---|----------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. |   |                |        |
| Evidence-based Program(s)/Materials(s)   |   |                |        |
| Strategy   | Description of Resources                                | Funding Source | Amount |
| Impulse Control  | <u>Impulse Control Stop and Think</u> by Tonia Caselman | Title I        | 94.95  |
| <b>Subtotal:</b>   |   |                |        |
| Technology   |   |                |        |
| Strategy   | Description of Resources                                | Funding Source | Amount |

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

|                          |                          |                |        |
|--------------------------|--------------------------|----------------|--------|
|                          |                          |                |        |
| <b>Subtotal:</b>         |                          |                |        |
| Professional Development |                          |                |        |
| Strategy                 | Description of Resources | Funding Source | Amount |
| <b>Subtotal:</b>         |                          |                |        |
| Other                    |                          |                |        |
| Strategy                 | Description of Resources | Funding Source | Amount |
| Check-in/Check-out       | Mentoring program        | Title I        | 500    |
| <b>Subtotal:</b>         |                          |                |        |
| <b>Total:\$500.00</b>    |                          |                |        |

*End of Suspension Goals*



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

**Parent Involvement Goal(s)**

**Upload Option-**For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

**Online Template-** For schools completing the PIP a link will be provided that will direct you to this plan.

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

| <b>Parent Involvement Goal(s)</b>   | <b>Problem-solving Process to Parent Involvement</b>   |   |   |  |  |  |  |
|---|--|---|---|--|--|--|--|
| 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  |  |  |
| <b>1. Parent Involvement</b>  | 1. Parents are not able to attend at any time because they have small children at home and have no one to care for them. | 1.1. Schedule and structure events that the entire family can attend and support the students at Ramona Elementary. | 1.1. Volunteer Liaison                        | 1.1. Attendance sign in sheets and survey forms from parent involvement activities | 1.1. Analysis of data gleaned from parent participation surveys. |  |  |

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

| <u>Parent Involvement Goal #1:</u>  | <u>2012 Current Level of Parent Involvement:*</u> | <u>2013 Expected Level of Parent Involvement:*</u> |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| <p><i>Our goal for this school year is to increase parental involvement at Hyde Grove Elementary School by offering events at a variety of times in order to accommodate the various schedules that our parents maintain.</i></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p> |   |  |  |  |  |  |  |
|   | 2249 volunteer hours                              | 3000 volunteer hours                               |  |  |  |  |  |

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

|  |  |   |   |  |  |   |  |
|--|--|---|---|--|--|---|--|
|  |  | 2. Methods of communication between school and home change frequently limiting the ways information can be shared with parents. | 1.2. Weekly communication folders, email newsletters and announcements, maintain a current web page and more frequent use of School Messenger to deliver messages via voice, text and email to parents. | 3. Guidance<br>Principal<br>Classroom Teachers | 1.2. Install a counter on the web page to determine if there is increased traffic on the site, records from School Messenger that illustrate how many messages were delivered and how many were rejected by parents. | 1.2. Analysis of data regarding parent communication gathered on the school climate survey. |  |
|  |  | 1.3.  | 1.3.  | 1.3.   | 1.3.   | 1.3.  |  |

**Parent Involvement Professional Development**

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| <p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b><br/>Please note that each Strategy does not require a</p> |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

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

| professional development or PLC activity.  |                      |                                  |  |   |                                   |   |
|--|----------------------|----------------------------------|--|---|-----------------------------------|---|
| PD Content / Topic and/or PLC Focus  | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Communicating with Parents: Practical Strategies for Developing Successful Relationships (Dyches, Carter & Prater) | K-5                  | Instructional Coaches            | Grade Level Professional Learning Communities School Wide          | Once a month during PLCs on Thursday and Friday<br>Early Release Training       | Wiki/Blog                         | Volunteer Liason                              |

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

**Parent Involvement Budget**

|  |   |                |        |
|--|---|----------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. |   |                |        |
| Evidence-based Program(s)/Materials(s)   |   |                |        |
| Strategy   | Description of Resources                                  | Funding Source | Amount |
|  |   |                |        |
| <b>Subtotal:</b>   |   |                |        |
| Technology   |   |                |        |
| Strategy   | Description of Resources                                  | Funding Source | Amount |
|  |   |                |        |
|  |   |                |        |
| <b>Subtotal:</b>   |   |                |        |
| Professional Development   |   |                |        |
| Strategy   | Description of Resources                                  | Funding Source | Amount |
| Parent Nights  | Teach parents how to help their child's education at home | ???            | 500    |
|  |   |                |        |
| <b>Subtotal:</b>   |   |                |        |
| Other  |   |                |        |
| Strategy   | Description of Resources                                  | Funding Source | Amount |
|  |   |                |        |
| <b>Subtotal:</b>   |   |                |        |
| <b>Total:\$500.00</b>  |   |                |        |

*End of Parent Involvement Goal(s)*

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

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

| <b>STEM Goal(s)</b>   | <b>Problem-Solving Process to Increase Student Achievement</b> |          |   |   |                 |
|---|--|----------|---|---|-----------------|
| 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 |
| <b>STEM Goal #1:</b><br><i>Enter narrative for the goal in this box.</i>                | 1.1.   | 1.1.     | 1.1.  | 1.1.  | 1.1.            |
|   | 1.2.   | 1.2.     | 1.2.  | 1.2.  | 1.2.            |
|   | 1.3.   | 1.3.     | 1.3.  | 1.3.  | 1.3.            |

**STEM Professional Development**

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| <b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b><br><small>Please note that each Strategy does not require a</small> |  |  |  |  |  |  |
|---|--|--|--|--|--|--|

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

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

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

**STEM Budget** (Insert rows as needed)

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

*End of STEM Goal(s)*



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

**Additional Goal(s)**

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

| <b>Additional Goal(s)</b>  | <b>Problem-Solving Process to Increase Student Achievement</b>  |   |   |   |  |      |  |
|--|---|---|---|---|--|------|--|
| 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                              |      |  |
| <b>1. Additional Goal</b><br><u>School Safety</u>  | 1.1. Play ground equipment is old and needs to be replaced with equipment that meets current code requirements. | 1.1. Apply for grants to replace existing playground equipment. | 1.1. School Advisory Council Principal        | 1.1. Playground will be replaced                    | 1.1. Observe playground replacement process. |      |  |
| <u>Additional Goal #1:</u><br><b>Decrease the number of accidents in the school by 10%</b> | <u>2012 Current Level :*</u>  | <u>2013 Expected Level :*</u>                                   |   |   |  |      |  |
|  | 30 accident reports were filled out for injuries at school in 2012  | 27 or fewer accidents were will be reported in 2013             |   |   |  |      |  |
|  |   | 1.2.  | 1.2.  | 1.2.  | 1.2.   | 1.2. |  |
|  |   | 1.3.  | 1.3.  | 1.3.  | 1.3.   | 1.3. |  |

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

**Additional Goals Professional Development**

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

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

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

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

*End of Additional Goal(s)*

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

**Final Budget** (Insert rows as needed)

|  |                         |
|--|-------------------------|
| Please provide the total budget from each section. |                         |
| <b>Reading Budget</b>                              | <b>Total: 14,398.92</b> |
| <b>CELLA Budget</b>                                | <b>Total:</b>           |
| <b>Mathematics Budget</b>                          | <b>Total:9,028.92</b>   |
| <b>Science Budget</b>                              | <b>Total: 1,438.80</b>  |
| <b>Writing Budget</b>                              | <b>Total: 1,035.94</b>  |
| <b>Civics Budget</b>                               | <b>Total:</b>           |
| <b>U.S. History Budget</b>                         | <b>Total:</b>           |
| <b>Attendance Budget</b>                           | <b>Total:</b>           |
| <b>Suspension Budget</b>                           | <b>Total:</b>           |
| <b>Dropout Prevention Budget</b>                   | <b>Total:</b>           |
| <b>Parent Involvement Budget</b>                   | <b>Total:</b>           |
| <b>STEM Budget</b>                                 | <b>Total:</b>           |
| <b>CTE Budget</b>                                  | <b>Total:</b>           |
| <b>Additional Goals</b>                            | <b>Total:1000</b>       |
|  |                         |

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

|                               |
|-------------------------------|
| <b>Grand Total: 26,902.58</b> |
|-------------------------------|

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

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

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

**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

- Yes       No

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

|  |        |
|--|--------|
| Describe the projected use of SAC funds. | Amount |
|--|--------|

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

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

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |