

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Bushnell Elementary School	District Name: Sumter County
Principal: John Temple	Superintendent: Rick Shirley
SAC Chair: Teeter McMullen	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	John Temple	Professional certificate in Mathematics 6-12; School Principal K-12	Three years	Seven years	Wildwood High 2007-2008 made a School grade of a B, 2008-2009 made a School grade of a C, 2009-2010 made a school grade of a B, Bushnell Elementary 2010-2011 made AYP requirements; and made school grade of an A, 2011-2012 made a school grade of an A
Assistant Principal	Teeter McMullen	Professional certificate in Elementary Education 1-6; Educational Leadership (all levels); ESOL	Three years	Two years	Webster Elementary 2008-2009 Did not meet AYP requirements and made a school grade of an A; 2009-2010 did not meet AYP, Bushnell Elementary 2010-2011 made AYP requirements and made an A, 2011-2012 made a school grade of an A

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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/ RTI Coordinator	Jennifer Russ	Professional Certificate in Elementary Education K-6	Two years	Two years	Wildwood Elementary School 2008-2009 made AYP requirements made an A, 2009-2010 made a school grade of an A, 2010-2011 did not make AYP made an A, Bushnell Elementary School 2011-2012 made AYP requirements and made a school grade of an A
Math Resource	Lashandra Kelly	Professional Certificate in Elementary Education 1-6	Six years	Two years	Bushnell Elementary School 2008-2009 made AYP requirements and made a school grade of an A, 2009-2010 made AYP requirements and made a school grade of an A, 2010-2011 made AYP requirements and made a school grade of an A, 2011-2012 made AYP requirements and made a school grade of an A

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Online Application	Human Resources, Lisa Whitman		As vacancies occur
2. Teachers to Teachers	Human Resources, Lisa Whitman		As vacancies occur
3. Troops to Teachers	Human Resources, Lisa Whitman		As vacancies occur
4. Certification Checks Prior to Hiring	Principal		As vacancies occur
5. In Field/Highly Qualified Checks	Principal		As vacancies occur

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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
Sarah Merritt	ESOL Elementary Education 1-6	3 rd Grade	She has to complete ESOL course
Shanna Spence	ESOL Elementary Education K-6	ESE Pre-K-2	She needs to become certified in Exceptional Education and Pre-K/Primary Education
Samantha Symonds	ESOL Elementary Education 1-6	K, 1 st , 2 nd Writing/LA	She needs to become certified in Kindergarten

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
50.5	8% (4)	30% (15)	24% (12)	23% (11)	10% (5)	93% (47)	14% (7)	0%	38% (19)

Teacher Mentoring Program

April 2012

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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
Marty Sherman	Melissa Hill	Grade Level, Thirty-six years of teaching experience and completed the peer mentoring training	Implement District Peer Mentoring Plan
Tiffany Ward	Magan Holt	Grade Level, Five years of teaching experience and completed the peer mentoring training	Implement District Peer Mentoring Plan
Sandra Miraglia	Shanna Spence	Five years of teaching experience and completed the peer mentoring training	Implement District Peer Mentoring Plan
Susan Fort	Teri Watson	Eighteen years of teaching experience and completed the peer mentoring training	Implement District Peer Mentoring Plan
Kathi Hairston	Daphne Butler	Grade Level, Twenty years of teaching experience and completed the peer mentoring training	Implement District Peer Mentoring Plan

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: All district I schools have school wide programs. Title I funds are used to implement comprehensive strategies for improving the educational programs of the entire school but target most academically at risk students. These funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis and review and revision of curriculum, and parent involvement activities.
Title I, Part C- Migrant
Title I, Part D
Title II: School allotted Title II funds are used for teacher training based on the School Improvement Plan goals, teacher Individual Professional Development Plans, district mandates, and surveys, all of which are based on student data and research based strategies. Title II school based funds are used to support the IPDPs of teachers, which correlate to the SIP and district research based initiatives. The oversight of all professional development comes from the district.

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Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless: The district identifies homeless children during the registration process or when the family becomes homeless. All new student registrations include a “Residency Questionnaire” which helps to determine if the student is living under homeless conditions, as per the state definition of homeless. The guidance counselor, in coordination with the district buys supplies through Title I dollars or clothing and other needed items through Homeless ARRA funds.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs: All Bushnell Elementary students participate in the monthly “Character Connex” program which teaches character education. This program is provided by a local church through a grant by the Division of Juvenile Justice. Bushnell Elementary has also implemented a school-wide positive behavior support plan. To support our character education program, we display the student’s photos with the monthly character traits.
Nutrition Programs: Schools participate in the Department of Agriculture’s National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in the afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.
Housing Programs
Head Start: Voluntary Pre-Kindergarten is offered at each of the four elementary schools to ensure a smooth transition into Kindergarten. Students participate in VPK four days per week and are exposed to a literature and print rich environment.
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. John Temple-Principal, Teeter McMullen- Assistant Principal Intern, Keri Strickland-Guidance Counselor, Jennifer Russ-RTI Facilitator, Academic Instructor of student being discussed
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? The School-based RTI Leadership Team meets with the general education teachers who have children in the RTI process to review intervention implementation,

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effectiveness, and data collection. The RTI Leadership team collects progress monitoring data from the general education teachers and meets to review school wide and class wide academic and behavioral data. The team uses current data and problem solving strategies to improve academic or behavioral changes at the school level. The RTI Leadership Team has county wide RTI Trainings to improve the efforts of RTI development at each school site.

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?

Members of the RTI Team are also responsible for development and implementation of the school improvement plan. The RTI Team reviews data and makes recommendations for programs and resources needed at the school to assist students with behavioral and academic needs

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. The school data management system, AS 400 is utilized to access student data. Data can be reported by gender, race, and type of referral. Schools also have access to Data STAR a data management program housing all Progress Monitoring Plans, Individual Education Plans and state and district test scores. Success Maker gives a prescriptive scheduling report in reading and mathematics. The FOCUS assessments give data in reading, mathematics and science. The DEA assessment gives reading, math, and science data.

Describe the plan to train staff on MTSS. The RTI Leadership Team trains the staff by presenting the staff with a power point presentation that shows what the RTI involves and how to use the data based decisions to modify instruction and implement interventions for the needs of the students effectively.

Describe plan to support MTSS. The MTSS is the multi-tiered system of supports that focuses on behavior and academics. The interventions increase in intensity as a student struggles with learning or behavior in the core curriculum. All students begin at tier 1 with our core curriculum. The highest tier is tier 3, it provides intensive one on one interventions. Mrs. Russ implements and supports the program. She has conferences, creates interventions, collects and graphs data. She assists with implementation of interventions for tier 2 and tier 3 students during classroom time.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Jennifer Russ, Summer Bisignano, Jaimie Kinney, Carol Johnson, Sarah Merritt, Susan Fort, Chris McKinney, and John Temple

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Leadership team meets monthly to discuss the initiatives/goals set at the beginning of the year. Mrs. Russ sets the dates and times and facilitates the meetings.

What will be the major initiatives of the LLT this year? The primary focus for the team this year will be to focus on the skill of the month and extended reading passages.

Public School Choice

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

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

****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.

Each spring the school holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners.

VPK is offered at the school for four year olds four days per week. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist.

VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need.

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

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

****High Schools Only***

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

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

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

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Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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. The length of the passages and FCAT vocabulary	1a.1. Teachers will provide students with extended reading passages that has the FCAT format	1a.1. Administrators, Teachers, Reading Resource, and Lab managers	1a.1. Progress Monitoring, Success Maker and Baseline Assessments will be reviewed by administrators	1a.1. Success Maker, DEA, and Benchmark Assessments
Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>The percentage of 3rd, 4th, and 5th grade students scoring level 3 on the 2013 FCAT Reading will increase from 75% to 78%</i>	75% (241)	78% (251)					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1b.1. Continued high levels of achievement	1b.1. Teachers will adapt to meet student’s needs	1b.1. Administrators, Teachers, Reading Resource, and Lab managers	1b.1. Progress Monitoring for each individual student and baseline assessment will be reviewed by administrators	1b.1. Success Maker, DEA, and Benchmark Assessments
Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Adapt reading instruction to meet the high levels of achievement</i>	1 student	2 students					
			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 reading.			2a.1. Lack of Higher Order questions during Reading Instruction	2a.1. The Administrators, Reading Resource Teacher will work with Teachers to develop lessons that include higher order level questions	2a.1. Administrators and Resource teachers	2a.1. Progress Monitoring, Success Maker and Baseline Assessments and the administrators will use classroom walkthroughs to document how many times higher order questioning is being used	2a.1. Success Maker, DEA, and Benchmark Assessments
Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Rule 6A-1.099811 <i>The percentage of 3rd, 4th, and 5th grade students scoring level 4 or higher on the 2013 FCAT Reading will increase from 45% to</i>	45% (144)	50% (161)					
			10				

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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	Kindergarten	Kathi Hairston	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Reading	First	Marty Sherman	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Reading	Second	Anthony Vigilanti	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Reading	Third	Bonnie Austin	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Reading	Fourth	Summer Bisignano	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Reading	Fifth	Brandi Valdez	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Reading	Special Areas	Chris	Grade Level	3 rd and 4 th Thursday of	Notes from the meeting turned	Administrators

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		McKinney		each month	into administration	
Reading	ESE	Annette Rawlins	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Teachers will participate in lesson study groups/PLC focused on improving reading instruction	K-5	All Reading Teachers	School-Wide	3 rd and 4 th Thursday of each month	Administrators, Reading Resource Teacher, Administrator will monitor through lesson plans and conduct walkthroughs	Administrators

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
Update training or initial training for new teachers as needed	Substitutes for Professional Development	Sub Fund	\$390.00
			Subtotal:\$390.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Success Maker Training	Substitutes for Professional Development	Sub Fund	\$390.00
			Subtotal:\$390.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Professional Learning Communities	Sub Fund	\$400.00
			Subtotal:\$400.00

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Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$1180.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken 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
1. Students scoring proficient in Listening/Speaking.		1.1. Lack of understanding background knowledge with vocabulary	1.1. Increase emphasis on vocabulary in reading lessons	1.1. Teacher, ESOL aide, Lab managers	1.1. Progress Monitoring, Success Maker, Baseline Assessments	1.1. Success Maker, DEA, and Benchmark Assessments
CELLA Goal #1: The percentage of students proficient in Listening/Speaking will increase 10%.	2012 Current Percent of Students Proficient in Listening/Speaking: 29% (10)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text 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
2. Students scoring proficient in Reading.		2.1. Lack of understanding vocabulary	2.1. Increase emphasis on vocabulary in reading lessons	2.1. Teachers, ESOL aide, Lab managers	2.1. Progress Monitoring Success Maker and Baseline assessments	2.1. Success Maker, DEA, Benchmark assessments
CELLA Goal #2: The percentage of students proficient in reading will increase 10%	2012 Current Percent of Students Proficient in Reading : 40% (14)					
		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. Lack of understanding vocabulary	2.1. Increase emphasis on vocabulary in reading/writing lessons	2.1. Teachers, ESOL aide, Lab managers	2.1. Progress Monitoring Success Maker and Baseline assessments	2.1. Success Maker, DEA, Benchmark assessments
CELLA Goal #3: The percentage of students proficient in writing will increase 10% April 2012 Rule 6A-1.099811 Revised April 29, 2011	2012 Current Percent of Students Proficient in Writing : 29% (10)					

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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)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Success Maker Training	Substitutes for Professional Development		
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1.Lack of math vocabulary that is utilized in FCAT Math word problems	1a.1. Go Math, STAR Math will provide exposure to a variety of math vocabulary. Teachers will provide math activities to enhance vocabulary.	1a.1.Teachers and Administrators	1a.1.Progress Monitoring, Success Maker and Baseline Assessments and Classroom walkthroughs will be used to determine the effectiveness of this strategy	1a.1.Success Maker, DEA and Benchmark Assessments and Accelerated Math
Mathematics Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percentage of 3rd, 4th, and 5th grade students scoring level 3 on the 2013 FCAT Math will increase from 69% to 71%</i>	69% (222)	71% (229)					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1. Continued level of high achievement	1b.1. Teachers will adapt to meet individual needs	1b.1. Teachers, Administrators	1b.1. Progress Monitoring, Success Maker	1b.1. Success Maker, DEA and Benchmark Assessments
Mathematics Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students will increase on alternate assessment by one level							
			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 mathematics.			2a.1. Lack of math vocabulary that is utilized in FCAT math word problems	2a.1. Go math, STAR Math will provide exposure to a variety of math vocabulary. Teachers will provide math activities to enhance math vocabulary	2a.1. Teachers and Administrators	2a.1.Progress Monitoring, Success Maker and Baseline Assessments and Classroom walkthroughs will be used to determine the effectiveness of this strategy	2a.1. Success Maker, DEA and Benchmark Assessments and Accelerated Math
Mathematics Goal #2a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
April 2012 Rule 6A-1.099811 Revised April 29, 2011 <i>The percentage of 3rd and 5th grade students scoring a level 4 or higher on the 2013 FCAT in math will increase from 40% to</i>	40% (129)	46% (148)					

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End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
<u>Mathematics Goal #1a:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
<u>Mathematics Goal #1b:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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 mathematics.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
<u>Mathematics Goal #2a:</u> <i>Enter narrative for the goal in this box.</i> April 2012 Rule 6A-1.099811 Revised April 29, 2011	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.

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End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected 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.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: Enter narrative for the goal in this box. April 2012 Rule 6A-1.099811 Revised April 29, 2011	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			3.2.	3.2.	3.2.	3.2.	3.2.

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End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals

Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Algebra.			1.1.	1.1.	1.1.	1.1.	1.1.	
Algebra Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
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	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3.	2.3.	2.3.	2.3.	2.3.	
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
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
Algebra Goal #3A: April 2012 <i>Enter narrative for the goal in this box.</i> Rule 6A-1.099811 Revised April 29, 2011								

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End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.	
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>						
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	
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	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.	
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>						
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3.	2.3.	2.3.	2.3.	2.3.	
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
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Baseline data 2010-2011						
Geometry Goal #3A: April 2012 <i>Enter narrative for the goal in this box.</i> Rule 6A-1.099811 Revised April 29, 2011				25				

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End of Geometry EOC 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
Math	K	Kathi Hairston	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Math	1st	Marty Sherman	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Math	2nd	Anthony Vigilanti	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Math	3rd	Bonnie Austin	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Math	4th	Summer Bisignano	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Math	5th	Brandi Valdez	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Math	ESE	Annette Rawlins	Grade Level	3 rd and 4 th Thursday of each month	Notes from the meeting turned into administration	Administrators
Teachers will participate in lesson study/PLC groups focused on improving math instruction	K-5	Kathi Hairston, Marty Sherman, Anthony Vigilanti, Bonnie Austin, Summer Bisignano, Brandi Valdez, Annette Rawlins, Susan Fort, Tiffany Ward	School-wide	Lesson Study/PLC groups will meet on every 3 rd and 4 th Thursday of each month	Principal and Assistant Principal will monitor PLC groups and conduct walkthroughs	Principal, Assistant Principal, Department/Grade level Chair and PLC facilitator

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Update training or initial training for new teachers	Substitutes for Professional Development	Sub Funds	\$400
			Subtotal:\$400
Technology			
Strategy	Description of Resources	Funding Source	Amount
Success Maker	Success Maker provides research based proven K-5 courseware of individualized, standards-based instruction. This program automatically identifies the level at which a student is ready to learn and presents appropriate individualized material	School Based Account	\$3,000

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Accelerated Math	Computer based enrichment program for grades K-5	Title I/School Based Account	\$3,000
Math Bellringers	Computer based digital downloads of the math standards	Title I	\$960.00
			Subtotal:\$3,960
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$3,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$7,360.00

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.			1a.1.Lack of community based science exposure	1a.1.Increase the use of the Sumter Environmental Center when possible, Pearson Science Series, Science Nights, Teachers will assist students with scientific process	1a.1. Administrators, Teachers, SEEC school contact, science fair coordinator	1a.1.Progress Monitoring and Baseline Assessments	1a.1. DEA and Benchmark Assessments
Science Goal #1a: <i>The percentage of students scoring level 3 on the 2013 FCAT Science will increase from 73% to 75%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	73% (82)	75% (84)					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Science Goal #1b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.			2a.1. Lack of community based science exposure	2a.1. Increase the use of Sumter Environmental Center when possible, Pearson Science Series Science Nights, Teachers will assist students with scientific process	2a.1. Administrators, Teachers, SEEC school contact, science fair coordinator	2a.1. Progress Monitoring and Baseline Assessments	2a.1. DEA and Benchmark Assessments
Science Goal #2a: <i>The percentage of students scoring a level 4 or higher on the 2013 FCAT Science will increase from 24% to 31%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24% (27)	31% (35)					
April 2012 Rule 6A-1.099811 Revised April 29, 2011			29				

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End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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High School 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
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected 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

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

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Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

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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
Teachers will participate in refresher courses in lesson planning using (LFS) Learning Focused Strategies	5	District Reading Specialist and District Curriculum Specialist	School-Wide	August-2012-January 2013	Principal and Assistant Principal will monitor lesson plan development and implementation through classroom walkthroughs	Principal and Assistant Principal
Teachers will participate in Lesson Study groups focused on improving science instruction	5	Mrs. Evans, Ms. Valdez, and Mrs. Shea	School-Wide	Lesson Study groups/PLCs will meet every 3 rd and 4 th Thursdays	Principal and Assistant Principal will monitor lesson study/PLC groups and will conduct walkthroughs	Principal, Assistant Principal, Grade Level Chair/PLC Facilitator

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
Sumter Environmental Center	Student learning Center	CEMEX	unknown
Learning Focused Materials	Materials to implement learning Focused Strategies	School Based	\$400
			Subtotal:\$400
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

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	Subtotal:
	Total:\$400

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)).

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1.Lack of vocabulary skills	1a.1.Continue to use Writers in Control with implementation of Learning Focused Strategies, Writing across the curriculum and our monthly show don't tell prompts, incorporate Robust Vocabulary words into daily writing curriculum	1a.1.Administrators and 4 th grade level teachers	1a.1. Incorporate various writing throughout the year to enhance vocabulary, Progress Monitoring on different types of writings	1a.1. Progress monitor on writing prompt samples, Baseline, mid - year and End of the year writing prompts
Writing Goal #1a:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a level 3 or higher on the 2013 FCAT Writes will increase from 93% to 94%	93% (104)	94% (105)					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1b.1. Continued level of high achievement	1b.1. Teachers will put emphasis on daily vocabulary and sentence building	1b.1. Teachers and Administrators	1b.1.Progress Monitoring and baseline assessments and writings throughout the year	1b.1. Progress monitor on various writing prompts
Writing Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students scoring Level 4 or higher will increase one level	100% (2)						
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers will receive Writers in Control Training	2-4	Writers in Control Consultant	All 2-4 Writing Teachers		Writing Samples and administrators will conduct walkthroughs and review	Administration
Teachers will participate in PLC focused on improving	K-5	4 th grade Teachers and Administrator	School-wide	PLC will meet every 3 rd and 4 th Thursday of the month	Administrators will review Writing Samples	Administration

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
Update training or initial training for new teachers in Writers in Control Program	Substitutes for Professional Development	School/Title I	1,000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:1,000			

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected 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.

Civics 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

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

April 2012

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Revised April 29, 2011

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U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected 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.

U.S. History 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.

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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

U.S. History Budget (Insert rows as needed)

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Students have limited control getting to school each day	1.1. Use PBS to help support a positive learning atmosphere and create an environment where students feel like they have missed something when not in attendance	1.1. Administrators, PBS Team, data entry clerk	1.1. Review data to see if percentages have changed and use climate surveys	1.1. AS 400 and Climate Surveys
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>It is BES goal to achieve 96% daily student attendance for 2012-2013 school year</i>	95% (736)	96% (744)					
	<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>					
	55% (41)	45% (35)					
	<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>					
	20% (153)	18% (143)					
			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
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Positive Behavior Support (PBS) team will meet monthly to discuss strategies to increase student attendance	Positive Behavior Support Team/Resource Teachers	Anayeli Orona/Administrator	Positive Behavior Support Team	The PBS team will meet monthly	The Administrators will attend meetings and monitor the implementation of PBS	PBS Team and Administrators

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Incentives for Attendance	Certificates and Rewards for Students with perfect attendance	Donations/School Internal Accounts	\$250.00
			Subtotal:\$250.00
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:\$250.00

End of Attendance Goals

Suspension 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)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Low Rate of Disciplinary incidents	1.1. Continue Character Education Programs, Using PBS and RTI Programs	1.1. Administrators, PBS Team, RTI Facilitator	1.1. Less Referrals and Suspensions	1.1. AS 400
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
<i>The number of out of school suspensions will decrease by 10% in 2012-2013 school year</i>	85% (66)	75% (56)					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	15% (117)	10% (80)					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	2% (21)	1% (10)					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	4% (29)	2% (19)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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

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Positive Behavior Support (PBS) team will meet monthly to discuss strategies to decrease suspensions	Positive Behavior Support Team/ Resource Teachers	Anayeli Orona/ Administrator	Positive Behavior Support Team	The PBS team will meet monthly	Administrators will attend meetings and monitor the implementation of PBS	PBS Team, Administrators

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
Positive Behavior System	School wide Positive Behavior System rewards/incentives	Donations, School Based Internal Funds	\$300.00

Subtotal:\$300.00

Technology

Strategy	Description of Resources	Funding Source	Amount
SWIS Program	Computerized Behavior Tracking System	ESE	Unknown

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:\$300.00

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	Enter numerical data for dropout rate in this box.	Enter numerical data for expected dropout rate in this box.					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	Enter numerical data for expected graduation rate in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention 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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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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 Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

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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 Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>				
	<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.
			1.3.	1.3.	1.3.	1.3.

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

BUSHNELL ELEMENTARY SCHOOL Title I, Part A Parental Involvement Plan

I, Mr. John Temple, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee

Date Signed

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Mission Statement

Parental Involvement Mission Statement (Optional)

Response: The mission of Bushnell Elementary School's parents, teachers, administrators, and other community stakeholders is to foster an environment that provide on-going programs to meet the educational needs and differences of all students in our changing society and to help all students realize success and fulfillment in school and community.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Bushnell Elementary School will involve parents in the improvement of the Title I program through the School Advisory Council Meetings, PTO programs and other school related programs or committees. The school will provide an annual Title I survey to help improve the Title I program at Bushnell Elementary School. The survey will help improve areas of concern given by the parents of Bushnell Elementary School. The school will also ask parents to serve on the Title I Committee at Bushnell Elementary School and on the district Title I Committee. The school will also advertise improvements to the Title I program through the local newspaper, the school's website, and the school's newsletters. The school's Title I contact will conduct all meetings pertaining to Title I funds. The parents will be informed at the meetings and through the school newsletter how Title I funds are being spent. The parents will be asked for any suggestions about how Title I funds should be spent at SAC meetings, PTO meetings, Title I committee meetings, etc. Parents will be asked for suggestions on how to spend the Title I funds through various ways such as surveys and at all school related meetings.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	VPK Program	Bushnell Elementary School will invite all VPK students and parents to all parental involvement activities and programs. VPK parents will be offered parental involvement workshops, core subject workshops, etc. In addition, the district VPK staff will work diligently with Head Start, Early Childhood Coalition in order to meet the best needs of all VPK Students. The goal of Bushnell Elementary School is to help our VPK parents to better assist their child or children at home.
2	Homeless Students and Migrant Students	Bushnell Elementary School will invite and encourage full participation in all parental activities and programs through parent phone calls, newsletters, website, parent notices, etc for all students regardless of race, creed, and economic status. Parents of all students will be offered workshops at Webster Elementary School, parental involvement trainings at Bushnell Elementary School, and parental involvement regarding New Generation Sunshine State Standards.
3	Advertise on Calendar of Events	A list of all activities and events will be posted on the BES School Website and in the monthly school newsletter.
4	PTO Meetings	When appropriate, PTO meetings will include a parent education component

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5	Pre-K/ESE Social Workers/Parent Liaisons/Life Stream School/Home Liaison	Use various social workers as a resource to collaborate Title I communication and events with their families and programs.
6	District Parent Resource Center	District Liaison sends monthly calendar of events which we publish in BES News to invite our parents to attend for bilingual and English speakers

Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (school wide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Annual Title I Meeting (This annual meeting is always scheduled during the teacher's first week back)	Title I Contact; Classroom Teachers	Annually Beginning August	Teacher Sign-in sheets; Parent Input Survey, Copy of parent invitation
2	Annual Title I Meeting (This annual meeting is scheduled each year during the month of September.)	Title I Contact; Classroom Teachers	Annually End of August	Teacher Sign-in sheets, Parent Input Survey, Climate Survey
3	Faculty Meetings (The meetings will occur monthly and provide teachers with ideas to involve parents)	Title I Contact	Once a Month during Faculty Meetings	Parental involvement activities within the classrooms. (Newsletters, calendars, sign-in sheets,)
4	Monthly Newsletters (Parent Involvement letters will be sent out monthly.)	Title I Contact	At the beginning of each month	Distribution of monthly newsletters (Title I Surveys)
5	Parent, Teachers, Student Compact (Parents, teachers, and students will read, sign, and agree to the	Title I Contact; Teachers; Parents	August, September	Parent, Teacher, and Student signature page

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Bushnell Elementary School will provide numerous and flexible meetings such as the Annual Title I meeting, PTO meetings and functions, conference nights, Math, Science, and Tech Night, Books for Bingo, Back to School Carnival, Parent Conferences (a.m. as needed), morning meetings with Title I contact throughout the school year to discuss numerous topics such as state and district assessments, homework, parental issues and involvement, parent resources, etc. The school will provide these meetings at acceptable times for both the staff and parents. The school's Title I contact, teachers, parents, and administrators will all be involved in scheduling the meetings quarterly throughout the school year. The school will provide a suggestion box in the front office for parent input. The school will have quarterly evening meetings with parents, staff, Title I committee members, and other stakeholders.

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Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Math Night: New Generation Math Standards: (This is a family activity that is centered around hands-on activities geared towards the new math standards.	Teachers, Administration; Title I Contact; Parents	Understanding New Generation Math Standards using hands-on activities.	November	Survey, Turn-out, and FCAT assessment
2	Science Night: New Generation Science Standards This family activity provides an opportunity for the parents and teachers to build that gap between family and school in order to give the students at Bushnell the best possible education through hands-on activities	Teachers, Administration, Parents, Title I Contact	Understanding New Generation Science Standards	October	Survey, Turn-out, and FCAT assessment
3	Accelerated Reader Nights: This is a family activity that provides an opportunity for the parents to read together with their children and children take AR tests.	Media Specialist	Parent Involvement increases student achievement	Ongoing	Survey, Turn-out,
4	P.E. Night: Physical Education Standards - This family activity provides an opportunity for the parents and teachers to fill in the gap between family and school to learn how to keep our bodies healthy.	Teachers, Administration, Parents, Title I Contact	Understanding the significance of the Physical Educational standards. This night is centered around physical educational activities to promote awareness of nutrition and exercise.	March	Survey, Turn-out
5	Volunteers	Principal, Assistant Principal	Parent Involvement increases student achievement	September	Attendance, parent feedback, Survey
6	Parent Teacher Organization	Entire School	Parent Involvement increases student achievement	Quarterly	Attendance, parent feedback, Survey
7	Parent/Teacher Conferences (Two evenings as scheduled)	Teachers	Parent Involvement increases student achievement	Ongoing	Attendance, parents feedback
8	County-wide Parent Advisory Council (PAC)	Title 1 Contact	Parent Involvement increases student achievement	Fall, Spring	Attendance, parents feedback, Survey
9	Barbecue Family Bingo	PTO	Parent Involvement increases student achievement	Winter	Attendance, parents feedback, Survey
10	All-Pro Dads	Principal, Teachers	Parent Involvement increases student achievement	Ongoing	Attendance, parents feedback,
11	Meet and Greet Parent-Teacher Open House	Teachers	Parent Involvement increases student achievement	August	Attendance, parents feedback

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12	Winter Musical Performance	Music Teacher	Parent Involvement increases student achievement	Winter	Attendance, parents feedback
13	Volunteer Reception	Assistant Principal/Volunteer Coordinator	Parent Involvement increases student achievement	Spring	Attendance, parents feedback, Title 1 Survey
14	McDonald's Night	Teachers	Parent Involvement increases student achievement	October	Attendance, parents feedback
15	Professional Storyteller	Title 1 Contact	Parent Involvement increases student achievement	Ongoing	Title 1 surveys
16	LFS Reading Skill of the Month Newsletters	Assistant Principal/Reading Resource	Parent Involvement increases student achievement	Monthly	Attendance, parent feedback, Title 1 survey

Staff Training

Describe the training the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e) (3)].

count	Content and Type of Activity	Person Responsible	Correlation to Student Achievement	Timeline	Evidence of Effectiveness
1	Ideas on increasing parental involvement	District Parental Involvement Trainer	Help staff to build better relationships with parents and students related to student achievement at Bushnell Elementary School.	September; December, March	Parental sign-in sheet; Survey
2	School Advisory Council Meeting: (Title I Contact person will brainstorm ideas about parental involvement activities and trainings with SAC members).	Title I Contact	Help staff to build better relationships with parents and students related to student achievement at Bushnell Elementary School	Quarterly (Four or more monthly meetings)	Climate Survey; Title I Survey
3	Title I Parental Advisory Council District Committee build a partnership with the community, parents, and staff of Sumter County.	District Title I Director	Parents, district staff, and teachers will brainstorm parental involvement trainings or activities related to student achievement at BES, LPES, WES, and WWES.	2 or more times a year	Title I Annual Survey, Title I PAC Sign-In Sheet, District, State, and School data
4	Title I Annual State Parental Involvement Conference	Title I Statewide Committee	Parents, district staff, and teachers in Sumter County will attend the conference to learn new and innovative ways to increase parental involvement at BES, LPES, WES, and WWES.	Once a year	Title I Statewide survey at the end of each session. Participation at the conference.
5	PTO Meetings: Title I Contact person will discuss	Title I Contact	Help staff and parents to better understand	Four or more	Title I Annual Survey, PTO

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	the components of the Title I plan and discuss and explain ideas about parental involvement training suggestions with PTO committee and the parents at Bushnell Elementary School.		the Title I plan and the components of the plan and how they relate to student achievement.	times a year	Meetings, District and State data
6	Parental Involvement Center (WES): The purpose of the parental involvement center is to help parents and staff in the Sumter County area to build a better partnership through weekly activities.	Title I	Help staff and parents to better understand the Title I plan and the components of the plan and how they relate to student achievement.	Monthly	Survey, Parent turn-out at the center

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Webster Elementary Resource Center. This center will provide parents with numerous academic resources to help their child. Each month activities will be planned pertaining to FCAT, academics, etc. Parents will be encouraged to attend and participate.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]: 1118(c)(4)(A);

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the school wide program plan under Section 1114 (b) (2) is not satisfactory to the parents of participating children, the school will also submit the parents' comments on the plan that will be available to the local education agency [Section 1118(c)(5)].

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Response: Bushnell Elementary School will provide parents in a timely manner information about Title I program and other programs, the school curriculum, and assessments throughout the year through monthly school newsletters, School Advisory Council Meetings, PTO meetings, parent letters, and monthly school calendars. The school will also provide information through the use of the school website, and pamphlets. At the first PTO meeting, parents will be provided information about Grade Level promotion criteria. Also, teachers will invite parents to participate in Bushnell's Progress Monitoring Plan Nights. At those meetings, teachers will discuss with parents their child's academics and grade level promotion criteria, school data, and other pertinent information. Grade level promotion criteria include passing scores on the FCAT (Level 3 or higher) for third through fifth graders and (45th percentile) on SAT 10 for Kindergartners through second grade. In addition, parents receive daily information through student planners and on the on-line Grade book about their child's academics. Also, parents will receive additional academic progress information through progress reports and report cards. At the end of the first semester, parents will receive notification about their child's possible retention status. However, parents are notified of their child's academics through progress reports, report cards, student planners, parent notices, on-line grade book, etc daily or weekly. At Bushnell Elementary School, parents are invited and welcomed to express concerns to the school's administrators, the SAC committee, Title I Contact person, and PTO members and committee through newsletters, school website, parent notices, etc.

Accessibility

Describe how the school 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 school 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)].

Response: Bushnell Elementary School will provide all notifications about parental involvement, student's academic progress, FCAT information, and other impertinent information in both English and Spanish. All parents at Bushnell Elementary School will be invited and encouraged to fully participate in all activities, meetings, programs, etc at the school through parent notices, student planners, websites, meetings, newsletters, phone calls, etc. Bushnell Elementary School will provide an ESOL aide for all meetings for the translation of the meeting. The ESOL aide will be available each day for all the translation activities. The ESOL aide will also help in the translation letters for the LEP students.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Correlation to Student Achievement	Timeline
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1	Training parents to enhance the involvement of other parents [Section 1118(e)(9)];	Title I State Conference	Title I Contact	Conference attendance will teach new and innovative ways to increase parental involvement.	Once a year
2	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)];	PIRC	Title I Contact	Resources will be provided from PIRC to assist in student achievement in academic areas.	Once a month
3	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	First Baptist of Bushnell	Title I Contact; First Baptist of Bushnell Volunteers	This partnership will help ensure that students are prepared for school at all times and increase student achievement by providing the necessary tools needed to be a successful student.	At least once a year

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
Teachers will receive a refresher on how to develop positive relationships with parents	K-5	Teeter McMullen	School-Wide	Fall 2012	The principal and Assistant principal will monitor communication with parents	Administrators and Title I contacts

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
Incentives for Parents who attend School Activities	Educational Games	School Title I Parent Involvement Funds	3,000

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Parent Nights to promote parent learning	Materials and supplies	School Title I Parent Involvement Funds	3,000
			Subtotal:\$6,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Working with Parents Training/presentation for all Teachers	Presentation on Promoting Parent Learning		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$6,000

End of Parent Involvement Goal(s)

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)).

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STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>The school will improve in specific areas to increase high performance in science and math</i>	1.1. Lack of Technology to utilize across the curriculum	1.1. Easy Tech	1.1. Teacher, lab manager, administration	1.1. Progress Monitoring and Easy Tech reports	1.1. Progress Monitoring and Easy Tech Reports
	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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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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 CTE Goal(s)

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total:1,180.00
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Mathematics Budget	
	Total:7,360.00
Science Budget	
	Total:400.00
Writing Budget	
	Total:1,000.00
Attendance Budget	
	Total:250.00
Suspension Budget	
	Total:300.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:6,000.00
Additional Goals	
	Total:16,490.00
	Grand Total:16,490.00

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
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Describe the projected use of SAC funds.	Amount