

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

Sabal Palm Elementary
2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: <i>Sabal Palm Elementary</i>	District Name: Leon
Principal: <i>Dr. Ann Johnson</i>	Superintendent: <i>Jackie Pons</i>
SAC Chair: <i>Louella Frye & Sabrina Mack</i>	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

[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](#)

Highly Effective Administrators

List your school's highly effective 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)
Principal	Dr. Ann Johnson	<ul style="list-style-type: none"> • <i>Educational Leadership (All Levels)</i> • <i>Biology (Grades 6-12)</i> • <i>Science Education (Grades 5-8)</i> • <i>Physical Education (Grades K-12) School Principal (Grades K-12)</i> -<i>Gifted Education Endorsement</i> -<i>ESOL Endorsement (Grades K-12)</i> -<i>Health Education (Grades 7-12)</i> -<i>Administration/ Supervision (K- 12)</i> 	7	13	<p><i>2011-2012 School Grade C, 71% making learning gains in Reading</i></p> <p><i>2010-2011 Grade B – AYP - 82% of the students met AYP criteria.</i></p> <p><i>2009-2010 Grade B AYP: 89%, of the students met AYP.</i></p> <p><i>2008-2009 Grade B – AYP: 90%, met AYP in criteria.</i></p> <p><i>2006-2007 Grade B – Made AYP</i></p> <p><i>2005- 2006 Grade A – Made AYP</i></p>

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		<i>-Middle School Endorsement</i>			
Assistant Principal	Shannon Haire	<i>Elementary Education (Grades 1-6) -Educational Leadership (All Levels) -Exceptional Student Education (Grades K-12)</i>	4	4	<i>2011-2012 School Grade C; 71% making learning gains in Reading 2010-2011 Grade B – AYP 82% Only 82% of the students met AYP Criteria. 2009-2010 Grade B 89% met AYP. 2008-2009 Grade B – AYP: 90%, Only 10% of African American Students did not make AYP in Reading.</i>
Assistant Principal	Sally Stephens	<i>Elementary Education (Grades 1-6) -Educational Leadership (All Levels) School Principal (all Levels) ESOL Endorsed</i>	1	12	<i>Burney Elementary: Hillsborough 2011-2012 School Grade A: 73% making learning gains in Reading 2010-2011 School Grade A: 61% making learning gains in Reading 2009-2010 Grade B -- meeting 77% of AYP Criteria</i>

Highly Effective Instructional Coaches

List your school’s highly effective 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 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)
Reading	<i>Caressa Hannah</i>	<i>Elementary Ed. 1-6 Reading K-12</i>	9	2	<i>2011- 2012 Grade C, 71% making learning gains in Reading 2010-2011 Grade B – AYP 82% Only 18% of the students did not meet AYP Criteria. 2009-2010 Grade B AYP: 89%, Only 11 percent of students did not make AYP 2008-2009 – Sabal Palm Grade B – AYP: 90%, Only 10% of African American Students did not make AYP in Reading.</i>

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<i>Science</i>	<i>W. Knight</i>	<i>Elementary Ed. 1-6 Science Education</i>	5	5	<i>2011- 2012 Grade C, 71% making learning gains in Reading 2010-2011 Grade B – AYP 82% Only 18% of the students did not meet AYP Criteria. 2009-2010 Grade B AYP: 89%, Only 11 percent of students did not make AYP 2008-2009 – Sabal Palm Grade B – AYP: 90%, Only 10% of African American Students did not make AYP in Reading.</i>
<i>Math</i>	<i>N. Baumgarten</i>	<i>Elementary Ed. 1-6 Math Education</i>	10	10	<i>2011- 2012 Grade C, 71% making learning gains in Reading 2010-2011 Grade B – AYP 82% Only 18% of the students did not meet AYP Criteria. 2009-2010 Grade B AYP: 89%, Only 11 percent of students did not make AYP 2008-2009 – Sabal Palm Grade B – AYP: 90%, Only 10% of African American Students did not make AYP in Reading.</i>

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		Projected Completion Date	Not Applicable (If not, please explain why)
<i>1. Regular meetings of new teachers with Principal and asst. principal. Bi-weekly team meetings.</i>	<i>Principal/Asst. Principal</i>	May 2013	
<i>2. Partnering new teachers with veteran staff</i>	<i>Principal/Asst. Principal</i>	May 2013	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
(N/A) All Title One Teachers and paraprofessionals are Highly qualified.			

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
42	0	19% (8 teachers)	36% (15 teachers)	48% (20 teachers)	41% (17 teachers)	100% (42 teachers)	14% (6 teachers)	4% (2 teachers)	14.3% (6 teachers –all others have had at least 1 ESOL class.

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
(N/A) No Beginning Teachers			

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A	<i>Services are provided to ensure students requiring additional remediation are assisted through after-school Programs (LEAP), RTI/ differentiated instruction and/or summer Enrichment Program. The district coordinates with Title II and Title III in ensuring staff development needs are provided.</i>
Title I, Part C- Migrant	<i>Our ESOL teacher and guidance counselors work closely with Migrant families to provide services and support to students and parents. The teachers coordinate with Title I and other programs to ensure student needs are met.</i>

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Title I, Part D	<i>The District receives funds to support the No Child Left Behind Policy. Services are coordinated with district Drop-out Prevention programs</i>	
Title II	<i>The District receives supplemental funds for improving basic educational programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Sabal Palm Elementary are used to purchase Success Maker licenses and provide professional development for Success Maker, Foresight Testing, Math and Writing.</i>	
Title III	<i>Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Sabal Palm has a full time ELL teacher on site.</i>	
Title X- Homeless	<i>Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. Sabal Palm has a full time ELL teacher on site.</i>	
Supplemental Academic Instruction (SAI)	<i>Supplemental Academic support will be offered to 3rd – 5th grade students through the SES State Program.</i>	
Violence Prevention Programs	<i>Violence Prevention Programs – Red Ribbon, Positive Promotion & Involvement of Law Enforcement (school SRO)</i>	
Nutrition Programs	<i>Fresh Fruit and Vegetable Grant /</i>	<i>Free Breakfast and Lunch for all students through Provision 2 process</i>
Housing Programs	N/A	
Head Start	N/A	
Adult Education	<i>Parent Liaison plans parent education workshops (i.e.: Computer Classes, Writing a resume, Helping w/ Homework)</i>	
Career and Technical Education	<i>A Career Fair is held annually to introduce k-5 students to the various careers and job qualifications.</i>	
Job Training	N/A	
Other		

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. <i>Principal, Asst. Principals and Coaches I: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities</i>
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? <i>The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets bi-weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.</i>
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? <i>All members of the MTSS Leadership Team assist in the development of the SIP. In addition, the team reviews student data and teacher feedback when establishing goals for the school.</i>
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. <i>The MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction.</i>
Describe the plan to train staff on MTSS. <i>Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year.</i>

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Describe plan to support MTSS.

The Administrative staff will support the MTSS by providing leave time for professional development, working directly with teachers, and District Officials.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT will consist of one teacher from each grade level, media specialist, special area teacher, ESOL teacher, ESE teacher, the Reading Coach and Administration.

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

The LLT team works to develop school goals and strategies that correlate with the Sunshine State Standards and Data Analysis. A Reading Leadership Team is a collaborative system that encourages a literate climate to support effective teaching and learning. The team will meet once a month.

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

The major role of the Reading Leadership Team is to create capacity of reading knowledge within the school building.

A Reading Leadership Team is a collaborative system that encourages a literate climate to support effective teaching and learning.

Focus for 2012-2013:

- *Create a shared literacy vision in your school that is clear and shaped by the particularities of your school community.*
- *Work as a school literacy team, with everyone having a role in determining the vision and the implementation plan, and each member bringing specific expertise to building the culture of literacy in the school.*

Public School Choice

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

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

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

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

Pre-school Transition:

Sabal Palm has two Pre-K classes that serves approximately 36 children, 77% of whom have been identified with special needs, (ESE). The rest of the classes are composed of students eligible for the Florida Voluntary Pre-Kindergarten Program, which provides 180 hours of free preschool to Florida's four year olds. These students are dually enrolled in the "Federal School Readiness" program, which requires a co-payment from parents for the unfunded portion of the school day not provided by VPK. The class is a full day program, which coincides with the school calendar. This is taught by three full-time staff members, including a lead teacher that

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is highly qualified, National Board Certified and holds the Preschool Disabilities Endorsement. The curriculums used are the SRA Open Court Preschool Program and the DLM Preschool Curriculum. These curricula are research based and highly successful as evidenced by data gathered from the Florida State University PCER Project (Preschool Curriculum Early Reading Study). Sabal Palm participates as a research site for the evaluation of effective preschool curriculum. The Exceptional Student Education Pre-Kindergarten Program operates through Leon District Schools and is state and federally funded. The program serves children from birth through 5 years of age who have special needs. The students in this program must meet eligibility requirements set by Special Programs and Procedures through the Leon County Schools Exceptional Student Education Department. Students are identified by using screening scores on the Dial-R, PLS4, The Battelle Developmental Inventory (BIDI-2) (Preschool Language Screening 4) and other approved evaluation instruments. On-going teacher observations, classroom screenings and follow-up BIDI-2 assessments are conducted to plan for instruction and IEP modifications.

Student development is continually monitored. Each student's developmental progress is tracked on the Florida VPK Early Learning Standards. Additionally, on-going evaluations are performed to assess progress on the Individual Educational Plans (IEP) written for each ESE student. Student progress on assessments is sent home every nine weeks. Students who demonstrate a need for additional services throughout the year can be referred to the School Intervention Team (SIT) for consideration. The SIT members can refer students for additional evaluations and services. Parents of Pre-K students are provided the same opportunities and support as other students at Sabal Palm. In addition, students have a daily folder with notes that includes daily activities. A weekly newsletter with suggested parent activities is sent home every Friday. Parent conferences are held twice a year to discuss student progress on the BIDI-2 take place twice a year. IEP meetings are held annually. Sabal Palm extends Speech therapy services to in-zone "walk-in" four year olds, identified through the Pre-K office.

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

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

NA

***High Schools Only**

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

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

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N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
-Lack of Collaboration -Scheduling -Professional Development -Time Management to implement best practices -Lack of Parental Involvement -Lack of teaching with fidelity.			The school will utilize the <i>Imagine It!</i> and <i>Larger than Life Reading</i> to monitor student progress. In addition, an extended hour of intensive reading instruction will be added to the end of the school day	Administrators Reading Coach Team Leaders	Review <i>Imagine It!</i> data reports to ensure teachers are assessing students according to created schedule. On-going progress monitoring	Larger than Life Test AIMSweb Imagine It! Benchmark Tests SM5 Reports	
Reading Goal #1a: The percentage of students in grades 3-5, scoring level 3 or above will increase from 36% to 50%.	2012 Current Level of Performance: * 36%	2013 Expected Level of Performance: * 50% of our students will be proficient in reading scoring a level 3 or higher.	1a.2.	1a.2.	1a.2.	1a.2.	
			Ineffective small group instruction.	Include high-order question in lesson plans	Administrators Reading Coach Teachers	Lesson plans will be reviewed during classroom walk-throughs	Classroom walk-through checklist District and School-wide assessments

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					<i>On-going progress monitoring</i>		
			1a.3. <i>-Lack of Collaboration -Scheduling -Professional Development -Time Management to implement best practices.</i>	1a.3. <i>Develop an instructional focus calendar for Reading/Language Arts</i>	1a.3. <i>Administrators Reading Coach Teachers</i>	1a.3. <i>Administrators will review Imagine It! data and Larger than Life Reading data to monitor reading instructional strategies through classroom walk-throughs.</i>	1a.3. <i>Student Achievement growth chart from Larger than Life reading assessment</i>
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			<i>1b.1. Lack of accommodations for diverse learning problems.</i>	<i>1b.1. 1.Utilize PM to track progress of Individual goals on IEPS and Access Points</i>	<i>1b.1. Administrative and District Staff</i>	<i>1b.1. Quarterly monitoring of IEP goals</i>	<i>1b.1. Classroom assessments and other District reports.</i>
Reading Goal #1b: <i>The percentage of identified students proficient in reading will increase by at least 1% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Increased excused absences as a result of extensive medical therapies outside the school environment</i> <i>Poverty- lack of support from the home.</i>	<i>2.Provide small group differentiated instruction</i> <i>3.Increase the use of hands on & visual learning experiences.</i> <i>In addition, an extended hour of intensive reading instruction will be added to the end of the school day</i>	<i>Other licensed school therapists, SLP, OT, PT</i> <i>IEP case manager</i>	<i>Monthly monitoring of PM sheets</i>	<i>Classroom walk-through checklist</i> <i>IEP/Lesson Plans</i>
	55%	56%				<i>Monthly monitoring of lesson plan book</i> <i>School-wide On-going progress monitoring</i> <i>Classroom Walkthroughs</i>	
			1b.2. <i>Lack of Parental Involvement Lack of teaching with fidelity.</i>	1b.2. <i>Providing Consistent Routines.</i>	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. <i>-Lack of Collaboration -Scheduling -Professional Development -Time Management to implement best practices</i>	2a.1. <i>The school will utilize the Imagine It! and Larger than Life Reading to monitor student progress.</i>	2a.1. <i>Administrators Reading Coach Team Leaders</i>	2a.1. <i>Review Imagine It!, Larger than Life Reading, and AIMS web data score reports to ensure teachers are assessing students according to created schedule.</i>	2a.1. <i>Larger than Life Reading Imagine It! reading assessment AIMS web data.</i>
Reading Goal #2a: <i>The percentage of students in grades 3-5, achieved above proficiency in reading is 14%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Lack of Parental Involvement Lack of teaching with fidelity.</i>	<i>In addition to 90 minute core reading instruction, an extended hour of intensive reading instruction for the purpose of remediation, skills practice or enrichment. has been added to the end</i>			
	14%	<i>25% of our students will be proficient in reading scoring a level 4 or higher.</i>					

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				<i>of the school day</i>			
			2a.2. <i>Ineffective small group instruction.</i>	2a.2. <i>The school will utilize the Imagine It! assessment and Larger than Life Reading to monitor student progress.</i>	2a.2. <i>Administrators Reading Coach Teachers</i>	2a.2. <i>Lesson plans will be reviewed during classroom walk-throughs</i>	2a.2. <i>Classroom walk-through checklist</i>
			2a.3 <i>Lesson plans lack a variety of complexity and rigor.</i>	2a.3 <i>Teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.</i>	2a.3 <i>Administrators Reading Coach Teachers</i>	2a.3 <i>Review Imagine It! data and Larger than Life reading score reports to ensure teachers are assessing students according to created schedule.</i>	2a.3 <i>Student Achievement growth chart from Larger than Life reading assessment results</i>
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2b.1. <i>Lack of accommodations for diverse learning problems.</i>	2b.1. <i>Utilize PM to track progress of Individual goals on IEPs and Access Points</i>	2b.1 <i>Administrative and District Staff</i>	2b.1. <i>Quarterly monitoring of IEP goals</i> <i>Monthly monitoring of PM sheets</i>	2b.1 <i>Classroom assessments and other District reports.</i>
Reading Goal #2b: <i>The percentage of identified students in fourth or fifth grade with a previous score of 7 or higher will maintain or increase by 1 percent as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2b.1. <i>Increased excused absences as a result of extensive medical therapies outside the school environment</i> <i>Poverty- lack of support from the home.</i>	2b.1. <i>2.Provide small group differentiated instruction</i> <i>3.Increase the use of hands on & visual learning experiences.</i> <i>In addition, an extended hour of intensive reading instruction will be added to the end of the school day.</i>	2b.1 <i>Other licensed school therapists, SLP, OT, PT</i> <i>IEP case manager</i>	2b.1. <i>Monthly monitoring of lesson plan book</i> <i>School-wide On-going progress monitoring</i> <i>Classroom Walkthroughs</i>	2b.1 <i>Classroom walk-through checklist</i> <i>IEP/Lesson Plans</i>
	27%.	28%.	2b.2. <i>Lack of Parental Involvement</i> <i>Lack of teaching with fidelity.</i>	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.			3a.1. <i>-Lack of Collaboration</i> <i>-Scheduling</i> <i>-Professional Development</i>	3a.1. <i>The school will utilize the Imagine It! assessment and Larger than Life Reading to monitor student progress.</i>	3a.1. <i>Administrators Reading Coach Teachers</i>	3a.1. <i>Review Imagine It! data and Larger than Life reading score reports to ensure teachers are assessing students according to created schedule.</i>	3a.1. <i>Larger than Life Reading Assessment Larger than Life Reading Assessment Imagine It! Benchmarks AIMS web Benchmarks</i>
Reading Goal #3a: <i>The percentage of students in grades 4 &</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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5, scoring level 3 or above will increase from 52% to 53% on the 2013 FCAT reading test.	52%	53% of our students will achieve learning gains in reading.	-Time Management to implement best practices Lack of Parental Involvement Lack of teaching with fidelity.	In addition, an extended hour of intensive reading instruction will be added to the end of the school day			
			3a.2. Ineffective small group instruction.	3a.2. The school will utilize the Larger than Life Reading Assessment to monitor student progress.	3a.2. Administrators Reading Coach Teachers	3a.2. Lesson plans will be reviewed during classroom walk- through	3a.2. Classroom walk- through checklist
			3a.3 Training is needed in disaggregating data.	3a.3. Teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	3a.3. Administrators Reading coach Teachers	3a.3 Review Imagine It! data and Larger than Life reading score reports to ensure teachers are assessing students according to created schedule.	3a.3. Imagine It! benchmark assessment and Larger than Life reading data will be disaggregated by teachers to determine the effectiveness of instruction.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			3b.1. Lack of accommodations for diverse learning problems.	3b.1. Utilize PM to track progress of Individual goals on IEPs and Access Points	3b.1. Administrative and District Staff	3b.1. Quarterly monitoring of IEP goals Monthly monitoring of PM sheets	3b.1. Classroom assessments and other District reports.
Reading Goal #3b: The percentage of identified students in fourth or fifth grade with a previous score will maintain or increase their scores to demonstrate one year of growth on the reading portion of the FAA.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Increased excused absences as a result of extensive medical therapies outside the school environment Poverty- lack of support from the home.	2.Provide small group differentiated instruction 3.Increase the use of hands on & visual learning experiences. In addition, an extended hour of intensive reading instruction will be added to the end of the school day	Other licensed school therapists, SLP, OT, PT IEP case manager	Monthly monitoring of lesson plan book School-wide On-going progress monitoring Classroom Walkthroughs	Classroom walk-through checklist IEP/Lesson Plans
	10%	11%					
			3b.2. Lack of Parental Involvement Lack of teaching with fidelity.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			4a.1. -Lack of Collaboration -Scheduling -Professional Development -Time Management	4a.1. Tier 1: Determine core instructional needs by reviewing Imagine It! and Larger than Life reading assessment data for all students in the lowest 25%.	4a.1. Administrators Reading Coach Team Leaders	4a.1. Administrators will review the Student Academic chart for beginning, mid-year, and end of the year progress.	4a.1. Larger than Life Reading Assessment Imagine It! Benchmark AIMS web Benchmarks
Reading Goal #4a: In grades 4-5, 76% of the lowest 25% made	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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learning gains on 2012 administration of the FCAT Reading Test	76% of students in the lowest 25th percentile achieved gains in reading.	80% of students in the lowest 25th percentile will achieve learning gains in reading.	to implement best practices <i>Lack of Parental Involvement Lack of teaching with fidelity.</i>	<i>Plan differentiated instruction using research-based instruction and intervention within the 90-minute reading block. In addition, an extended hour of intensive reading instruction will be added to the end of the school day</i>			
			4a.2. <i>-Lack of Collaboration -Scheduling -Professional Development -Time Management to implement best practices</i>	4a.2. <i>Plan Supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of Imagine It! and Larger than Life reading data and will include explicit instruction, modeled instruction, guided practice, and independent practice.</i>	4a.2. <i>Administrators Reading coach Teachers</i>	4a.2. <i>When visiting classrooms administrators will focus on the reading benchmarks being taught with fidelity by the teacher.</i>	4a.2. <i>Classroom walk-through checklist</i>
			4a.3 <i>-Lack of Collaboration -Scheduling -Professional Development -Time Management to implement best practices</i>	4a.3. <i>Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs based on placement testing for Corrective and Reading Mastery.</i>	4a.3. <i>Administrators Reading coach Teachers</i>	4a.3. <i>Student progress will be measured by the AIMS web and Corrective data provided by benchmark assessments for Tier 2 and Tier 3 instruction.</i>	4.3 <i>Imagine It!, AIMS web and Larger than Life reading data will be disaggregated by teachers to determine the effectiveness of instruction.</i>
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.			4b.1. <i>Lack of Parental Involvement Lack of teaching with fidelity.</i>	4b.1. <i>Utilize PM to track progress of Individual goals on IEPs and Access Points 2. Provide small group differentiated instruction 3. Increase the use of hands on & visual learning experiences. In addition, an extended hour of intensive reading</i>	4b.1. <i>Administrative and District Staff Other licensed school therapists, SLP, OT, PT IEP case manager</i>	4b.1. <i>Quarterly monitoring of IEP goals Monthly monitoring of PM sheets Monthly monitoring of lesson plan book School-wide On-going progress monitoring Classroom Walkthroughs</i>	4b.1. <i>Classroom assessments and other District reports. Classroom walk-through checklist IEP/Lesson Plans</i>
Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students taking the FAA with a baseline score will demonstrate one year of growth.	N/A	N/A					

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				<i>instruction will be added to the end of the school day</i>				
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011		<i>In 2011-12, at least 36% students were proficient in reading.</i>	<i>In 2012-13, at least 50% of our students will be proficient in reading.</i>	<i>In 2013-14, at least 52% of our students will be proficient in reading.</i>	<i>In 2014-15, at least 57% of our students will be proficient in reading.</i>	<i>In 2015-16, at least 62% of our students will be proficient in reading.</i>	<i>In 2016-17, at least 69% of our students will be proficient in reading.</i>
<u>Reading Goal #5A:</u> In six years, 69% of the 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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. <i>Differentiating instruction to meet the needs of students.</i>	5B.1. <i>Administrators Reading Coach Team Leaders</i>	5B.1. <i>Progress Monitoring Meetings Classroom Observations Lesson Plans</i>	5B.1. <i>Larger than Life Reading Test Imagine It! Benchmarks AIMS Benchmarks</i>	
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Lack of Parental Involvement Lack of teaching with fidelity.	Plan Supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of Imagine It! and Larger than Life reading data and will include explicit instruction, modeled instruction, guided practice, and independent practice.	Administrators Reading coach Teachers	Review Imagine It!, Larger than Life Reading, and AIMS web data score reports to ensure teachers are assessing students according to created schedule.		
In grades 3-5, 35 % of Black students will achieve proficiency on FCAT Reading.	White:N/A Black:33% Hispanic:N/A Asian: N/A American Indian: N/A	White:N/A Black:35 Hispanic:N/A Asian: N/A American Indian: N/A						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	-Lack of ELL Collaboration -Scheduling -Professional Development -Time Management to implement best practices	Differentiating instruction to meet the needs of students.	Administrators Reading coach Teachers	5B.1. Progress Monitoring Meetings Classroom Observations Lesson Plans	Larger than Life Reading Test Imagine It! Benchmarks AIMS Benchmarks
In grades 3-5, 26 % of ELL students will achieve proficiency on FCAT Reading.	25%	26%					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	-Lack of using interventions with fidelity if students are not successful with the core curriculum. -Lack of Collaboration -Scheduling -Professional Development -Time Management to implement best practices Lack of Parental Involvement	Tier 1: Determine core instructional needs by reviewing Imagine It! and Larger than Life reading assessment data for all SWDs. Plan differentiated instruction using research-based instruction and intervention within the 90-minute reading block.	Administrators Reading coach Team Leaders	Administrators will review the Student Academic hart for beginning, mid-year, and end of the year progress.	Imagine It!, AIMSweb, Corrective and Larger than Life reading data will be used to progress monitor student beginning, mid-year, and end of the year academic achievement.
In grades 3-5, 37 % of all Students with Disabilities will achieve proficiency on FCAT Reading.	36%	37%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			Differentiating the instruction to meet the needs of students with disabilities.	Tier 2: Plan Supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR and Larger than Life reading data and	Administrators Rreading coach Teachers	When visiting classrooms administrators will focus on the reading benchmarks being taught with fidelity by the teacher.	Imagine It!, AIMSweb, Corrective and Larger than Life reading data will be used to progress monitor student beginning, mid-year, and end of the year academic achievement.

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			<i>will include explicit instruction, modeled instruction, guided practice, and independent practice.</i>				
		5D.3. <i>Providing interventions with fidelity that meet the needs of students with disabilities.</i>	5D.3. <i>Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual students needs based on Corrective placement testing.</i>	5D.3. <i>Administrators Reading coach Teachers RTI Team</i>	5D.3. <i>Student progress will be measured by the AIMSweb benchmark and Corrective data for Tier 2 and Tier 3 instruction.</i>	5D.3. <i>Imagine It!, AIMSweb, Corrective and Larger than Life reading data will be used to progress monitor student beginning, mid-year, and end of the year academic achievement.</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 subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5E.1. <i>High Mobility</i>	5E.1. <i>Tier 1: Determine core instructional needs by reviewing Imagine It! and Larger than Life reading assessment data for all economically disadvantaged students. Plan differentiated instruction using research-based instruction and intervention within the 90-minute reading block.</i>	5E.1. <i>Administrators Reading coach Team Leaders</i>	5E.1. <i>Administrators will review the Student Academic chart for beginning, mid-year, and end of the year progress.</i>	5E.1. <i>Imagine It!, AIMSweb, Corrective and Larger than Life reading data will be used to progress monitor student beginning, mid-year, and end of the year academic achievement.</i>	
<u>Reading Goal #5E:</u>	2012 Current Level of Performan ce:*	2013 Expected Level of Performance:*					
In grades 3-5, 45 % of all Students who are economically disadvantaged will achieve proficiency on FCAT Reading.	44%	45%					
			5E.2. <i>Students with disabilities are at 1 or more years below grade level.</i>	5E.2. <i>Tier 2: Plan Supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of Imagine It! Benchmark and Larger than Life reading data and will include explicit instruction, modeled instruction, guided practice, and independent practice.</i>	5E.2. <i>Administrators Reading coach Teachers</i>	5E.2. <i>When visiting classrooms administrators will focus on the reading benchmarks being taught with fidelity by the teacher.</i>	5E.2. <i>Imagine It!, AIMSweb and Larger than Life reading data will be used to progress monitor student beginning, mid-year, and end of the year academic achievement.</i>
			5E.3 <i>-Lack of Collaboration -Scheduling -Professional Development -Time Management to</i>	5E.3 <i>Tier 3: Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will</i>	5E.3 <i>Administrators Reading coach Teachers</i>	5E.3 <i>Student progress will be measured by the AIMSweb benchmark and Corrective data for Tier 2 and Tier 3 instruction.</i>	5E.3 <i>Imagine It!, AIMSweb, Corrective and Larger than Life reading data will be used to progress monitor student beginning, mid-year, and end of the year academic achievement.</i>

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		<i>implement best practices</i>	<i>be matched to individual students needs based on placement testing for Corrective.</i>			
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Mastery/Corrective	PreK -- 5	C.Hannah	<i>School-wide -- All Teachers</i>	<i>Bi-weekly-- Team Meeting, Faculty Meetings</i>	<i>Progress Monitoring</i>	<i>Principal, Assistant Principals & Ms. Caressa Hannah</i>
AIMSweb	K-2	C.Hannah	<i>School-wide-- All Teachers</i>	<i>Bi-weekly-- Team Meeting, Faculty Meetings</i>	<i>Progress Monitoring</i>	<i>Principal, Assistant Principals & Ms. Caressa Hannah</i>
Imagine It!	PreK-5	C.Hannah	<i>School-wide-- All Teachers</i>	<i>Bi-weekly-- Team Meeting, Faculty Meetings</i>	<i>Progress Monitoring</i>	<i>Principal, Assistant Principals & Ms. Caressa Hannah</i>
Intensive Interventions	PreK- 5	Administrative Team & Reading Coach	<i>All Teachers & Para pro Staff</i>	<i>August Training and Monthly PLC meetings</i>	<i>Lesson Plans, Classroom "Walk-throughs, iobservation, Progress Monitoring</i>	<i>Principal, Assistant Principals</i>

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<i>Target students at all ability levels by purchasing supplemental materials that will assist w/ differentiated instruction</i>	<i>CARS and STARS, Test Ready Progress Testing Coach & Ladders to Success Weekly Readers, FOCUS</i>	<i>Title One Textbook Allocation</i>	<i>\$5,000</i>
<i>Target students at all ability levels by purchasing supplemental materials that will assist w/ differentiated instruction.</i>	<i>Imagine It! Reading Supplements SRA Reading Mastery, Corrective</i>	<i>District Priority School Funds Title One Textbook Allocation</i>	<i>\$18,000</i>

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Subtotal: \$23,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<i>Utilize/ purchase available programs that meet the learning needs of individual students and provides data for teachers</i>	<i>AR STAR Reading Test Maker Pro Brain Pop-Cross Curriculum Program Accelerated Reader</i>	<i>District Priority Funds Title One</i>	<i>\$7,000</i>
<i>Pre-K/ Primary- Utilize/ purchase available programs that meet the learning needs of individual students and provides data for teachers</i>	<i>Reading/ Word Games: Dr. Seuss Program Adventure Workshop Reader Rabbit</i>	<i>Title One School General Budget</i>	<i>\$500</i>
Subtotal: \$7,500			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<i>Imagine It! Training</i>	<i>Update on E-Suit & Whole group</i>	<i>Title One</i>	<i>\$2,500</i>
<i>Technology- Reading/ AR/ SM5</i>	<i>Update on New Programs</i>	<i>Title One</i>	<i>\$1,000</i>
<i>Supplemental Instructional Materials</i>	<i>Corrective, Reading Mastery & Prek Curriculum add-on</i>	<i>Title One, School Improvement Funds</i>	<i>\$4,000</i>
Subtotal: \$7,500			
Other			
Strategy	Description of Resources	Funding Source	Amount
<i>AR Reading Series – Increasing Students’ desire to Read at Home</i>	<i>AR Media Books & Birthday Books for Students</i>	<i>Title One</i>	<i>\$3,000</i>
Subtotal: \$3,000			
Total: \$41,000			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in Listening/Speaking.	1.1.	1.1. <i>The school will utilize the</i>	1.1. <i>Administrative</i>	1.1. <i>Administrators will review the</i>	1.1. <i>Imagine It!, AIMSweb,</i>

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CELLA Goal #1: <i>Enter narrative for the goal in this box.</i> "The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as evidenced by performance on the Cella."	2012 Current Percent of Students Proficient in Listening/Speaking:	-Lack of Collaboration with Regular Ed. Teachers -Scheduling -Professional Development -Time Management to implement best practices	Imagine It! AR program, STAR Reading and Fluency assessment to monitor student progress. All teachers will be required to take an ESOL Class/Training as part of their Professional Development	Team Reading Coach	Student Academic growth at the beginning, mid-year, and end of the year to determine the effectiveness of the training.	Corrective and Larger than Life reading data will be used to progress monitor student beginning, mid-year, and end of the year academic achievement.
	Enter numerical data for current level of performance in this box.					
Students read in English at grade level text in a manner similar to non-ELL students.		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: <i>Enter narrative for the goal in this box.</i> "The percentage of ELL students proficient in Reading will increase by at least 1% as evidenced by performance on the "Cella."	2012 Current Percent of Students Proficient in Reading :	Professional Development -Time Management to implement best practices	The school will utilize the Imagine It! assessment and Larger than Life Reading to monitor student progress. All teachers will be required to take an ESOL Class/Training as part of their Professional Development	Administrative Team Reading Coach	Administrators will review the Student Academic growth at the beginning, mid-year, and end of the year to determine the effectiveness of the training.	Imagine It!, AIMSweb, Corrective and Larger than Life reading data will be used to progress monitor student beginning, mid-year, and end of the year academic achievement. Cella Test
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i> "The percentage of ELL students proficient in writing will increase by at least 1% as evidenced by performance on the Cella."	2012 Current Percent of Students Proficient in Writing :	Professional Development -Time Management to implement best practices	All teachers will be required to take an ESOL Class/Training as part of their Professional Development	Administrative Team Reading Coach	Administrators will review the Student Academic growth at the beginning, mid-year, and end of the year to determine the effectiveness of the training.	WUR each nine weeks & 4th grade FCAT assessment.
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA 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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Strategy	Description of Resources	Funding Source	Amount
Developing appropriate learning goals and rubrics	Facilitator, time for planning and collaboration	Title One School Improvement	\$1000
			Subtotal:\$1,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ESOL Strategies and Curriculum	Online ESOL Training	Leon County Schools District Funds	\$4, 000
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$5,000

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:					
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	<i>1a.1. Teacher planning Lack of thinking</i>	<i>1a.1. All students will receive a minimum of 30 minutes of math core instruction and 30 minutes of</i>	<i>1a.1. Math Coach Administration</i>	<i>1a.1. Review teacher lesson plans, grade books, and Foresight Assessment data.</i>	<i>1a.1. Harcourt Go Math Benchmark Assessments and Foresight Assessments/ District</i>

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Mathematics Goal #1a: <i>The percentage of students in grades 3-5 scoring 3 and above will increase from 71% to 72%.</i>	2012 Current Level of Performance:* <i>In grades 3-5, 71% of the students scored a level 3 or above on the FCAT.</i>	2013 Expected Level of Performance:* 72%	<i>outside of the box</i> -Lack of Collaboration -Scheduling -Professional Development -Time Management to implement best practices Lack of Parental Involvement. Lack of teaching with fidelity.	differentiated instruction each day using the Harcourt Go Math Series Provide professional Development on the Core & NGSS that includes how to engage students in complex task.		Assessments	
			1a.2.Scheduling	1a.2. Level 1 and 2 students will receive an additional 15 minutes of differentiated group instruction	1a.2. Math Coach Administration	1a.2. Teachers will monthly review print data and review, assigning students remediation and intervention	1a.2.Success Maker
			1a.3.Teacher “buy in”	1a.3. Teachers will provide instructional development from concrete (with manipulatives) to representational (seeing and recording) to abstract (symbolic). using Problem Solving strategies.	1a.3. Math Coach Administration	1a.3. School leadership will conduct targeted walkthroughs to monitor effectiveness of core and differentiated instruction training in using evidence-based instruction/ interventions within the mathematics blocks. Additionally, lesson plans will be reviewed.	1a.3.FCAT Explorer
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. Lack of accommodations for diverse learning problems. Increased excused absences as a result of extensive medical therapies outside the school environment Poverty- lack of support	1 Utilize PM to track progress of Individual goals on IEPS and Access Points 2.Provide small group differentiated instruction 3.Increase the use of hands on & visual learning experiences. b.1.	1b.1.. Math Coach Administration ESE District Staff IEP Case Manager Other licensed School Therapists, SLP, OT, PT	1b.1. Monitoring of IEP goals. Monitoring of PM sheets monthly. Monitoring of lesson plan books	1b.1. IEP Assessments SM5 Assessments Classroom Assessments
Mathematics Goal #1b: <i>The percentage of identified students proficient in math will increase by at least 1% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:* 73%	2013 Expected Level of Performance:* 74%					
			1b.2.	1b.2.	1b.2.	1b.2.	
			1b.3.	1b.3.	1b.3.	1b.3.	1b.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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. Staff Development <i>Lack of thinking outside of the box</i> <i>-Lack of Collaboration</i> <i>-Scheduling</i> <i>-Professional Development</i> <i>-Time Management to implement best practices</i> <i>Lack of Parental Involvement</i> <i>Lack of teaching with fidelity.</i>	2a.1. Level 4 and 5 students will receive enrichment activities during differentiated instruction.	2a.1. Math Coach Administration	2a.1. School leadership will conduct targeted walkthroughs to monitor effectiveness of core and differentiated instruction training in using evidence-based instruction/ interventions within the mathematics blocks.	2a.1. Harcourt Go Math Benchmark Assessments and Foresight Assessments/ District Assessments
Mathematics Goal #2a: <i>The percentage of students in grades 3-5 scoring 4 or 5 will increase from 47% to 48%.</i>	2012 Current Level of Performance:* 47%	2013 Expected Level of Performance:* 48%					
			2a.2.3 Teacher "buy in"	2a.2. Students will be encouraged to complete Smiley Face math sheets to improve problem solving techniques.	2a.2. Math Coach Administration	2a.2. Review student record charts in Progress Monitoring books.	2a.2. Smiley Face Math
			2a.	2a.3..	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			3b.1. Lack of accommodations for diverse learning problems. <i>Increased excused absences as a result of extensive medical therapies outside the school environment</i> <i>Poverty- lack of support from the home.</i>	2b.1. Utilize PM to track progress of Individual goals on IEPs and Access Points 2. Provide small group differentiated instruction 3. Increase the use of hands on & visual learning experiences.	2b.1. Math Coach Administration ESE District Staff IEP Case Manager <i>Other licensed School Therapists, SLP, OT, PT</i>	2b.1. Monitoring of IEP goals. Monitoring of PM sheets monthly. Monitoring of lesson plan books	2b.1. IEP Assessments SM5 Assessments Classroom Assessments.
Mathematics Goal #2b: <i>The percentage of identified students in fourth or fifth grade with a previous score of 7 or higher will maintain or increase by 1 percent as evidenced by performance on the FAA.</i>	9%	2013 Expected Level of Performance:* 10%					
			2b.2	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Scheduling <i>Lack of thinking outside of the box</i> <i>-Lack of Collaboration</i> <i>-Scheduling</i> <i>-Professional</i>	3a.1. Level 1 and 2 students will receive an additional 15 minutes of differentiated group instruction.	3a.1. Math Coach Administration	3a.1. School leadership will conduct targeted walkthroughs to monitor effectiveness of core and differentiated	3a.1. Harcourt Go Math Benchmark Assessments and Foresight Assessments/ District Assessments
Mathematics Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<p><i>Students making learning gains will increase from 60% to 61%.</i></p>	60%	61%	<p><i>Development</i> <i>-Time Management to implement best practices</i></p> <p><i>Lack of Parental Involvement</i> <i>Lack of teaching with fidelity.</i></p>			<p><i>instruction training in using evidence-based instruction/ interventions within the mathematics blocks.</i></p>	
			3a.2. Teacher “buy in”	3a.2. Utilize Success Maker in the computer lab on a daily basis by reviewing last session report.	3a.2. Math Coach Administration	3a.2. Review lesson plans and computer lab schedule	3a.2. Monthly printouts of student progress.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
<p><u>Mathematics Goal #3b:</u></p> <p><i>The percentage of identified students in fourth or fifth grade with a previous score of 5 or higher will maintain or increase by 1 percent as evidenced by performance on the FAA.</i></p>		2013 Expected Level of Performance:*	<p><i>Lack of accommodations for diverse learning problems.</i></p> <p><i>Increased excused absences as a result of extensive medical therapies outside the school environment</i></p> <p><i>Poverty- lack of support from the home.</i></p>	<p><i>Utilize PM to track progress of Individual goals on IEPs and Access Points</i></p> <p><i>2. Provide small group differentiated instruction</i></p> <p><i>3. Increase the use of hands on & visual learning experiences.</i></p>	<p><i>Math Coach Administration</i> <i>ESE District Staff</i> <i>IEP Case Manager</i></p> <p><i>Other licensed School Therapists, SLP, OT, PT</i></p>	<p><i>Monitoring of IEP goals.</i></p> <p><i>Monitoring of PM sheets monthly.</i></p> <p><i>Monitoring of lesson plan books</i></p>	<p><i>IEP Assessments</i> <i>SM5 Assessments</i> <i>Classroom Assessments</i></p>
	N/A	N/A					
	3b.2. Lack of Parental Involvement Lack of teaching with fidelity.						
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	3b.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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>			4a.1. Time management to implement best practices	4a.1. Tier 1: Determine core instructional needs by reviewing common assessment data for all students within bottom quartile. Plan differentiated instruction using evidence-based instruction/interventions within the mathematics blocks.	4a.1. Math Coach Administration	4a.1. Grade-level teams will review results of common assessment data every 6 weeks to determine progress toward benchmark (75% on common assessment).	4a.1. Harcourt Go Math Benchmark Assessments and Foresight Assessments/ District Assessments
<p><u>Mathematics Goal #4a:</u></p> <p><i>Students in the lowest 255 making learning gains will increase from 83% to 84%.</i></p>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<p><i>Lack of thinking outside of the box</i> <i>-Lack of Collaboration</i> <i>-Scheduling</i> <i>-Professional Development</i> <i>-Time Management to implement best practices</i></p> <p><i>Lack of Parental Involvement</i> <i>Lack of teaching with fidelity.</i></p>				
	83%	84%					

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.		3b.1. <i>Lack of accommodations for diverse learning problems.</i> <i>Increased excused absences as a result of extensive medical therapies outside the school environment</i> <i>Poverty- lack of support from the home.</i>	4b.1 <i>Utilize PM to track progress of Individual goals on IEPs and Access Points</i> <i>2. Provide small group differentiated instruction</i> <i>3. Increase the use of hands on & visual learning experiences.</i>	4b.1. <i>Math Coach Administration</i> <i>ESE District Staff</i> <i>IEP Case Manager</i> <i>Other licensed School Therapists, SLP, OT, PT</i>	4b.1 <i>Monitoring of IEP goals.</i> <i>Monitoring of PM sheets monthly.</i> <i>Monitoring of lesson plan books.</i>	4b.1. <i>IEP Assessments</i> <i>SM5 Assessments</i> <i>Classroom Assessments</i>	
<u>Mathematics Goal #4b:</u> <i>The percentage of identified students in fourth or fifth grade that are placed in the lowest 25% will increase their performance scores by 1 percent as evidenced by performance on the FAA.</i>		2013 Expected Level of Performance:*					
	N/A	N/A					
	3b.2.		4b.2. <i>Lack of Parental Involvement</i> <i>Lack of teaching with fidelity</i>	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. <i>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</i>	Baseline data 2010-2011	<i>In 2011-2012, 71% of students in grades 3-5 were proficient in math.</i>	<i>In 2012-2013, 74% of students in grades 3-5 will be proficient in math.</i>	<i>In 2013-2014, 77% of students in grades 3-5 will be proficient in math.</i>	<i>In 2014-2015, 80% of students in grades 3-5 will be proficient in math.</i>	<i>In 2015-2016, 83% of students in grades 3-5 will be proficient in math.</i>	<i>In 2016-2017, 86% of students in grades 3-5 will be proficient in math.</i>
<u>Mathematics Goal #5A:</u> <i>In 2017, 86% of students in grades 3-5 will be proficient in math.</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 subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1. <i>Black:</i> <i>Lack of exposure to the Next Generation Sunshine State Standards.</i>	5B.1. <i>Increase the use of manipulative and hands-on activities to reinforce mathematics concepts and problem solving and complexity.</i>	5B.1. <i>Administrative Team</i> <i>Math SIP Committee</i> <i>Math Coach</i> <i>Teachers</i>	5B.1. <i>Progress Monitoring Walkthroughs and Observations</i>	5B.1. <i>Classroom Assessments, Foresight Assessments</i>	
<u>Mathematics Goal #5B:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<p><i>In grades 3-5, 53% of black students will be proficient in math, scoring 3 or higher.</i></p>	<p><i>Black: In grades 3-5, 48% of Black students were proficient in math, scoring a Level 8 or higher.</i></p>	<p><i>Black: In grades 3-5, 76% of Black students will be proficient in math, scoring a 3 or higher.</i></p>					
			<p><i>5B.2.Lack of teacher knowledge of Next Generation Sunshine State Standards.</i></p>	<p><i>5B.2... Increase the use of manipulative and hands-on activities to reinforce mathematics concepts and problem solving.</i></p>	<p><i>5B.2. Administrative Team Math SIP Committee Math Coach Teachers</i></p>	<p><i>5B.2.. Progress Monitoring Walkthroughs and Observations</i></p>	<p><i>5B.2.. Classroom Assessments, Foresight Assessments</i></p>
			<p><i>5B.3. Lack of opportunities for students' individualized needs to be met.</i></p>	<p><i>5B.3. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts and problem solving and complexity.</i></p>	<p><i>5B.3. Administrative Team Math SIP Committee Math Coach Teachers</i></p>	<p><i>5B.3. Progress Monitoring Walkthroughs and Observations</i></p>	<p><i>5B.3. Classroom Assessments, Foresight Assessments</i></p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p><i>Person or Position Responsible for Monitoring</i></p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>			<p><i>5C.1. Language issues</i></p>	<p><i>5C.1. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts and problem solving and complexity.</i></p>	<p><i>5C.1. Administrative Team Math SIP Committee Math Coach Teachers</i></p>	<p><i>5C.1. Progress Monitoring Walkthroughs and Observations</i></p>	<p><i>5C.1. Classroom Assessments, Foresight Assessments</i></p>
<p>Mathematics Goal #5C: <i>In grades 3-5, 70% of ELL students will be proficient in math, scoring 3 or higher.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>	<p><i>Lack of opportunities for students' individualized needs to be met.</i></p>				
	<p>69%</p>	<p>70%</p>					
			<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>
			<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>			<p><i>5D.1. Lack of exposure to the Next Generation Sunshine State Standards.</i></p>	<p><i>5D.1. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts and problem solving and complexity.</i></p>	<p><i>5D.1. Administrative Team Math SIP Committee Math Coach Teachers</i></p>	<p><i>5D.1.. Progress Monitoring Walkthroughs and Observations</i></p>	<p><i>5D.1. Classroom Assessments, Foresight Assessments</i></p>
<p>Mathematics Goal #5D: <i>The percentage of students in the subgroup students with Disabilities showing</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>In grades 3-5, 85% of SWD are proficient in</i></p>	<p><i>In grades 3-5, 87% of SWD will be proficient</i></p>					

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<i>learning gains will increase from 85% to 86%.</i>	<i>math, scoring a Level 3 or higher.</i>	<i>in math, scoring Level 3 or higher.</i>					
			5D.2. Lack of teacher knowledge of Next Generation Sunshine State Standards.	5D.2. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts and problem solving and complexity.	5D.2. Administrative Team Math SIP Committee Math Coach Teachers	5D.2. Progress Monitoring Walkthroughs and Observations	5D.2. Classroom Assessments, Foresight Assessments
			5D.3. Lack of opportunities for students' individualized needs.	5D.3. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts and problem solving and complexity.	5D.3. Administrative Team Math SIP Committee Math Coach Teachers	5D.3. Progress Monitoring Walkthroughs and Observations	5D.3. Classroom Assessments, Foresight Assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			<i>5E.1. Scheduling</i>	<i>5E.1. All students will receive a minimum of 30 minutes of math core instruction and 30 minutes of differentiated instruction each day using the Harcourt Go Math Series.</i>	<i>5E.1. Math Coach Administration</i>	<i>5E.1. School leadership will conduct targeted walkthroughs to monitor effectiveness of core and differentiated instruction training in using evidence-based instruction/ interventions within the mathematics blocks.</i>	<i>5E.1. Harcourt Go Math Benchmark Assessments and Larger than Life Assessments/ District Assessments</i>
<u>Mathematics Goal</u> #5E: <i>The percentage of students in the subgroup of Economically Disadvantage Students showing learning gains will increase from 73% to 76%.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	73%	76%					
			5E.2. Teacher "buy in"	5E.2. Increase the use of manipulative and hands-on activities to reinforce mathematics concepts and Problem Solving	5E.2. Math Coach Administration	5E.2. Math Coach will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented	5E.2. Progress of students on assessment
			5E.3	5E.3	5E.3	5E.3	5E.3

End of Elementary School Mathematics Goals

Mathematics Professional Development

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

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<i>Book Study Classroom Discussions: Using math talk to help students learn</i>	<i>PreK-5</i>	<i>Team Leader/Math Coach</i>	<i>All teachers</i>	<i>Bi-monthly</i>	<i>Reflections and discussion</i>	<i>Math Coach/Administrative Team</i>
<i>Differentiating Instruction</i>	<i>PreK-5</i>	<i>Assistant Principal & Math Coach District Office</i>	<i>All Teachers</i>	<i>On-going each semester</i>	<i>Working with teachers on managing effective e small groups.</i>	<i>Math Coach/ Administrative Team</i>
<i>implement NGSSS and Go Math Program with Professional Development Activities</i>	<i>Prek-5</i>	<i>Math Coach</i>	<i>All Teachers</i>	<i>On-going each semester</i>	<i>School leadership will conduct targeted classroom walkthroughs to monitor effectiveness of planning and instruction in the classroom.</i>	<i>Administration and Math Coach</i>

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
<i>Target students at all ability levels by purchasing supplemental materials that will assist w/ differentiated instruction</i>	<i>Coach & Ladders to Success</i>	Title One	\$4, 000
<i>Target ESE students at all ability levels by purchasing supplemental materials that will assist w/ differentiated instruction.</i>	<i>Triumph Learning- Math Materials Touch Math</i>	Title One School Improvement Funds	&1,000
			Subtotal:\$5000
Technology			
Strategy	Description of Resources	Funding Source	Amount
<i>Utilize/ purchase available programs that meet the learning needs of individual students and provides data for teachers</i>	GIZMO	Title One School Improvement Funds	\$500
			Subtotal:\$1,500
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Using Math Talk to Help Students	Individual Books for Classroom Teachers	Title One	\$2000

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Subtotal:\$2,000			
Other			
Strategy	Description of Resources	Funding Source	Amount
<i>Various Math Materials for ESE & ESOL Classes</i>	<i>Manipulative</i>	Title One School Improvement	\$500
Subtotal:\$500			
Total:\$9,000			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.			I.1. Percentage of students reading below a 5th grade cognitive level. Limited Instructional Time Limited Science Resources	I.1. Buckle Down Science	I.1. Administration	I.1. Evaluation of Lesson Plan books	1.1. District Science Test
Science Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>The percentage of students in fifth grade scoring level 3 or above will increase by at least 1% as evidenced by performance on the 2013 FCAT.</i>	<i>29% of students scored a level 3 or higher on the 2012 FCAT.</i>	<i>30% of students will score a level 3 or higher on the 2011 FCAT.</i>					
				I.2. High Touch High Tech Magnet Lab Presentations	I.2. Science Coach	I.2. On-going Progress Monitoring	Ia.2. District Science Test
				I.3. Harcourt Fusion Series	I.3. Science Coach	I.3. On-going Progress Monitoring Administrative Walk Throughs	Ia.3. District Science Test
				I.4 Science Help Nights (science fair)	I.4 Science Committee	I.4 On-going Progress Monitoring Event Attendance	Ia.4 District Science Test
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			Ib.1. Lack of accommodations for diverse learning problems. Increased excused absences as a result of extensive medical therapies outside the	Ib.1. Utilize PM to track progress of individual goals on IEPs and Access Points. Provide small group differentiated instruction.	Ib.1. Other licensed school therapists, SLP, OT, PT	Ib.1. No less than quarterly monitoring of IEP goals. No less than monthly monitoring of PM sheets	Ib.1. District Science Test
Science Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>The percentage of students</i>							

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<i>scoring at levels 4, 5, and 6 in science will increase by at least 1% as evidence by performance on the 2013 FAA.</i>			<i>school environment</i> Poverty- lack of support from the home.	<i>Increase the use of hands-on learning experiences</i>		No less than quarterly monitoring of lesson plan book	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2.1. Percentage of students reading below a 5th grade cognitive level.	2.1.STEM Strategies	2.1.Administration	2.1.Evaluation of Lesson Plan books	2.1.District Science Test
Science Goal #2a: <i>The percentage of students in fifth grade scoring level 4 or 5 will increase by at least 1% as evidenced by performance on the 2013 FCAT.</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	Limited instructional time for enrichment Limited science resources				
	6% of students scored a level 4 or 5 on the 2012 FCAT Science.	7% of students will score a level 4 or 5 on the 2013 FCAT.					
				2.2. Enrichment activities before and after school.	2.2 Science Coach	2.2 Administrative Walk Throughs Ongoing progress monitoring	2.District Science Test
				2.3 High Touch High Tech Magnet Lab Presentation	2.3 Science Coach	2.3 Administrative Walk Throughs Ongoing progress monitoring	2a.3 District Science Test
				2.4 Science Help Nights (science fair)	2.4 Science Coach	2.4 Event Attendance	2a.4 District Science Test
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1. Lack of accommodations for diverse learning problems.	2b.1. Utilize PM to track progress of individual goals on IEPs and Access Points.	2.1. Other licensed school therapists, SLP, OT, PT	2b.1. No less than quarterly monitoring of IEP goals.	2b.1. District Science Test
Science Goal #2b: <i>The percentage of students scoring level 7 or above in science will increase by at least 1% as evidenced by performance on the 2013 FAA.</i>	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	Increased excused absences as a result of extensive medical therapies outside the school environment Poverty- lack of support from the home.	Provide small group differentiated instruction.		No less than monthly monitoring of PM sheets	
				Increase the use of hands-on learning experiences		No less than quarterly monitoring of lesson plan book	
				2b.2.	2b.2.	2b.2.	2b.2.
			2b.3.	2b.3.	2b.3.	2b.3.	2b.3.

End of Elementary and Middle School Science Goals
Science Professional Development

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

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<i>GIZMO Training</i>	<i>K-5</i>	<i>Consultant</i>	<i>Teachers K-5</i>	<i>Ongoing Training</i>	<i>School leadership will conduct targeted classroom walkthroughs to monitor effectiveness of planning and instruction in the classroom.</i>	<i>Administration and Science Coach</i>
<i>STEMS Training</i>	<i>3rd, 4th, and 5th</i>	<i>District Workshop</i>	<i>Wallace Knight, Jeneen Lynn, and Lila Boles</i>	<i>Monthly</i>	<i>School leadership will conduct targeted classroom walkthroughs to monitor effectiveness of planning and instruction in the classroom.</i>	<i>Administration and Science Coach</i>

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<i>Target students at all ability levels by purchasing supplemental materials that will assist w/ differentiated instruction.</i>	<i>AIMS Science Materials Buckle Down Science Materials Weekly Readers</i>	<i>Title I</i>	<i>\$2,000</i>
<i>Expose Students to higher level thinking</i>	<i>Science Boards/ Lab Materials</i>	<i>School Budget</i>	<i>\$1,000</i>
			<i>Subtotal: \$3,000</i>
Technology			
Strategy	Description of Resources	Funding Source	Amount
<i>GIZMO</i>	<i>Program providing visual simulation of long and short term science experiments.</i>	<i>Title I</i>	<i>\$2,500</i>
			Subtotal: \$2,500
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$5,500

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End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			I.1. <i>-Lack of collaboration</i> <i>-Professional Development</i> <i>-Time management to implement best practices</i>	I.1. <i>Students will use the writing process daily; all writing will be dated, and recorded in a journal, notebook or work folder for monitoring of growth across time.</i>	I.1. <i>Administration</i> <i>Writing Team</i> <i>Writing Coach</i>	I.1. <i>A school wide consistent method of saving student work will be established by way of student portfolios and journals in order to monitor student growth.</i>	I.1. <i>Monitor progress between Prewriting assessment and midyear writing assessment.</i> <i>WUR and WriteScore</i>
Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>The percentage of students scoring level 3 or higher on the 2013 FCAT Writing will increase to 87%.</i>	83%	87%					
			1a.2.	I.2. <i>Faculty will attend monthly committee meetings to generate ideas to improve the writing process and student writing</i>	I.2. <i>Administration</i> <i>Writing Team</i> <i>Writing Coach</i>	I.2. <i>Sign-in sheets to verify attendance. Evaluation of data and student growth.</i>	I.2. <i>Student progress will be determined by comparing writing trend data every 6 weeks; Student Portfolio</i>
			1a.3.	I.3. <i>Tier 1 Students</i> <i>Tier 2 Students</i> <i>Tier 3 Students</i>	I.3. <i>Administration</i> <i>Writing Team</i> <i>Writing Coach</i>	I.3. <i>Progress Monitoring Book w/ student samples</i>	I.3. <i>Write Score & WUR</i>
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. <i>Lack of accommodations for diverse learning problems.</i> <i>Increased excused absences as a result of extensive medical therapies outside the school environment</i> <i>Poverty- lack of support from the home.</i>	1b.1. <i>Utilize PM to track progress of individual goals on IEPs and Access Points</i>	1b.1. <i>Other licensed school therapists, SLP, OT, PT, IEP case managers</i>	1b.1. <i>No less than quarterly monitoring of IEP goals, PM sheets</i> <i>Monthly monitoring of lesson plan books</i>	1b.1. <i>Individual progress monitoring sheets</i>
Writing Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>The percentage of students scoring level 4 or above in writing will increase by at least 1% as evidenced by performance on the 2013 FAA.</i>							
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Scoring with Anchor Papers	Grade 4	Liz Greenberg	Fourth Grade Teachers	September, 2012 October, 2012	Monthly monitoring of student writing samples	Fourth Grade Teachers Sally Stephens
Increase Use of Writing Conferences	Grade 4	Sally Stephens	Fourth Grade Teachers	Ongoing	Monthly monitoring of student writing samples	Fourth Grade Teachers Sally Stephens

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<i>Target students at all ability levels by purchasing supplemental materials that will assist w/ differentiated instruction</i>	<i>Buckle Down Writing</i>	School Budget Title One	\$1000
			Subtotal:\$1,000
Technology			
	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<i>Increase understanding of new scoring procedures.</i>	<i>Liz Greenberg training teachers in October, 2012</i>	<i>District Funds/School Budget for subs.</i>	<i>\$500</i>
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$1,500

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			<i>I.1. Lack of transportation for students traveling from out of zone</i>	<i>I.1. Teachers will be consistent in following the attendance policy and communicating w/ parents and administration.</i>	<i>I.1. Administration Renee Rollins</i>	<i>I.1. Genesis Report</i>	<i>I.1. Comparison of Data using Genesis Reports</i>
Attendance Goal #1: <i>Increase the current attendance rate to 95% and decrease the number of students with excessive absences and tardies.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>94.2%</i>	<i>95%</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>40% (218)</i>	<i>30% (163)</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
<i>40% (219)</i>	<i>30% (163)</i>						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<i>Attendance Tracking Forms and Procedures</i>	<i>All</i>	<i>Renee Rollins</i>	<i>All Teachers</i>	<i>August 20, 2012</i>	<i>Follow-up at the end of each grading period for refresher, reminders and updates</i>	<i>Administration Renee Rollins</i>
<i>Monthly Principal/AP Meetings</i>	<i>Assistant Principal</i>	<i>Intervention Services</i>	<i>All Administrators</i>	<i>Monthly</i>	<i>Follow-up w/ teams during team meetings and/ or faculty meetings</i>	<i>Administration</i>

Attendance Budget (Insert rows as needed)

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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
<i>Assist student w/ riding the school bus/ getting on the correct bus</i>	<i>Colored bands for students</i>	<i>Title I</i>	<i>\$500</i>
			Subtotal: \$500
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$500

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			<i>I.I. Factors at home that affect student behavior</i>	<i>I.I. Implement the PBS program and use Educators Handbook Discipline Data to target areas of concern and implement strategies</i>	<i>I.I. PBS Team Administration SRO</i>	<i>I.I. PBS Program Educators Handbook- Discipline Data RTI</i>	<i>I.I. Discipline Data</i>
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>Decrease the number of suspensions by 5%.</i>	<i>1% (3)</i>	<i>0%</i>					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					

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	3	0					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	21% (66)	16% (63)					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	66	63					
	1.2.		1.2. Areas of Concern: Fighting Physical Aggression Class Disruptions	1.2. Implement the PBS program and use Educators Handbook Discipline Data to target areas of concern and implement strategies	1.2. PBS Team Administration SRO	1.2. PBS Program Educators Handbook- Discipline Data RTI	1.2. Discipline Data
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<i>Positive Support Systems</i>	<i>All</i>	<i>District</i>	<i>1 teacher from each grade level, SRO, Administration, After School Director & Administration</i>	<i>Monthly</i>	<i>School Team will meet each month District will follow-up w/ future training dates</i>	<i>PBS Team Administration</i>
<i>Educator's Handbook</i>	<i>All</i>	<i>District</i>	<i>All Grade Levels</i>	<i>PBS Team- Monthly Grade Level Meetings- 2x per month</i>	<i>Behavior data is shared during grade level team meetings and PBS meetings</i>	<i>PBS Team Administration</i>

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
<i>Computer Based Discipline/ Behavior Referral Program</i>	<i>Educators Handbook</i>	<i>District Funded/ School Budget</i>	<i>\$500</i>
<i>Behavior System to support RTI</i>	<i>Positive Behavior Systems (PBS)</i>	<i>District Funded/ School Budget</i>	<i>\$500</i>
<i>Anti-Bullying Program- Preventing Bullying in</i>	<i>Wise Owl-Bully Stopper</i>	<i>School Budget</i>	<i>\$500</i>

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<i>the early years.</i>				Subtotal: \$1,500
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
<i>Educators Handbook</i>	<i>Educators Handbook</i>	<i>School Based</i>	<i>\$0.0</i>	
<i>Positive Behavior Systems (PBS)</i>	<i>Positive Behavior System (PBS)</i>	<i>School Based</i>	<i>\$0.0</i>	
<i>Subtotal: 0</i>				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total: \$1,500				

End of Suspension Goals

Parent Involvement Goal(s) SEE TITLE ONE PARENT INVOLVEMENT PLAN

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)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u> *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.							
Enter narrative for the goal in		2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				

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<i>this box.</i>	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: <i>The percentage of students in fifth grade scoring level 3 or above will increase by at least 1% as evidenced by performance on the 2013 FCAT.</i>	1.1. Common Time for Teachers to Plan. Scheduling	1.1. Teachers will provide instructional development from concrete (with manipulatives) to representational (seeing and recording) to abstract (symbolic). using Problem Solving strategi	1.1. Math Coach Administration Teachers	1.1. Teachers will monthly review print data and review, assigning students remediation and intervention	1.1. Benchmark Assessments and Foresight Assessments/ District Assessments
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math/Questioning and Justification	Math K-5	Math Coach	All Teachers	August – December, 2012	Reflections, Lesson Plans, Progress Monitoring, iObservation	Math Coach, Administrators

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
Book Study	Book: <u>Classroom Discussions: Using math talk to help students learn</u>	Title I	\$3,000

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				Subtotal:\$1,000
Technology				
Strategy	Description of Resources	Funding Source	Amount	
<i>Video segments of instruction</i>	<i>ASCD training for the book</i>	<i>Title I</i>	\$2,000	
				Subtotal:\$2,000
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
<i>Independent Study, Group Projects</i>	<i>Book: Classroom Discussions: Using math talk to help students learn</i>	Title One	\$500	
				Subtotal:\$500
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:\$3,500

End of STEM Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$41,000
Mathematics Budget	Total:\$9,000
Science Budget	Total:\$5,500
Writing Budget	Total:\$1,500
Attendance Budget	

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	Total:\$500
Suspension Budget	
	Total:\$1,500
Dropout Prevention Budget	
	Total:\$0
Parent Involvement Budget	
	Total: See Parent Involvement Plan
Additional Goals	
STEM & CELLA	Total:\$4,000
	Grand Total:\$63,000

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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-Yes No

If No, describe the measures being taken to comply with SAC requirements.
N/A

Describe the activities of the SAC for the upcoming school year.
The School advisory Council will be active members in all school events. Such events include Title One, LEAP 21 st Century Program, Wellness and Community Involvement. Sabal Palm SAC monitors the school improvement plan. The SAC team serves as the Title One Advisory Board and makes decisions on parent involvement activities, budget and school-wide events..

Describe the projected use of SAC funds.	Amount
SAC funds will pay for subs on “Teacher Progress Monitoring Days.”	\$2,000
SAC operating expenses	\$500

**Sabal Palm Elementary
2012-2013
Parental Involvement Policy/Plan**



In support of strengthening student academic achievement, each Local Educational Agency (LEA) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the LEA’s expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA’s plan submitted to the Florida Department of Education (FDOE) as required in Section 1112(b)(P) of ESEA.

ASSURANCES

Sabal Palm Elementary (LEA) agrees to:

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- ✓ The LEA will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the ESEA. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;
- ✓ Consistent with Section 1118, the LEA will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each includes, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;
- ✓ The LEA will incorporate this LEA-wide parental involvement policy into its LEA plan developed under Section 1112 of the ESEA;
- ✓ In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the LEA and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand [Section 1118(f)];
- ✓ If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the LEA will submit any parent comments with the plan when the LEA submits the plan to FDOE [Section 1118(b)(4)];
- ✓ The LEA will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is allocated, and will ensure that not less than 95 percent of the one percent reserved is distributed directly to the schools, after equitable provisions have been provided to participating private schools [Section 1118(a)(3)(A-C)];
- ✓ The LEA will be governed by the statutory definition of “parental involvement” as defined in Section 9101 (32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition; and
- ✓ The LEA will inform parents and parent organizations of the purpose and existence of both Parent Information and Resource Center(s) (PIRC) in the state [Section 118(g)].

Parental Involvement Mission Statement (Optional)

The mission of Sabal Palm's Parental Involvement Plan is to enable and encourage all parents to participate with school personnel in an effort to improve and enhance students' academic and social success. Sabal Palm will actively solicit and welcome parental participation and advocacy in all aspects of the educational process. We believe:

- a. that every student can learn and students, staff, and parents form a community of learners,
- b. that parents are full partners in their child's education and should be included as appropriate, in decision making committees,
- c. that the responsibility for learning is a joint venture between the student, parent and school,
- d. that the school environment must be safe, respectful, caring and supportive of all students and parents.

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1. Describe the actions the LEA will take to involve parents in the following required policies/plans:
 - LEA-wide parental involvement policy [Section 1118(a)(2)];
 - LEA plan [Sections 1112 (c)(H), 1112(d)(1)];
 - School review and improvement under Section 1116 [Sections 1118(a)(2)(A), 1116(a)(1)(D), 1116(b)(3)(A)]; and
 - How the funds reserved for parental involvement will be allocated [Section 1118(a)(2)].

Sabal Palm will continue to use the Joyce Epstein Model to involve parents on all levels. Currently, the school has three committees that provide input into the improvement, development, implementation, and evaluation of all Title I school related activities: SAC=School Advisory Council, PTO=Parent Teacher Organization, and the TOC=Title One Committee. Members of each committee are selected by school wide elections.

Parents are invited and encouraged to become active members of each group and participate in the school improvement process. Decisions involving the use of Title I funds reserved for Parental involvement will be made during the SAC/TOC monthly meetings. Input from parents is documented in the Climate Survey and Title I Survey and used to help guide the components of the school improvement plan.

2. Describe the actions the LEA will take to provide coordination, technical assistance, and other support necessary to assist Title I, Part A schools in planning and implementing effective parental involvement activities which build the capacity of parents to improve the academic achievement of their child and overall school performance [Section 1118(a)(2)(B and C) and 1118(e)(1-14)]. Include a description of the process the LEA will use to review the school-level PIPs to ensure compliance with Section 1118 [34 CFR 200.30(e)]. Include information on how the LEA will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

Activity/Task	Person Responsible	Timeline	Evidence of Effectiveness
<u>Back to School Rally</u> - Parents are given general information on Title I, AYP, School Choice and strategies to help with academic success.	Dr. Johnson (P) Mrs. Haire (AP)	1 st semester	Increase enrollment in the Title I A programs.
<u>Math Night</u> -- Overview of math benchmarks for each grade level and ways to teach math at home	Math Coach Nellie Baumgarten.	1 st semester	Increase in students' math scores.
<u>Science Night</u> – Overview of Science	Mr. Knight	2 nd	Increase in students'

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Fair requirements, how parents can work with their child at home to complete simple experiments.	Science Committee	semester	science scores.
<u>Reading Night</u> - Overview of Reading objectives for each grade level and strategies to make reading fun	Reading Coach	August 2012	Increase in media in books being checked out from the Media Center.
<u>WFSU Super Why</u> - Provides strategies for parents to teach basic reading skills at home.	Pam Monroe L. Frye --	Summer 2012	Increased number of students reading in Kindergarten
<u>21st Century LEAP</u> -- Provide academic workshops to teach parents how to help children learn social skills.	Mr. Hayes Mrs. Smith	Monthly	Decrease in the number of behavioral referrals.
<u>SP Parent Support Team Council</u> - provides computer training for parents.	Mrs. Smith Mrs. Monroe Tech Con	Monthly	Increase in the number of parents attending meetings.

3. Describe how the LEA will coordinate and integrate parental involvement strategies from Part A of Title I with other federal programs (including but not limited to Head Start, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters (HIPPY), Voluntary Pre-Kindergarten, Parts C and D of Title I, Title III, and Part A of Title IV) [Sections 1118 (a)(2)(D) and 1118(e)(4)].

Program	Coordination
Title I	Monthly meetings are coordinated with the District Title I office to address the needs of students and ways for parents to be actively involved in their child's education.
Title I, A -	Services are coordinated with the 21 st Century LEAP Program to provide academic and enrichment activities after school for over 90 students.
Title I, Part C	Migrant – our ESOL teacher and Guidance Counselors work closely with migrant families to provide academic and social strategies that enhance self- esteem.
Title I, Part D	Sabal Palm works well with the District to support the No Child Left Behind Policy, services are coordinated with Drop-out prevention.

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Title II	Sabal Palm coordinates the training of technology with the District by providing a monthly technology training for parents to help students at home.
Title III	The administration coordinates with the District ELL staff to provide a full time teacher to work with parents.
Title IV	Sabal Palm coordinates with the District and Sheriff Department to provide parent information about drug education and prevention.
WFSU Super Why	Sabal Palm coordinates with WFSU to provide opportunities for parents to encourage young readers to make learning a life long goal.

4. Describe the actions the LEA will take to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of the Title I, Part A schools [Section 1118(a)(2)(E)].

Sabal Palm Elementary will conduct a mid-year evaluation of its Title One Plan, which includes parental involvement and other factors. At the end of each year, an annual evaluation is completed and documented by the School Advisory Committee which includes parents and community leaders.

5. If the LEA plans to implement LEA-wide activities, describe the actions the LEA will take to build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school(s) involved, parents, and the community to improve student academic achievement [Sections 1118(a)(2)(C), 1118(e)(1-14)].

If all activities will be conducted at the school level, check here .

Content	Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
Assessment Review	Individual Conference	Classroom Teachers	Expectations will be given to parents to help students at home.	Every 9 weeks	Report card grades
State Standards & District Promotion Policy	Hard copy	Principal/ Assistant Principal	Parents will be given brochures with grade level SSS to help their child at home.	August 2012	Benchmark Mastery of the SSS Standards.

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6. Describe the development LEA will the assistance and parents, to on the value contributions of reach out to, with, and work equal partners; implementation coordination of programs; and ties between school [Section

<p>Monthly Newsletters: a. Parents make the Difference b. Parent Calender c. Reading/Math Connection d. Home & School Connection</p>	Hard copy	Parent Liaison	All newsletters are designed to give parents strategies to increase academics.	Every month	Climate Survey
Family Literacy	Small Groups	Reading coach Media Specialist	Parents will learn strategies to help their child improve reading.	1 st Semester	Climate Survey
Technology – Parent Tech Tuesdays	Small Groups CI-Team	Jessica Williams Pam Monroe Gloria Smith	Parents learn how to use the internet to work with students at home on FCAT websites	Monthly	Climate Survey
Parenting Skills	Small Groups Conference	Guidance Counselors Parent Liaison	Parents will gain strategies to help students with life skills	As needed	Climate Survey
Career Development	Small Groups	Guidance Counselors Parent Liaison	Parents will learn strategies to help focus students toward high school completion and a job.	2 nd semester	Climate Survey

professional activities the provide, with of the schools educate staff and utility of parents; how to communicate with parents as the and parent how to build parents and the 1118 (e)(3)].

Content of the Session	Person Responsible	Timeline	Correlation to Student Achievement	Evidence of Effectiveness
School wide Book study – “Motivating Students Who Don’t Care”.	Dr. Johnson/ Mrs. Haire	1 st Semester	Building Respectful and Caring Relationships with students and Parents that enhance academic performance	Decrease in the number of students’ Referrals.
Effective forms of Communication	Dr. Johnson Mrs. Haire	Year round	Provides strategies for teachers to effectively communicate parents.	Parent Survey
Florida Positive Behavior Support Rtl for Behavior Project	Administrators	1 st Semester	Creates a positive supportive environment that enhance academic learning in class.	Decrease in the number of referrals & suspensions.

7. Describe how the LEA will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the LEA plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

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Sabal Palm Elementary has a full time ESOL teacher on campus. This teacher has the ability to translate information to parents in their native language.

Ramps were added to accommodate parents with disabilities in order to have full access to classrooms, portables and other buildings. There is an elevator on the stage to accommodate students and parents during special events.

A monthly newsletter is sent home with students and placed on the website that ensure availability of information for parents that can't attend the school because of other factors such as work.

- **Discretionary LEA Parental Involvement Policy Components**

The LEA parental involvement policy may include additional discretionary activities that the LEA, in consultation with the parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement [Section 1118(e)].

Check here if the LEA does not plan to implement the discretionary activities listed below. Check all activities the LEA plans to implement:

- ✓ Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];
- ✓ Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)];
- ✓ Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions [Section 1118(e)(8)];
- ✓ Training parents to enhance the involvement of other parents [Section 1118(e)(9)];
- ✓ Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];
- ✓ Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)];
- ✓ Establishing a LEA-wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs [Section 1118(e)(12)]; and
- ✓ Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].

8. Describe how the discretionary activities checked above will be implemented.

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Activity	Description of Implementation Strategy	Correlation to Student Achievement	Person Responsible	Timeline
Literacy Workshops Advisory Counsels Child care expenses Parent Workshops Community Based Workshops Continue use of Joyce Epstein Model Membership – National Network of Partnership of Schools	All discretionary activities will be implemented by an active group of parents, community leaders and staff.	All activities are designed to provide strategies for parents to work with their child at home or school. The focus is placed on increasing the achievement level in Reading, Math & Science.	Administrators Parent Liaison Media Specialist District Liaison Mrs. Smith	August, 2012 Until May, 2013

• **Adoption**

This policy was adopted by the LEA on May 9, 2012 and will be in effect for the period of mm/dd/yy. The LEA will distribute this policy to all parents of participating Title I, Part A children on or before August 31, 2012.

Dr. Ann Johnson May 30, 2012
 (Signature of Title I Authorized Representative) (Date)

Provide evidence that the LEA PIP was developed with the input of parents and based on the evaluation of the 2011-2012 PIP.

- a. SAC – School Advisory Council Meeting Agenda and notes – reviewed and adoption of the current LEA/ PIP and school-parent compact that will be sent home to parents in the fall.
- b. A vote of 8 to 0 agreed to keep the compact the same and send it home in the fall

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1. Provide a summary of the activities provided during the 2010-2011 school year designed to build the capacity of parents to help their children [Section 1118 (e)(12)].

Content of the Session	Type of Activity	Number of Activities	Number of Total Participants	Correlation to Student Achievement
Literacy	School-wide Workshops	4	300+	Increase in academic awareness
Academic and Social enhancement	21 st Century Program	2	200+	Increase in students' self-esteem and academic development
Parenting Skills	Parenting Bi- Monthly Workshop	4	50 + parents	Increase in academic awareness.

2. Provide a summary of the professional development activities provided during the 2010-2011 school year by the LEA to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

Content and Type of Activity	Number of Sessions	Number of Total Participants	Correlation to Student Achievement
Classroom Management that Works – R. Marzano, J. Marzano & D. Pickering	2	45	Marzano helps teachers develop techniques to develop a positive “mental set” for learning.
Harry Wong: The Effective Teacher series	2	45	The Wong series gave excellent opportunities for teachers to build communication with parents

3. Provide a summary of the parental involvement activities provided during the 2010 -2011 school year for private schools implementing a Title I, Part A program [Section 1120(a)(1)]. N/A

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4, Describe the barriers which hindered participation by parents in parental involvement activities during the 2010-2011 school year. Include the steps the LEA will take during the 2011-2012 school year to overcome the barriers and design more effective parental involvement policies (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
ESOL Students: hand out materials for Limited English Proficiency Parents.	Sabal Palm will print at least one copy of the newsletter in a different language. Specific Information will be added to the website in Spanish and English.

5. Describe the parental involvement activity/strategy implemented during the 2010-2011 school year the LEA considers the most effective. This information may be shared with other LEAs as a best practice. (Optional)

Activity/Task	Person Responsible	Evidence of Effectiveness
<u>Back to School Rally</u> - Parents are given general information on Title I, AYP, School Choice and strategies to help with academic success.	Dr. Johnson (P) Mrs. Haire (AP)	Increase enrollment in the Title I A programs.
<u>WFSU Super Why</u> - Provides strategies for parents to teach basic reading skills at home.	Pam Monroe L. Frye --	Increased number of students reading in Kindergarten and first grade.

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