

FLORIDA DEPARTMENT OF EDUCATION



Dillard Street Elementary School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Dillard Street Elementary School	District Name: Orange County Public Schools
Principal: Dr. Mark Shanoff	Superintendent: Dr. Barbara Jenkins
SAC Chair: Patricia Tice	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Dr. Mark Shanoff	Bachelor of Arts Elementary Education Master of Science Educational Leadership Master of Business Administration Doctorate of Education	6	8	<p>2011-12 Dillard Street Elementary - earned “B” grade; 57% meeting high standards in Reading, 61% meeting high standards in Math, 71% meeting high standards in writing, 44% meeting high standards in science, 65% made learning gains in reading, 73% made learning gains in math, 73% of students in the lowest 25% made leaning gains in reading, 71% of students in the lowest 25% made leaning gains in math.</p> <p>2010-11 Dillard Street Elementary - earned “B” grade; 82% of AYP standards met; 81% meeting high standards in Reading, 82% meeting high standards in Math, 93% meeting high standards in writing, 59% meeting high standards in science, 69% made learning gains in reading, 61% made learning gains in math, 65% of students in the lowest 25% made leaning gains in reading, 49% of students in the lowest 25% made leaning gains in math.</p> <p>2009-10 Dillard Street Elementary -earned an “A” grade; 92% of AYP standards met84% meeting high standards in Reading,84% meeting high standards in Math,86% meeting high standards in writing,57% meeting high standards in science,74% made learning gains in reading,70% made learning gains in math,58% of students in the lowest 25% made leaning gains in reading, 81% of students in the lowest 25% made leaning gains in math.</p> <p>2008-09 Dillard Street Elementary - earned a “B” grade; 85% of AYP standards met. 79% meeting high standards in Reading,82% meeting high standards in Math, 97% meeting high standards in writing, 50% meeting high standards in science, 65% made learning gains in reading, 58% made learning gains in math, 60% of students in the lowest 25% made leaning gains in reading, 49% of students in the lowest 25% made leaning gains in math.</p> <p>2007-08 Dillard Street Elementary- earned an “A” grade; 100% of AYP standards met. 84% meeting high standards in Reading, 93% meeting high standards in math, 76% meeting high standards in writing, 71% meeting high standards in science, 70% made learning gains in reading, 74% made learning gains in math, 60% of students in the lowest 25% made leaning gains in reading, 71% of students in the lowest 25% made leaning gains in math.</p> <p>2006-07 Ivey Lane Elementary-earned a “B” grade; 97% of AYP standards met. 48% meeting high standards in Reading,45% meeting high standards in</p>

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					<p>Math, 83% meeting high standards in writing, 45% meeting high standards in science, 78% made learning gains in reading, 68% made learning gains in math, 73% of students in the lowest 25% made learning gains in reading, 80% of students in the lowest 25% made learning gains in math.</p> <p>2005-06 Ivey Lane Elementary-earned a “C” grade; 77% of AYP standards met. 44% meeting high standards in Reading, 29% meeting high standards in math, 77% meeting high standards in writing, 51% made learning gains in reading, 50% made learning gains in math, 70% of students in the lowest 25% made learning gains in reading.</p> <p>2004-05 Ivey Lane Elementary -earned an “F” grade; 83% of AYP standards met. 46% meeting high standards in Reading, 28% meeting high standards in Math, 64% meeting high standards in writing, 51% made learning gains in reading, 44% made learning gains in math, 43% of students in the lowest 25% made learning gains in reading.</p>
Assistant Principal	Ms. Joy Stribling	Bachelor of Science Degree in Elementary Education, Master of Science Degree in Educational Leadership, Principal Certification State of Florida K-12	0	7	<p>2011-12 Dillard Street Elementary - earned “B” grade; 57% meeting high standards in Reading, 61% meeting high standards in Math, 71% meeting high standards in writing, 44% meeting high standards in science, 65% made learning gains in reading, 73% made learning gains in math, 73% of students in the lowest 25% made learning gains in reading, 71% of students in the lowest 25% made learning gains in math.</p> <p>School Year: 2009/10 & 2010/11 School: Bonneville Elementary School, Principal FCAT 2009/10:A AYP: Not Met FCAT 2010/11: B AYP: Not Met</p> <p>2010/11: Reading- Proficiency:85% Learning Gains:66% Lowest 25%: 43% 2010/11: Math- Proficiency:82% Learning Gains:68% Lowest 25%: 63% 2009/10: Writing- Level 4 and above 91%</p> <p>2009/10: Reading- Proficiency:83% Learning Gains:63% Lowest 25%: 58% 2009/10: Math- Proficiency:84% Learning Gains:56% Lowest 25%: 54% 2009/10: Writing- Level 4 and above 60%</p> <p>School Year: 2008/09 & 2009/10 School: Lake Sybelia Elementary School, Assistant Principal FCAT 2008/09:A AYP: Not Met FCAT 2009/10: A AYP: Not Met</p>

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				<p>2009/10: Reading- Proficiency:90% Learning Gains:76% Lowest 25%: 70%</p> <p>2009/10: Math- Proficiency:89% Learning Gains:79% Lowest 25%: 72%</p> <p>2009/10: Writing- Level 4 and above 64%</p> <p>2008/09: Reading- Proficiency:94% Learning Gains:74% Lowest 25%: 62%</p> <p>2008/09: Math- Proficiency:90% Learning Gains:68% Lowest 25%: 78%</p> <p>2008/09: Writing- Level 3 and above 90%</p> <p>School Year: 2006/07 & 2007/08 School: Chickasaw Elementary School, Assistant Principal FCAT 2006/07:A AYP: Met FCAT 2007/08: A AYP: Met</p> <p>2007/08: Reading- Proficiency:76% Learning Gains:66% Lowest 25%: 65%</p> <p>2007/08: Math- Proficiency:73% Learning Gains:74% Lowest 25%: 79%</p> <p>2007/08: Writing- Level 3 and above 73%</p> <p>2006/07: Reading- Proficiency:77% Learning Gains:67% Lowest 25%: 56%</p> <p>2006/07: Math- Proficiency:63% Learning Gains:63% Lowest 25%: 80%</p> <p>2006/07: Writing- Level 3and above 83%</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
K-5	Leslie O'Dell	Bachelor of Science Elementary Education Master of Science-Educational Leadership / Certifications held: Elementary Education K-6; Educational Leadership K-12; ESOL K-12	5	4	<p>2011-12 Dillard Street Elementary - earned "B" grade; 57% meeting high standards in Reading, 61% meeting high standards in Math, 71% meeting high standards in writing, 44% meeting high standards in science, 65% made learning gains in reading, 73% made learning gains in math, 73% of students in the lowest 25% made leaning gains in reading, 71% of students in the lowest 25% made leaning gains in math.</p> <p>2010-11 Dillard Street Elementary - earned "B" grade; 82% of AYP standards met; 81% meeting high standards in Reading, 82% meeting high standards in Math, 93% meeting high standards in writing, 59% meeting high standards in science, 69% made learning gains in reading, 61% made learning gains in math, 65% of students in the lowest 25% made leaning gains in reading, 49% of students in the lowest 25% made leaning gains in math.</p> <p>2009-10 Dillard Street Elementary -earned an "A" grade; 92% of AYP standards met84% meeting high standards in Reading,84% meeting high standards in Math,86% meeting high standards in writing,57% meeting high standards in science,74% made learning gains in reading,70% made learning gains in math,58% of students in the lowest 25% made leaning gains in reading, 81% of students in the lowest 25% made leaning gains in math.</p> <p>2008-09 Dillard Street Elementary - earned a "B" grade; 85% of AYP standards met. 79% meeting high standards in Reading,82% meeting high standards in Math, 97% meeting high standards in writing, 50% meeting high standards in science, 65% made learning gains in reading, 58% made learning gains in math, 60% of students in the lowest 25% made leaning gains in reading, 49% of students in the lowest 25% made leaning gains in math.</p>
K-5	Andrea Bayes	Bachelor of Science Elementary Education Master of Science-	5	4	<p>2011-12 Dillard Street Elementary - earned "B" grade; 57% meeting high standards in Reading, 61% meeting high standards in Math, 71% meeting high standards in writing, 44% meeting high standards in science, 65% made learning gains in reading, 73% made learning gains</p>

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		Educational Leadership / Certifications held: Elementary Education K-6; Educational Leadership K-12; ESOL K-12			<p>in math, 73% of students in the lowest 25% made leaning gains in reading, 71% of students in the lowest 25% made leaning gains in math.</p> <p>2010-11 Dillard Street Elementary - earned “B” grade; 82% of AYP standards met; 81% meeting high standards in Reading, 82% meeting high standards in Math, 93% meeting high standards in writing, 59% meeting high standards in science, 69% made learning gains in reading, 61% made learning gains in math, 65% of students in the lowest 25% made leaning gains in reading, 49% of students in the lowest 25% made leaning gains in math.</p> <p>2009-10 Dillard Street Elementary -earned an “A” grade; 92% of AYP standards met84% meeting high standards in Reading,84% meeting high standards in Math,86% meeting high standards in writing,57% meeting high standards in science,74% made learning gains in reading,70% made learning gains in math,58% of students in the lowest 25% made leaning gains in reading, 81% of students in the lowest 25% made leaning gains in math.</p> <p>2008-09 Dillard Street Elementary - earned a “B” grade; 85% of AYP standards met. 79% meeting high standards in Reading,82% meeting high standards in Math, 97% meeting high standards in writing, 50% meeting high standards in science, 65% made learning gains in reading, 58% made learning gains in math, 60% of students in the lowest 25% made leaning gains in reading, 49% of students in the lowest 25% made leaning gains in math.</p>
K-5	Melissa Breaud	Bachelor of Science Elementary Education Master of Science-Special Education / Certifications held: Elementary Education K-6; Exceptional Student Education K-12; ESOL K-12	6	2	<p>2011-12 Dillard Street Elementary - earned “B” grade; 57% meeting high standards in Reading, 61% meeting high standards in Math, 71% meeting high standards in writing, 44% meeting high standards in science, 65% made learning gains in reading, 73% made learning gains in math, 73% of students in the lowest 25% made leaning gains in reading, 71% of students in the lowest 25% made leaning gains in math.</p> <p>2010-11 Dillard Street Elementary - earned “B” grade; 82% of AYP standards met; 81% meeting high standards in Reading, 82% meeting high standards in Math, 93% meeting high standards in writing, 59% meeting high standards in science, 69% made learning gains in reading, 61% made learning gains in math, 65% of students in the lowest 25% made leaning gains in reading, 49% of students in the lowest 25% made leaning gains in math.</p>

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K-5	Nicole Hargrett	Bachelor of Science Elementary Education, Masters of Science – Educational Leadership K-12/ Certifications held: Elementary Education K-6; Guidance K-12; ESOL K-12	3	2	<p>2011-12 Dillard Street Elementary - earned “B” grade; 57% meeting high standards in Reading, 61% meeting high standards in Math, 71% meeting high standards in writing, 44% meeting high standards in science, 65% made learning gains in reading, 73% made learning gains in math, 73% of students in the lowest 25% made leaning gains in reading, 71% of students in the lowest 25% made leaning gains in math.</p> <p>2010-11 Dillard Street Elementary - earned “B” grade; 82% of AYP standards met; 81% meeting high standards in Reading, 82% meeting high standards in Math, 93% meeting high standards in writing, 59% meeting high standards in science, 69% made learning gains in reading, 61% made learning gains in math, 65% of students in the lowest 25% made leaning gains in reading, 49% of students in the lowest 25% made leaning gains in math.</p> <p>2009-10 Rosemont Elementary -earned a “D” grade; 79% of AYP standards met. 53% meeting high standards in Reading,50% meeting high standards in Math,53% meeting high standards in writing, 33% meeting high standards in science, 46% meeting high standards in Reading, 47% made learning gains in math, 56% of students in the lowest 25% made leaning gains in reading, 60% of students in the lowest 25% made leaning gains in math.</p>
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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Recruitment of HQ Teachers: Pre-qualification of instructional applicants: All instructional applicants are pre-qualified as Highly Qualified before they are called for an interview.	Mark Shanoff, Joy Stribling	8/13/12
2. Retention of HQ Teachers: All teachers participate and contribute to Professional Learning Communities (PLCs), focusing on student achievement and professional development.	Mark Shanoff, Joy Stribling	6/7/13
3. Identification of Teacher Leaders: Building capacity by supporting teaching and learning, providing leadership opportunities for classroom teachers via content area teams and vertical teaming. Teacher Leaders build capacity within the framework for the OCPS Instructional non-negotiables.	Mark Shanoff, Joy Stribling	6/7/13

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

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Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
58	5% (3)	28% (16)	52% (30)	12% (7)	25% (43)	100% (58)	7% (4)	9% (5)	76% (44)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nicole Hargrett	Ursula Keith	Change of teaching assignment	<p>The mentor and mentee will meet on a bi-weekly basis. At this time the mentor will assist with the beginning teacher portfolio and monitor lesson plans.</p> <p>The mentor and mentee will meet monthly during PLC meetings and discuss best practices, student data, intervention groups, and SMART goals.</p> <p>The mentee will have an opportunity to observe the mentor during the 90 minute reading block and the mentor will also observe the mentee during a lesson. This will provide an opportunity for coaching and feedback.</p> <p>The Instructional Coach will coordinate</p>

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			monthly induction meeting on a variety of topic to provide on-going professional development for the new teachers.
Leslie O'Dell	Barbara Hise	Change of teaching assignment	<p>The mentor and mentee will meet on a bi-weekly basis. At this time the mentor will assist with the beginning teacher portfolio and monitor lesson plans.</p> <p>The mentor and mentee will meet monthly during PLC meetings and discuss best practices, student data, intervention groups, and SMART goals.</p> <p>The mentee will have an opportunity to observe the mentor during the 90 minute reading block and the mentor will also observe the mentee during a lesson. This will provide an opportunity for coaching and feedback.</p> <p>The Instructional Coach will coordinate monthly induction meeting on a variety of topic to provide on-going professional development for the new teachers.</p>
Wanda Smith	Jillian Cumbo	Change of teaching assignment	<p>The mentor and mentee will meet on a bi-weekly basis. At this time the mentor will assist with the beginning teacher portfolio and monitor lesson plans.</p> <p>The mentor and mentee will meet monthly during PLC meetings and discuss best practices, student data, intervention groups, and SMART goals.</p> <p>The mentee will have an opportunity to observe the mentor during the 90</p>

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			<p>minute reading block and the mentor will also observe the mentee during a lesson. This will provide an opportunity for coaching and feedback.</p> <p>The Instructional Coach will coordinate monthly induction meeting on a variety of topic to provide on-going professional development for the new teachers.</p>
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Additional Requirements

Coordination and Integration-Title I Schools Only - NA

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
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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<i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i> School-Based MTSS/RtI Team	
Identify the school-based MTSS leadership team.	Mark Shanoff, Joy Stribling, Melissa Breaud, Nicole Hargrett, Alyssa Castronova (district-based) Julie Kelly, classroom teachers
The school-based RtI team consists of the classroom teacher, the designated RtI support person, the administration, and the school psychologist. Depending on the level of RtI support, communication is ongoing between the RtI support person and the other members of the team.	
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?	<p>The MTSS/RtI process at Dillard Street Elementary is a comprehensive program. All teachers are trained on the process at the beginning of the school year. All Tier 1 and Tier 2 documentation is required to be kept by the classroom teacher and revisited every month with pre and post intervention data. Level 1 documentation requires six weeks of consistent core implementation. Dillard Street Elementary will decrease the disproportionality classification in Special Education.</p> <p>At the conclusion of the six week window, the MTSS/RtI team will convene to discuss the successes and continued challenges of the student as it pertains to the core. Six weeks later, any student who continues in the MTSS/RtI process will be subject to a Level 2 meeting in which the RtI team will discuss the success and challenges of the student as it pertains to the interventions used in Tier 2. The team will determine, based on the student data, whether or not to proceed to Tier 3 or continue with interventions that were successful in Tier 2. The MTSS/RtI support teachers will provide a weekly report to administration of those students in the RtI queue. With this information, the leadership team will make decisions regarding professional development or changes to student assessment schedules and pacing.</p> <p>After six weeks of Tier 3 interventions, the MTSS/RtI team will reconvene to determine whether or not the combination of RtI interventions at Tier 1, Tier 2, and/or Tier 3 has garnered the adequate catch-up growth or if EPT is viable.</p>
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI/MTSS problem-solving process is used in developing and implementing the SIP?	The MTSS/RtI team will monitor the effectiveness of the interventions outlined in the activities throughout the school improvement plan using teacher-created data, mini-assessments, benchmark assessments, Write Score, and FAIR data.
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.	All teachers are required to submit their Level 1 and/or Level 2 data prior to each MTSS/RtI meeting. All teachers will be trained on the usage of data tracking for Level 1 and Level 2 interventions. For those students using a Tier 3 intervention (Reading Mastery, Kaleidoscope), our reading intervention teachers will be required to submit their data. Between FAIR (3 times a year), OPM (every 20 days between FAIR), Edusoft Benchmark Assessments (2 times a year), and the mini-

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assessment data (bi-weekly), we should have enough standardized assessment tools to track the overall effectiveness of MTSS/RtI.

Describe the plan to train staff on MTSS.

The MTSS/RtI Support team, consisting of (Julie Kelly) will provide our teachers with training as to the appropriate steps for identification of students/strategies and documentation of appropriate interventions/data tracking.

Describe the plan to support MTSS.

The Learning Community Staffing Contact, School Psychologist and Administrative team will provide support the MTSS team by meeting quarterly to review and ensure the MTSS Team is following appropriate steps for identifying students/strategies and documentation of appropriate interventions/data tracking.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mark Shanoff, Joy Stribling, Leslie O'Dell, Andrea Bayes, Julie Kelly

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

The school based LLT is a collaborative team which meets monthly to ensure that all teachers are involved in acquiring students' proficiency of literacy skills. The school based LLT will also collaborate with the district Reading Leadership Team to support the reading related goals and objectives stated in this School Improvement Plan, the school professional development plan (including professional learning communities and lesson study), and reading initiatives throughout the school with the goal to increase student achievement in reading.

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

Using the Florida Continuous Improvement Model, the LLT will work with teachers to analyze student data, plan focused instruction, monitor progress through state and school assessments, adjust instruction in response to data, and address reading benchmarks in all content areas.

Public School Choice

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

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

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

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

N/A

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

N/A

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

N/A

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

N/A

Postsecondary Transition

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

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

N/A

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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. Attendance	1A.1. Monitor attendance on a bi-weekly basis. Conduct child study meetings for students with more than 10 unexcused absences. Provide media passes for computer time as incentives for students who arrive to school early. Provide perfect attendance ribbons for students with no absences or tardies.	1A.1. Registrar, Assistant Principal, Social Worker,	1A.1. Bi-weekly child study meetings.	1A.1. Monthly attendance reports generated from SMS
Reading Goal #1A: By June 2013, 30% (107) of students at Dillard Street Elementary will score a Level 3 on the 2013 FCAT 2.0 Reading test.	2012 Current Level of Performance:* In grades 3-5, 26% (92) students achieved mastery at Level 3 on the 2012 FCAT Reading Test 2.0	2013 Expected Level of Performance:* In grades 3-5, 30% (107) students will achieve mastery on the 2013 FCAT reading Test 2.0.	1A.2. Severity of Educational Disabilities	1A.2. Provide students with disabilities access to reading core and intervention programs with fidelity.	1A.2. ESE and Regular Education Teachers	1A.2. Mini-assessments, classroom assessments, Edusoft assessments.	1A.2. FCAT
			1A.3. Veteran Teachers assigned to new grade levels	1A.3. Assign mentors to all teachers and provide monthly induction meetings. Providing professional development opportunities in the core program.	1A.3. CRT, Assistant Principal	1A.3. Marzano Teacher Evaluation Program	1A.3. Teacher Final Assessment

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Limited Access to curriculum that is aligned to Access Points	Create materials and assessments that are aligned to the Access Points	Staffing Specialist ESE Class room Teachers	Mini assessment data Performance Tasks	Mini assessment data Performance Tasks
By June 2013, 100% of students taking the FAA will score in the Achieved score range or higher (Levels 4-6).	In grades 3 – 5, 100% (13 out of 13) of the student’s performed at the Achieved level or higher.	In grades 3 – 5, 100% (6 out of 6) of the students will perform at the Achieved level or higher					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following 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 in reading.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Reading Goal #2A: By June 2013, 33% (117) or more of students at Dillard Street Elementary will score a Level 4 or 5 on the 2013 FCAT 2.0 Reading test.	2012 Current Level of Performance:* In grades 3-5, 30% (107) of students achieved mastery at Level 4 or 5 on the 2012 FCAT 2.0 Reading test .	2013 Expected Level of Performance:* In grades 3-5, 33% (117) will score at level 4 or 5 on the 2013 FCAT 2.0 reading test .	Access to rigorous curriculum.	Providing teachers with training on Webb’s Depth of Knowledge and the Rigor/Relevance framework. Providing high achieving students with enrichment afterschool opportunities Providing novel studies for high achieving students during intervention Increase by 3-5% the percentage of students reading on grade level by age nine	Principal, Assistant Principal, CRT, Classroom Teachers	Mini-assessments, guided reading groups, classroom assessments.	Benchmark Assessments FCAT Progress Monitoring CELLA Grade Level Common assessments (unit and Chapter) FAIR
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			New Teachers	Assign mentors to all new teachers and provide monthly induction meetings. Providing professional development opportunities through deliberate practice “Coaching”	CRT Assistant Principal	Classroom walk through, Marzano’s Teacher Evaluation Program	Teacher Final Assessment
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
		Reading Core not aligned with the NGSS/CCSSS	Flexible ability group students in grades K-5. Provide students with enrichment activities. Provide professional development for teachers in 21 st century literacy skills.	Principal Assistant Principal CRT	Weekly Mini- Assessments Monthly Professional Learning communities meetings.	FCAT	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Ability to retain new information	Provide students with visual strategies and cues	ESE Teachers	Mini Assessment data	Mini Assessment
By June 2013, 83% of students taking the FLAA will score in the Commended score range (Level 7 or higher)	In grades 3 – 5, 85% (11 out of 13) students performed at a level 7 or higher.	In grades 3 – 5, 83% (5 out of 6) students will perform at a level 7 or higher.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Attendance	3A.1. Monitor attendance on a bi-weekly basis. Conduct child study meetings for students with more than 10 unexcused absences. Provide media passes for computer time as incentives for students who arrive to school early. Provide perfect attendance ribbons for students with no absences or tardies.	3A.1. Registrar, Assistant Principal	3A.1. Bi-weekly child study meetings	3A.1. Monthly attendance reports generated from SMS.
<u>Reading Goal #3A:</u> By June 2013, 70% (248) of students at Dillard Street will make learning gains on the 2013 FCAT 2.0 Reading test.	<u>2012 Current Level of Performance:*</u> In grades 3-5, 65% (230) of students made learning gains on the 2012 FCAT 2.0 reading test.	<u>2013 Expected Level of Performance:*</u> In grades 3-5, 70% (248) will make learning gains on the 2013 FCAT Reading test.					
			3A.2. Severity of Educational Disability	3A.2. Provide students with disabilities access to reading core and intervention programs with fidelity.	3A.2. ESE and Regular Education Teachers.	3A.2. Mini-assessments, classroom assessments, Edusoft assessments.	3A.2. FCAT
			3A.3. Reading Core not aligned with the NGSS	3A.3. Flexible ability group students in grades K-5. Provide students with enrichment activities. Provide professional development for teachers in 21 st century literacy skills. Provide school-wide reading intervention in grades 3-5 through SRA Reading Success Providing high achieving students with enrichment	3A.3. Principal Assistant Principal CRT	3A.3. Weekly Mini- Assessments Monthly Professional Learning communities meetings.	3A.3. Benchmark Assessments FCAT FLKRS (score 70% or better) Kindergarten Assessment

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			<p>afterschool opportunities</p> <p>Providing novel studies for high achieving students during intervention</p> <p>Increase by 3-5% the percentage of VPK students who will enter Kindergarten (Elementary School) performing at least 70% or better on FLKRS.</p>					
<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>			3B.1.	3B.1.	3B.1.	3B.1.		
<p><u>Reading Goal #3B:</u></p> <p>By June 2013, 100% of students taking the FLAA will make a Learning Gain in Reading.</p>	<table border="1"> <tr> <td> <p><u>2012 Current Level of Performance:*</u></p> <p>In grades 3 – 5, 100% (13 out of 13) students made a Learning Gain.</p> </td> <td> <p><u>2013 Expected Level of Performance:*</u></p> <p>In grades 3 – 5, 100% (6 out of 6) students will make a Learning Gain.</p> </td> </tr> </table>	<p><u>2012 Current Level of Performance:*</u></p> <p>In grades 3 – 5, 100% (13 out of 13) students made a Learning Gain.</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>In grades 3 – 5, 100% (6 out of 6) students will make a Learning Gain.</p>	<p>Reading Core is not aligned to the Independent Level</p>	<p>3B.1.</p> <p>Creating curriculum and assessments that are aligned to the Independent Level</p>	<p>3B.1.</p> <p>ESE Teachers</p>	<p>3B.1.</p> <p>Mini Assessment data</p>	<p>3B.1.</p> <p>Mini Assessment</p>
<p><u>2012 Current Level of Performance:*</u></p> <p>In grades 3 – 5, 100% (13 out of 13) students made a Learning Gain.</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>In grades 3 – 5, 100% (6 out of 6) students will make a Learning Gain.</p>							
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.		
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.		

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p> <p><u>Reading Goal #4:</u></p> <p>By June 2013, 78%(44) of students in the lowest 25% at Dillard Street will make learning gains on the 2013 FCAT 2.0 Reading test.</p>	<p>2012 Current Level of Performance:*</p> <p>In grades 3-5 73% (41) of the students in the lowest 25% in reading made learning gains on the 2012 FCAT 2.0 reading test.</p>	<p>2013 Expected Level of Performance:*</p> <p>In grades 3-5, 78% (44) of the students in the lowest 25% in reading will make learning gains on the FCAT 2.0 reading test.</p>	<p>4A.1.</p> <p>Adequacy of core program to meet the needs of students.</p>	<p>4A.1.</p> <p>Stacking intervention program in addition to the designated core program</p> <p>Providing intensive reading intervention through after school tutoring</p>	<p>4A.1.</p> <p>Principal</p> <p>Assistant Principal</p> <p>Classroom Teachers</p>	<p>4A.1.</p> <p>Mini assessments, classroom assessment, Edusoft, on-going progress monitor.</p>	<p>4A.1.</p> <p>Benchmark Assessments</p> <p>FCAT</p>
			<p>4A.2.</p> <p>Severity of Educational Disability</p>	<p>4A.2.</p> <p>Provide students with disabilities access to reading core and intervention programs with fidelity.</p>	<p>4A.2.</p> <p>ESE and Regular Education Teachers.</p>	<p>4A.2.</p> <p>Mini-assessments, classroom assessments, Edusoft assessments</p>	<p>4A.2.</p> <p>FCAT</p>
			<p>4A.3.</p> <p>Attendance</p>	<p>4A.3.</p> <p>Monitor attendance on a bi-weekly basis.</p> <p>Conduct child study meetings for students with more than 10 unexcused absences.</p> <p>Provide media passes for computer time as incentives for students who arrive to school early.</p> <p>Provide perfect attendance ribbons for students with no absences or tardies.</p> <p>Using school-wide reading intervention curriculum SRA Reading Success with lowest</p>	<p>4A.3.</p> <p>Registrar, Assistant Principal</p>	<p>4A.3.</p> <p>Bi-weekly child study meetings.</p>	<p>4A.3.</p> <p>Monthly attendance reports generated from SMS.</p>

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			performing 75% to account for mobility.			
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		62%	66%	69%	73%	76%	80%
	59%							
<u>Reading Goal #5A:</u>								
Students will reduce their Reading FCAT 2.0 achievement gap by 50% as the years progress from 2012-2017.								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.								
<u>Reading Goal #5B:</u> By June 2013 students with in key subgroups: White, Black, Hispanic, Asian and American Indian will increase their proficiency by 3% or more percent.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	5B.1. White: Lack of parent involvement Black: Lack of parent participation Hispanic: Lack of English proficiency Asian: Lack of English proficiency American Indian: Lack of English proficiency	5B.1. Provide staff development on differentiating instruction and 21 st century literacy skills Provide staff development on Ruby Payne's a framework for understanding poverty to give teachers effective strategies on how to reach diverse learners.	5B.1. Principal Assistant Principal CRT	5B.1. Classroom Observations PLC meeting notes Data Meetings	5B.1. FCAT Pre/Post staff development assessment on knowledge of strategies	
	White:69%	White:74%	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
	Black:37%	Black:51%	Enough instructional staff available for after-school tutoring	Provide incentives for teachers who teach after-school tutoring Provide curriculum and materials for easy implementation of tutoring	Assistant Principal	Increase in the amount of teachers who sign up to teach after-school tutoring.	Increase the number of students who can participate in tutoring from 3-5 to include 2 nd grade.	
	Hispanic:52%	Hispanic:58%	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Asian:70%	Asian:93%	Adequacy of core program to meet the needs of students.	Using intervention core program stacked with designated core program.	Principal Assistant Principal	Mini assessments, classroom assessment, Edusoft, on-going progress monitor.	FCAT		
American Indian: NA	American Indian: NA							

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			Using school-wide reading intervention curriculum SRA Reading Success with lowest performing 75% to account for mobility.			
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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: By June 2013, 48% (87) of ELL students at Dillard Street Elementary will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.	2012 Current Level of Performance: * <i>In June 2012 36% (58) ELL students are at proficiency on the Reading FCAT 2.0.</i>	2013 Expected Level of Performance: * <i>By June 2013 48% (87) ELL students will be at proficiency on the Reading FCAT 2.0. That is a 14% increase.</i>	Teachers effectively differentiating instruction to meet the needs of all students	Provide staff development on differentiating instruction and 21 st century literacy skills Provide staff development on Ruby Payne’s a framework for understanding poverty to give teachers effective strategies on how to reach diverse learners. Using school-wide reading intervention curriculum SRA Reading Success with lowest performing 75% to account for mobility.	Principal Assistant Principal CRT CT	Classroom Observations PLC meeting notes Data Meetings	FCAT Pre/Post staff development assessment on knowledge of strategies
			5C.2.	Enough instructional staff available for after-school tutoring Provide curriculum and materials for easy implementation of tutoring	5C.2. Assistant Principal CT	5C.2. Increase in the amount of teachers who sign up to teach after-school tutoring.	5C.2. Increase the number of students who can participate in tutoring from 3-5 to include 2 nd grade.
			5C.3.	Effective use of ELL strategies by teachers to support second language learners	5C.3. Provide resources and support to use during instruction. Staff development on thinking maps and visual organizers	5C.3. CRT CT Assistant Principal	5C.3. Classroom Observations Monitor meetings with CT every marking period PLC notes
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Adequacy of core program to meet the needs of all students.	Using intervention core program in addition to designated core program.	Principal	Mini assessments, classroom assessment, Edusoft, on-going progress monitor.	Benchmark Assessments FCAT	
By June 2013, 52% (29) of SWD at Dillard Street Elementary will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.	<i>In June 2012 31% (94) students with disabilities are at proficiency level on the Reading FCAT.</i>	<i>By June 2013 52% (29) of students with disabilities will increase their proficiency. That is a 21% increase.</i>		Using school-wide reading intervention curriculum SRA Reading Success with lowest performing 75% to account for mobility.	Assistant Principal Staffing Specialist Classroom Teachers			
				5D.2. Teachers using the appropriate RtI Tier interventions to meet the needs of all students	5D.2. Staff development by RtI team on effective interventions and accommodations	5D.2. Principal Assistant Principal School Psychologist RtI Team	5D.2. Monthly RtI grade level meetings with RtI team members Monthly PLC meeting to discuss students and intervention strategies	5D.2. Progress monitoring through weekly mini-assessments, documentation of interventions through RtI team.
				5D.3. Teachers effectively differentiating instruction to meet the needs of all students	5D.3. Provide staff development on differentiating instruction and 21 st century literacy skills Provide staff development on Ruby Payne's a framework for understanding poverty to give teachers effective strategies on how to reach diverse learners.	5D.3. Principal Assistant Principal CRT	5D.3. Classroom Observations PLC meeting notes Data Meetings	5D.3. FCAT Pre/Post staff development assessment on knowledge of strategies

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: By June 2013, 56 % (297) of Economically Disadvantaged students at Dillard Street Elementary will make satisfactory progress on the 2013 FCAT 2.0 Reading Assessment.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
			Enough instructional staff available for after-school tutoring	Provide incentives for teachers who teach after-school tutoring Provide curriculum and materials for easy implementation of tutoring	Assistant Principal	Increase in the amount of teachers who sign up to teach after-school tutoring.	Increase the number of students who can participate in tutoring from 3-5 to include 2 nd grade.		
			<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td><i>In June 2012 47% (254) Economically Disadvantaged students will be at proficiency level on the Reading FCAT.</i></td> <td><i>By June 2013 56% (297) Economically Disadvantaged students will increase their level of proficiency. That is an 43% increase.</i></td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>In June 2012 47% (254) Economically Disadvantaged students will be at proficiency level on the Reading FCAT.</i>	<i>By June 2013 56% (297) Economically Disadvantaged students will increase their level of proficiency. That is an 43% increase.</i>	5E.2.	5E.2.
2012 Current Level of Performance:*	2013 Expected Level of Performance:*								
<i>In June 2012 47% (254) Economically Disadvantaged students will be at proficiency level on the Reading FCAT.</i>	<i>By June 2013 56% (297) Economically Disadvantaged students will increase their level of proficiency. That is an 43% increase.</i>								
Teachers effectively differentiating instruction to meet the needs of all students	Provide staff development on differentiating instruction and 21 st century literacy skills Provide staff development on Ruby Payne’s a framework for understanding poverty to give teachers effective strategies on how to reach diverse learners. Using schoolwide reading intervention curriculum SRA Reading Success with lowest performing 75% to account for mobility.	Principal Assistant Principal CRT Classroom Teachers	Classroom Observations PLC meeting notes Data Meetings	FCAT Pre/Post staff development assessment on knowledge of strategies					
	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.			
	Attendance	Monitor attendance on a bi-weekly basis. Conduct child study meetings for students with more than 10 unexcused absences.	Registrar, Assistant Principal	Bi-weekly child study meetings.	Monthly attendance reports generated from SMS.				

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI Process	K-5	Principal, Reading Intervention Teachers, Classroom teachers	School-wide	RtI: Teacher Training (ongoing as needed)	Collection and analysis of student data to determine needed interventions	Reading Intervention teachers
FCIM	3 rd -5 th grades	Principal	School-wide	FCIM reviews occur biweekly through grade level data/progress monitoring meetings and Data Analysis and Curriculum Planning Team Meetings	Collection and analysis of student data to determine needed interventions	Principal, Assistant Principal, CRT
Study Island/Reading Eggs	K-5	Principal	School-wide	August	Weekly class reports	Principal Guidance Counselor
Accessing Pathways to the Common Core Book Study	K-5	Principal	School-wide	October-January	Monthly Dragon Team Meetings	Principal CRT

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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
Imagine It!	Supplemental consumables	Instructional Materials-State Adopted	5,000
Florida Ready	Test preparation	Textbook	8,000
Open Court	Supplemental Consumables	General Fund	\$10,000
			Subtotal:23,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Eggs and Study Island technology tool	Computer Adaptive reading program	General Fund	\$5,000
Accelerated Reader	Reading Incentive program	General Fund	\$2,000
			Subtotal: 7,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Ruby Payne Framework for Understanding Poverty	Books & Copies for reproducibles	Title II	900.00
Imagine It! for new teachers	Substitutes	General Fund	500.00
Pathways to the Common Core Book Study	Books	Title II	1,000.00
			Subtotal: 2,400.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:32,400.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

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. CELLA Goal #1: By June 2013, Dillard Street Elementary will increase the number of ELL students proficient in Listening/Speaking to 80 students (increase of 5%)	2012 Current Percent of Students Proficient in Listening/Speaking: 51% (74)	1.1. Appropriate selection of program by parents (Parents chose the program model for their children and often chose based on location rather than the program that best meets the needs of their child).	1.1. Fully explaining the program models to parents at the time of registration and placement through the use of video, brochures and LEP and PLC meetings.	1.1. Compliance Teacher, Registrar	1.1. Parental attendance at LEP and PLC meetings Comprehension on the part of the parent demonstrated by signature on committee notes.	1.1. Monitor the number of parents who chose different program models than what is offered at Dillard Street Elementary.
		1.2. Parental support at home with English Language. Many of our ELL parents do not speak English and are not able to assist their children with school work or homework.	1.2. Offer ELL Parent Nights for ELL families where students and parents can get assistance with homework. Provide Homework Help books in the native language of the parents to ELL families to help parents translate and understand directions on student homework assignments.	1.2. Compliance Teacher, Principal, Assistance Principal, Teachers, other resource teachers Compliance Teacher	1.2. Attendance of ELL families at Family Night events. Progress Monitoring of student work.	1.2. Progress Monitoring of student growth on state assessments (FAIR, Benchmark, CELLA, FCAT) and student progress and report cards
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read grade-level text in English 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.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #2:</u>	<u>2012 Current Percent of Students Proficient in Reading:</u>	Appropriate selection of program by parents (Parents chose the program model for their children and often chose based on location rather than the program that best meets the needs of their child).	Fully explaining the program models to parents at the time of registration and placement through the use of video, brochures and LEP and PLC meetings.	Compliance Teacher, Registrar	Parental attendance at LEP and PLC meetings Comprehension on the part of the parent demonstrated by signature on committee notes.	Monitor the number of parents who chose different program models than what is offered at Dillard Street Elementary.
By June 2013, Dillard Street Elementary will increase the number of ELL students proficient in Reading to 40 students (increase of 4%).	23% (34)	2.2.	2.2.	2.2.	2.2.	2.2.
		Parental support at home with English Language. Many of our ELL parents do not speak English and are not able to assist their children with school work or homework.	Offer ELL Parent Nights for ELL families where students and parents can get assistance with homework. Provide Homework Help books in the native language of the parents to ELL families to help parents translate and understand directions on student homework assignments. Study Island and Reading Eggs	Compliance Teacher, Principal, Assistance Principal, Teachers, other resource teachers Compliance Teacher	Attendance of ELL families at Family Night events. Progress Monitoring of student work. Weekly Reports	Progress Monitoring of student growth on state assessments (FAIR, Benchmark, CELLA, FCAT) and student progress and report cards.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3: By June 2013, Dillard Street Elementary will increase the number of ELL students proficient in Writing to 50 students (increase of 4%).	2012 Current Percent of Students Proficient in Writing :	Appropriate selection of program by parents (Parents chose the program model for their children and often chose based on location rather than the program that best meets the needs of their child).	Fully explaining the program models to parents at the time of registration and placement through the use of video, brochures and LEP and PLC meetings.	Compliance Teacher, Registrar	Parental attendance at LEP and PLC meetings Comprehension on the part of the parent demonstrated by signature on committee notes.	Monitor the number of parents who chose different program models than what is offered at Dillard Street Elementary.	
	By June 2013, Dillard Street Elementary will increase the number of ELL students proficient in Writing to 50 students (increase of 4%).	2.2.	Parental support at home with English Language. Many of our ELL parents do not speak English and are not able to assist their children with school work or homework.	Offer ELL Parent Nights for ELL families where students and parents can get assistance with homework. Provide Homework Help books in the native language of the parents to ELL families to help parents translate and understand directions on student homework assignments.	Compliance Teacher, Principal, Assistance Principal, Teachers, other resource teachers Compliance Teacher	Attendance of ELL families at Family Night events. Progress Monitoring of student work.	2.2. Progress Monitoring of student growth on state assessments (FAIR, Benchmark, CELLA, FCAT) and student progress and report cards.
	By June 2013, Dillard Street Elementary will increase the number of ELL students proficient in Writing to 50 students (increase of 4%).	2.3.	Students struggling with English who need additional academic support in the classroom	Use of ESOL paraprofessional to work with students and provide additional support. Use of technology and other strategies in the classroom to assist students with learning English while they are learning content.	Compliance Teacher Compliance Teacher, Classroom Teachers, Principal	Progress Monitoring of student work with ESOL para (mini assessments, check for comprehension) Monitoring of Lesson Plans and Classroom visits to ensure strategies are being used.	2.3. Progress Monitoring of student growth on state assessments (FAIR, Benchmark, CELLA, FCAT) and student progress and report cards.

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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
After School Tutoring	Florida Ready	Title III	2,500.00
			Subtotal:\$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Eggs and Study Island	Computer Adaptive Reading Program	General Fund	5,000.00
			Subtotal:\$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$7,500.00

End of CELLA Goals

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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.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: By 2013, 35% (124) of students at Dillard Street Elementary will score a Level 3 on the 2013 FCAT 2.0 Math test.	<u>2012 Current Level of Performance:*</u> In grades 3-5, 30% (107) of students scored at a Level 3 on the 2012 FCAT 2.0 Math test.	<u>2013 Expected Level of Performance:*</u> In grades 3-5, 35% (124) of students will score at a Level 3 on the 2013 FCAT 2.0 Math test.	Attendance	Monitor attendance on a bi-weekly basis. Conduct child study meetings for students with more than 10 unexcused absences. Provide media passes for computer time as incentives for students who arrive to school early. Provide perfect attendance ribbons for students with no absences or tardies.	Registrar, Assistant Principal	Bi-weekly child study meetings.	Monthly attendance reports generated from SMS
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
			New Teachers	Assign mentors to all new teachers and provide monthly induction meetings. Providing professional development opportunities in the core program.	CRT, Assistant Principal	Marzano's Teacher Evaluation Program	Teacher Final Assessment
			Lack of technology to support math core program and meet NGSSS/CCSS	Purchase computer program Study Island Provide training for teachers on how to use program in lab	Principal Assistant Principal CRT	Weekly ST math student reports Mini-Assessments, classroom assessments,	FCAT

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			and classroom and effectively run student reports		Edusoft		
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. Limited Access to curriculum that is aligned to Access Points	1B.1. Create materials and assessments that are aligned to the Access Points	1B.1. ESE teachers and Susan Henley	1B.1. Mini assessment data	1B.1. Mini assessments.
Mathematics Goal #1B: By June 2013, 100% of students taking the FLAA will score in the Achieved score range (Levels 4, 5, and 6)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In grades 3-5, 100% (13 out of 13) students performed at the Achieved level or higher	In grades 3-5, 100% (6 out of 6) students will perform at the Achieved level or higher					
			1B.2. Limited computer based resources that account for disabilities	1B.2. ST Math as the new computer adaptive program for Grades 3-5 in math	1B.2. Principal Staffing Specialist Classroom Teachers	1B.2. Mini-assessment data	1B.2. Mini-assessments
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.
Mathematics Goal #2A: By June 2013, 33% (117) of students at Dillard Street will score a Level 4 or 5 on the 2013 FCAT Math 2.0 subtest.	2012 Current Level of Performance:* In grades 3-5, 30% (107) of students scored at a Level 4 or 5 on the 2012 FCAT 2.0 Math test.	2013 Expected Level of Performance:* In grades 3-5, 33% (117) of students will score at a Level 4 or 5 on the 2013 FCAT Math 2.0 test.	Lack of enrichment opportunities for high achieving students	Provide Math Enrichment after school	Math Enrichment teacher	Monitor data	FCAT
			2A.2.	2A.2	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
			Lack of technology to support math core program and meet NGSSS/CCSS	Purchase computer program Study Island math Provide training for teachers on how to use program in lab and classroom and effectively run student reports	Principal Assistant Principal CRT	Weekly Study Island student reports Mini-Assessments, classroom assessments, Edusoft	FCAT
			Access to rigorous curriculum.	Providing teachers with training on Webb's Depth of Knowledge and the Rigor/Relevance framework	Principal Assistant Principal CRT	Mini-assessments, classroom assessments, Edusoft	FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: By June 2013, 83% of students taking the FLAA will score in the Commended score range (Level 7 or higher)	2012 Current Level of Performance:* In grades 3 – 5, 85% (11 out of 13) students performed at a level 7 or higher.	2013 Expected Level of Performance:* In grades 3 – 5, 83% (5 out of 6) students will perform at a level 7 or higher.	Changes in behavior due to Educational Disability.	Write a new behavior plan that addresses the additional need.	Susan Henley, and ESE teacher.	Review data weekly	Frequency or duration of Behavior Chart

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		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #3A:</u> By June 2013, 78% (277) of students at Dillard Street will make learning gains on the 2013 FCAT Math 2.0 test.	<u>2012 Current Level of Performance:*</u> In grades 3-5, 73% (259) of students made learning gains on the 2012 FCAT Math 2.0 test.	<u>2013 Expected Level of Performance:*</u> In grades 3-5, 78% (277) will make learning gains on the 2013 FCAT Math 2.0 test.	Attendance Monitor attendance on a bi-weekly basis. Conduct child study meetings for students with more than 10 unexcused absences. Provide media passes for computer time as incentives for students who arrive to school early. Provide perfect attendance ribbons for students with no absences or tardies.	Registrar Assistant Principal Social Worker	Bi-weekly child study meetings.	Monthly attendance reports generated from SMS	
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
			Severity of Educational Disability	Provide students with disabilities access to reading core and intervention programs with fidelity.	ESE and Regular Education Teachers.	Mini-assessments, classroom assessments, Edusoft assessments.	FCAT
			Lack of technology to support math core program and meet NGSS	Expand computer program ST math Provide training for teachers on how to use program in lab and classroom and effectively run student reports	Principal Assistant Principal CRT	Weekly ST math student reports Mini-Assessments, classroom assessments, Edusoft	FCAT
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u> In grades 3 – 5, 100% (13)	<u>2013 Expected Level of Performance:*</u> In grades 3 – 5, 100% (6out)	The curriculum doesn't push the learner to the next level of the access point.	Visual strategies, cues and teacher made resources are used to push the learner to the next access point level.	ESE team	Mini assessment on access point	The curriculum doesn't push the learner to the next level of the access point

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By June 2013, 100% of students taking the FLAA will make a learning gain in mathematics	out of 13)	of 6) students					
	students made	will make a					
	a learning gain.	learning gain.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: By June 2013, 76% of students in the Lowest 25%, taking the FCAT 2.0, will make a Learning Gain in Mathematics.	2012 Current Level of Performance: * In grades 3-5, 71% (40 students made a Learning Gain.	2013 Expected Level of Performance: * In grades 3-5, 100% (2 out of 2) students will make a Learning Gain.	Lack of student retention of learned instructional strategies	Provide students with visual strategies, repetition and cues	ESE teachers and Susan Henley	Mini assessments data	Lack of student retention of learned instructional strategies
	4A.2.			4A.2.	4A.2.	4A.2.	4A.2.
	Attendance			Monitor attendance on a bi-weekly basis. Conduct child study meetings for students with more than 10 unexcused absences. Provide media passes for computer time as incentives for students who arrive to school early. Provide perfect attendance ribbons for students with no absences or tardies.	Registrar, Assistant Principal	Bi-weekly child study meetings.	Monthly attendance reports generated from SMS.
4A.3.			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
Adequacy of core program to meet the needs of students.			Flexible grouping of students with additional support staff to provide direct instruction and skill specific teaching. Provide additional intervention resources to supplement core program to meet the needs of all students.	Principal Assistant Principal	Mini assessments, classroom assessment, Edusoft, on-going progress monitor FAST Math (Math Fluency), Common Assessments, Unit/Chapter Assessments.	FCAT	

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			Insure students in K-3 become fluent in Math Operations by 3-5%.				
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 62%	65%	68%	72%	75%	78%	81%
Mathematics Goal #5A: Students will reduce their achievement gap by 50% on the Math FCAT Assessment.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: By June 2013 students within key subgroups: White, Black, Hispanic, Asian and American Indian will increase their proficiency by 3% or more percent on the Math FCAT 2.0 Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	White: Parent support & Involvement Black: Parent support & Involvement Hispanic: Language Barrier Asian: Language Barrier American Indian: NA	Identify student/family barriers and work with parents and meet the need of our ESOL Compliance person to meet the need of all learners with urgency.	Teachers ESOL Compliance CRT Principal Assistant Principal	Classroom Observations Data Meetings Parent meetings Assessments: County & School Surveys	Surveys Assessments: County & School
	White: 74% Black: 39% Hispanic: 55% Asian: 80% American Indian: NA	White: 74% Black: 52% Hispanic: 65% Asian: 88% American Indian: NA					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: By June 2013, 62% (112) of ELL students at Dillard Street Elementary will make satisfactory progress on the 2013 FCAT 2.0 Math Assessment.			5C.1. Teachers effectively differentiating instruction to meet the needs of all students	5C.1. Provide staff development on differentiating instruction and 21 st century literacy skills Provide staff development for new staff members and/or staff member transitioning from ESE self contained to general education classes on Ruby Payne's a framework for understanding poverty to give teachers effective strategies on how to reach diverse learners.	5C.1. Principal Assistant Principal CRT	5C.1. Classroom Observations PLC meeting notes Data Meetings	5C.1. FCAT Pre/Post staff development assessment on knowledge of strategies
			5C.2. Enough instructional staff available for after-school tutoring	5C.2. Provide incentives for teachers who teach after-school tutoring Provide curriculum and materials for easy implementation of tutoring	5C.2. Assistant Principal Principal CRT	5C.2. Increase in the amount of teachers who sign up to teach after-school tutoring.	5C.2. Increase the number of students who can participate in tutoring from 3-5 to include 2 nd grade.
			5C.3. Lack of technology to support math core program and meet NGSSS/CCSS	5C.3. Purchase computer program Study Island Provide training for teachers on how to use program in lab and classroom and effectively run student reports	5C.3. Principal Assistant Principal CRT	5C.3. Weekly ST math student reports Mini-Assessments, classroom assessments, Edusoft	5C.3. FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: By June 2013, 56% (94) of SWD at Dillard Street Elementary will make satisfactory progress on the 2013 FCAT 2.0 Math Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of technology to support math core program and meet NGSSS/CCSS	Purchase computer program Study Island Purchase ST Math Provide training for teachers on how to use program in lab and classroom and effectively run student reports	Principal Assistant Principal CRT	Weekly ST math student reports Mini-Assessments, classroom assessments, Edusoft	FCAT
	<i>In June 2012 39% (75) SWD students are at proficiency on the Math FCAT 2.0.</i>	<i>By June 2013 56% (94) SWD students will be at proficiency on the Math FCAT 2.0. That is a 17% increase.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			Teachers using the appropriate RtI tier interventions to meet the needs of all students	Staff development by RtI team on effective interventions and accommodations	Principal Assistant Principal School Psychologist RtI Team	Monthly RtI grade level meetings with RtI team members Monthly PLC meeting to discuss students and intervention strategies	Progress monitoring through weekly mini-assessments, documentation of interventions through RtI team.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
			Teachers effectively differentiating instruction to meet the needs of all students	Provide staff development on differentiating instruction and 21 st century literacy skills Provide staff development on Ruby Payne's a framework for understanding poverty to give teachers effective strategies on how to reach diverse learners.	Principal Assistant Principal CRT	Classroom Observations PLC meeting notes Data Meetings	FCAT Pre/Post staff development assessment on knowledge of strategies

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	
Mathematics Goal #5E: By June 2013, 62% (348) of Economically Disadvantaged students at Dillard Street Elementary will make satisfactory progress on the 2013 FCAT 2.0 Math Assessment.	2012 Current Level of Performance:* <i>In June 2012 52% (281) Economically Disadvantaged students are at proficiency on the Math FCAT 2.0.</i>	2013 Expected Level of Performance:* <i>By June 2013 62% (348) Economically Disadvantaged students will be at proficiency on the Math FCAT 2.0. That is a 10% increase.</i>	Enough instructional staff available for after-school tutoring	Provide incentives for teachers who teach after-school tutoring Provide curriculum and materials for easy implementation of tutoring	Assistant Principal	Increase in the amount of teachers who sign up to teach after-school tutoring.	Increase the number of students who can participate in tutoring from 3-5 to include 2 nd grade.	
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			Attendance	Monitor attendance on a bi-weekly basis. Conduct child study meetings for students with more than 10 unexcused absences. Provide media passes for computer time as incentives for students who arrive to school early. Provide perfect attendance ribbons for students with no	Registrar, Assistant Principal	Bi-weekly child study meetings.	Monthly attendance reports generated from SMS.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
		Lack of technology to support math core program and meet NGSSS/CCSS	Purchase computer program Study Island Provide training for teachers on how to use program in lab and classroom and effectively run student reports	Principal Assistant Principal CRT	Weekly Study Island student reports Mini-Assessments, classroom assessments, Edusoft	FCAT		

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals N/A

* 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.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			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.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i> N/A	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>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i> N/A	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i> N/A	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>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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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: <i>Enter narrative for the goal in this box.</i> N/A	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. 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: <i>Enter narrative for the goal in this box.</i> N/A	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.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: <i>Enter narrative for the goal in this box.</i> N/A	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>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 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.	1.1.
Algebra 1 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>					
N/A			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 1.			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>					
N/A			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i> N/A	Baseline data 2010-2011								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.		
				3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

* 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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i> N/A	Baseline data 2011-2012						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i> N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i> N/A	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>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i> N/A	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>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community Implementation	K-5	Team Leaders, Classroom teachers	School-wide	First Wednesday of each month	PLC Meeting Notes	Principal, Assistant Principal
Study Island	3 – 5	Classroom teachers	3 rd – 5 th grade	Initial training in August Quarterly meetings after	Monitor Student Data	Principal, Assistant Principal
FCIM	3 rd -5 th grades	Principal	School-wide	FCIM reviews occur biweekly through grade level data/progress monitoring meetings and Data Analysis and Curriculum Planning Team Meetings (12/2011)	Collection and analysis of student data to determine needed interventions	Principal, Assistant Principal, CRT

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ST Math Implementation	3-5 grades	Principal	3 rd -5 th grade teachers	Weekly	Syllabus completion reports	Principal Classroom Teachers

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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
Comprehensive math program	enVision is a scientifically-based comprehensive math program. This program includes technology resources, manipulatives, and reteach components.	OCPS Budget	\$10,000.00
			Subtotal:10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
ST Math computer-based individualized instruction	MIND research computer adapted intervention program for all students in grades 3-5 use this program twice a week for 40 minutes.	General Fund	\$15,000.00
FASTT Math	Math fact program to build automaticity skills in multiplication and division	General Fund	\$2,000.00
Study Island	Computer Adaptive Program	General Fund	\$5,000.00
			Subtotal:22,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ST Math	Trainer will provide training on new math online program.	General Fund	Included in overall price
FCIM	Train teachers on the usage of mini-assessment data	NA	None
			Subtotal: 0.00
Other			
Strategy	Description of Resources	Funding Source	Amount

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After school math tutoring	Instructional tutoring for a class of 8-10 students in third-fifth grade once per week for 45 minutes; targeting math skills, gaps, and to meet the individual needs of all learners. Three classes are dedicated to ELL learners to help close the achievement gap of this AYP group. The other six classes are students in the lowest 30%.	Title III grant and school budget	To be determined
			Subtotal: TBD
			Total:\$32,000.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (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.	1A.1.	1A.1.	1A.1.	1A.1.	
Science Goal #1A: By June 2013, 27% (33) of 5 th grade students at Dillard Street will achieve a level 3 on the 2012 FCAT Science 2.0 subtest.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Lack of strategic planning time for teachers to plan effective lessons to be completed during labs.	Team collaboration with fifth grade teachers during monthly PLC meetings. Fifth grade team develops a plan to cover big ideas and vocabulary.	Principal Assistant Principal Fifth grade Team	Fifth grade team will meet monthly with CRT to review student Science data Classroom assessments, Write Score science assessments	FCAT	
	In June 2012, 22% (27) of all 5 th grade students at Dillard Street Elementary scored at a Level 3 on the FCAT Science subtest.	By June 2013, 27% (33) of 5 th grade students at Dillard Street will achieve a level 3 on the 2012 FCAT Science 2.0 subtest.	1A.2.	Science text not aligned to NGSSS/CCSSS	Organize a science curriculum team to develop a plan of how to supplement textbook to cover NGSSS	Principal Assistant Principal	Science curriculum team will meet monthly to develop plan and provide resources for classroom teachers	Classroom assessments FCAT
			1A.3.					
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Science Goal #1B: By June 2013, 75% (3 out of 4) of students taking the FLAA will score a level 7 or higher.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	A science curriculum that teaches the access points and moves the students to the next level.	A science curriculum that teaches the access points that is supported by teacher made visual supports.	ESE teachers	End of a lesson teacher made assessment	Data taken based on teacher made assessment	
	In grade 5, 83% (5 out of 6) of the student's	In grade 5, 75% (3 out of 4) student will perform						

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	performed at level 7 or above.	at level 7 or above.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>	A science curriculum that teaches the access points	A science curriculum that teaches the access points that is supported by teacher made visual supports	ESE teachers	End of a lesson teacher made assessment.	Data taken based on teacher made assessment
By June 2013, 22% (27) (4 out of 4) of students taking the FLAA will score on the achieved level.	In grade 5, 19% (23) (6out of 6) of the student's performed at the achieved level.	In grade 5, 22%(27) (4 out 4) student will perform at level 7 or above.					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>	Access to rigorous curriculum.	Providing teachers with training on Webb's Depth of Knowledge and the Rigor/Relevance framework.	Principal Assistant Principal CRT	Classroom assessments, Edusoft, Write Score assessments	FCAT
By June 2013, 26% (29) of students at Dillard Street in 5 th grade will score a Level 4 or 5 on the 2012 FCAT Science 2.0 subtest.	In June 2012, 19% (24)of 5 th grade students at Dillard Street Elementary scored at a level 4 or 5 on the FCAT Science 2.0 subtest	By June 2013, 26% (29) of 5 th grade students at Dillard Street Elementary will score at a Level 4 or 5 on the FCAT Science 2.0 subtest.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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 Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: <i>Enter narrative for the goal in this box.</i> N/A	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. 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: <i>Enter narrative for the goal in this box.</i> N/A	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.

End of Florida Alternate Assessment High School Science Goals

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Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 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.	1.1.
Biology 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			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 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
N/A			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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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.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science CIA	K-5	Previous Science Lab Teacher, currently in 2 nd Grade	Grade level representatives	Monthly	Data from monthly meetings	CRT Assistant Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Write Score Science Assessment	Science monitoring tool	General Fund	\$2,000.00
			Subtotal:\$2,000.00
			Total:\$2,000.00

End of Science Goals

**August 2012
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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Writing Goal #1A: By June 2013, 90% (95) of 4 th grade students at Dillard Street Elementary will meet standards on the 2013 FCAT Writing subtest.	<u>2012 Current Level of Performance:*</u> In June 2012, 70% (74) of all fourth grade students at Dillard Street Elementary scored at a level 4.0 or higher.	<u>2013 Expected Level of Performance:*</u> By June 2013, 90% (95) of 4 th grade students at Dillard Street Elementary will meet standards on the 2013 FCAT Writing subtest.	Students' prior knowledge (non-mastery) of the writing process.	Fourth grade teachers will attend a refresher training in Write from the Beginning writing Program. The writing training addresses specific writing strategies and skills teachers need to teach and students need to learn in writing. Small group instructional writing tutoring provided by the CRT during writing camp.	CRT Fourth Grade Writing Teachers	Teachers will provide monthly writing prompts. Teachers will assess writing skills and strategies on a weekly basis.	Write from the Beginning Writing Rubric Write Score FCAT Writing
			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.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: By June 2013, 100% (1) of students taking the FLAA will score in the Achieved score range	<u>2012 Current Level of Performance:*</u> In grade 4, 100% (5 out of 5) of the student's performed at	<u>2013 Expected Level of Performance:*</u> In grade 4, 100% (1 out of 1) student will perform at the Achieved level	Writing isn't taught to the learner in the same manner that they are expected to perform at on the FLAA.	Writing will be taught to the learner in the same method by using teacher made materials.	ESE teacher	Writing samples with teacher made materials.	Data

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(Levels 4) or higher.	the Achieved level or higher.	or higher					
			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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write From the Beginning	K-5	CRT	Teachers new to our school	6/13	Instructional Coach monthly meeting	Principal, Assistant Principal, CRT

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning Training	Teacher training on writing program	General Fund	\$1,000.00
			Subtotal:\$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Write Score common progress monitoring assessments	Students will take 4 common prompt essay assessments; two narrative and two expository. Students will self-	General Fund	\$2,000.00

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	assess their writing using a rubric and compare to the professional score from Write Score.		
			Subtotal:\$2,000.00
			Total:\$3,000.00

End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

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: <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>					
N/A			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: <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>					
N/A			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics 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 (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:\$0

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

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: <i>Enter narrative for the goal in this box.</i> N/A	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 U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i> N/A	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.

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

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:\$0

End of U.S. History Goals

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Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (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.	1.1.	1.1.	1.1.	1.1.
			Parental compliance	Communicate with parents regarding importance of attendance and its impact on academic progression.	Principal, Assistant Principal	Monthly monitoring of Data Warehouse Attendance Summary.	Monthly attendance reports from Student Management System.
Attendance Goal #1: By June 2013, Dillard Street Elementary will increase daily attendance average to 97% (712) or above (based on current enrollment of 734 students).	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>		Quarterly perfect attendance incentives and recognition.	Principal, Assistant Principal, and Teachers	Student Management System weekly attendance data report.	
	95.11% (741)	97% (712)		Careful monitoring by office staff and classroom teachers to contact parents when students are absent.	Registrar and Teachers		
	<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>		Utilization of school social worker and SRO for students with excessive absences and tardies.	School Resource Officer and Social Worker		
	32.6% (254)	30% (220)		Conduct Early Truancy Meetings with parents of habitually absent students.	School Resource Officer, Social Worker, Registrar, and Guidance Counselor		
	<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>					
	22% (171)	20.4% (150)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of Student Code of Conduct	K-5	Dean Classroom Teachers	School-wide	Quarterly	District forms submitted to discipline area administrator	Assistant Principal Dean
Student Recognition on Morning Announcements	K-5	Principal Assistant Principal	School-wide	On-going	Submissions to Administration by teachers/staff members	All staff members
Implementation of Student Reward system	K-5	Principal Assistant Principal	School Wide	Ongoing	Attendance records Disciplinary records	All staff members

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$0

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1:			Lack of full understanding of the Student Code of Conduct and/or School Rules and Expectations by students.	Provide students and teachers with a school wide Student Code of Conduct Review each nine weeks and individual students or classes on a more frequent or as needed basis. Behavior Leadership Team Committee. School-Wide Positive behavior incentive program. Child study team concerning interventions for students at risk of numerous suspensions. RtI-B Team. Discipline and safety parent meeting.	Principal, Assistant Principal, Dean of Students Dean, Assistant Principal Teachers, Staff District Social Worker, Counselor, Dean Counselor, Dean, Staffing Specialist Principal	Weekly and monthly monitoring of discipline incidents School climate surveys RtI-B (child study) team meeting intervention discussions	OCPS referral process Parent-communication logs RtI-B (child study) data
Dillard Street Elementary School strives to provide a safe and stress free educational environment for all of our students by enforcing the policies and guidelines mandated by the Student Code of Conduct. By June 2013, Dillard Street Elementary School will decrease the number of out of school suspensions by 10%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	0	0					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	50 (6.42%)	45 (6.2%)					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	34 (4.36%)	10 (1%)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Transition times and periods of less structure such as recess, arrival and dismissal.	Place faculty and staff in hallways during transitions and during periods of less structure to provide	Principal, Assistant Principal, CRT, Behavior Specialist, Dean, Counselor,	Meet each nine weeks with supervision faculty and staff to discuss areas of improvement.	Analyze discipline data to determine where incidents are occurring

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			supervision of the students.	Staffing Specialist, Teachers, Custodial Staff, Paraprofessionals, Office Staff		
		1.3.	1.3.	1.3.	1.3.	1.3.

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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School Quest Review Providing teachers with interventions for common disruptive classroom behaviors.	K-5/ Suspension Teacher Training	Assistant Principal and Dean	School-wide	Quarterly meetings on Early Release Wednesdays	Review of discipline data on Enterprise Data Warehouse (EDW)	Assistant Principal and Dean
Review of Student Code of Conduct	K-5	Dean Classroom Teachers	School-wide	Quarterly	District forms submitted to discipline area administrator	Assistant Principal Dean

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Dog Tags	Use of dog tags to help in positive behavior support	Facility Rental Fund	5,000.00

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	Subtotal:\$5,000.00
	Total:\$5,000.00

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention							
Dropout Prevention Goal #1:	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
N/A	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Dog Tags for positive academic and behavioral outcomes	Students receive tags for positive	School Facility Rental Budget	5,000.00
			Subtotal:\$
			Total:\$0

End of Dropout Prevention Goal(s)

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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)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: By June, 2013, at least 75% of all Dillard Street parents/guardians will have actively participated in at least one school event.	2012 Current Level of Parent Involvement:* By June 2012, 70% (529) of all parents at Dillard Street Elementary participated in at least one school event.	2013 Expected Level of Parent Involvement:* By June, 2013 75% (551) of Dillard Street Elementary parents will have actively participated in at least one school event.	Language (English) communications present a barrier to parents attending various school functions.	Strategy to increase parent involvement is to increase translations of all invitations for school events and activities. Strategy to provide monthly parent newsletters in English and Spanish to meet the needs of the ELL parental population.	Principal Assistant Principal Dean Counselor	Event Feedback Evaluations Sign-In Sheets Edmodo-web based home school connection	Event Feedback Evaluations Sign-In Sheets Edmodo-web based home school connection
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Meet the Teacher	PK-5	Principal Assistant Principal CRT Resource Staff Pie Coordinator Classroom Teachers	School Wide	August 2012	Sign-In Sheets	Principal Assistant Principal Classroom Teachers

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Open House	PK-5	Principal Assistant Principal CRT Resource Staff Pie Coordinator Classroom Teachers	School Wide	September	Sign-In Sheets	Principal Assistant Principal Classroom Teachers
Multicultural Night	PK-5	Ct/Dean Assistant Principal	ELL Students and their families	November	Sign-In Sheets	CT/Dean, Assistant Principal
Spirit Nights	PK-5	Principal Assistant Principal CRT Resource Staff Pie Coordinator Classroom Teachers	School Wide	Monthly: August –June	Sign-In Sheets	PIE Coordinator/Counselor
FCAT Parent Night	Grades 3-5	Principal Classroom teachers	Parents	January	Sign In Sheets	Principal Assistant Principal

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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
Parent Book Study	Common Core State Standards	SAC Funds	\$2,500.00
			Subtotal:\$2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	NA
			Subtotal:\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Ruby Payne Framework for Understanding Poverty	Overview of the Framework for Understanding Poverty to help in strategy development for engaging parents and students with little to no access to resources.	SAC Funds	\$500.00
			Subtotal:\$500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	NA
			Subtotal:\$0.00
			Total:\$3,000.00

End of Parent Involvement Goal(s)

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

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
<p>STEM Goal #1:</p> <p>By June 2013, 51% (54) of 5th grade students at Dillard Street will achieve a level 3 on the 2013 FCAT Science 2.0 subtest by strategically embedding STEM activities in the core science curriculum.</p>	<p>1.1.</p> <p>Teachers are not proficient with the New Science curriculum</p>	<p>1.1.</p> <p>Quarterly Engineering Design Challenges</p> <p>Utilizing the STEM experiments from the district's CIA</p>	<p>1.1.</p> <p>Classroom teachers, Principal Assistant Principal</p>	<p>1.1.</p> <p>Weekly team meetings</p>	<p>1.1.</p> <p>Write Score FCAT</p>
	<p>1.2.</p> <p>The Science lab does not have a science lab teacher.</p>	<p>1.2</p> <p>Integrate Math and Science into the core content areas specifically the Math and Science curriculum</p>	<p>1.2.</p> <p>Classroom Teachers Principal Assistant Principal</p>	<p>1.2.</p> <p>Weekly team meetings</p>	<p>1.2.</p> <p>Assessment Data FCAT</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fusion	K – 5	District Trainers and SF Consultants	Classroom Teachers	Summer Training	Marzano Classroom Evaluations	Principal, Assistant Principal, CRT

August 2012
Rule 6A-1.099811
Revised January 29, 2013

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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
STEM Materials and Supplies	Materials and Supplies	General	1,000.00
			Subtotal:\$1,000.00
			Total:\$1,000.00

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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
<p>CTE Goal #1:</p> <p><i>Enter narrative for the goal in this box.</i></p> <p>N/A</p>	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						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE 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:\$0

End of CTE Goal(s)

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Additional Goal(s)

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

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:	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Lack of College and Career Awareness	Implement components of Destination College i.e. Cornell Note Taking Skills, Organization Skills) Teach- In i.e. careers awareness, College Tour & Class Presentations by College Students. Careers -Writing Activities i.e. Fire Fighters, Nurses	Classroom Teachers Principal Assistant Principal Guidance Counselor	Utilize Destination College techniques and Best Practices i.e. Notebook (Binder) Checks & Organization, Cornell Note taking Additional Goal #1: Increase College and Career Awareness for students in grades 3-5 by 50%	Notebook/Binder Checks FCAT Student Assessments/Assignments Teach In Survey Results <u>2012 Current Level :*</u>
Increase College and Career Awareness for students in grades 3-5 by 50%	0%	50% (177)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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
2. Additional Goal			1.1.	1.1	1.1	1.1	1.1
Additional Goal #1:	<u>2011 Current Level :*</u>	<u>2012 Expected Level :*</u>	Student mobility among minority students is 20% higher than for non-minorities.	Educate parents in the importance of continuity of education at a single school.	Guidance Counselor Principal Assistant Principal	Mobility rate data from district report	Parent surveys Mobility rate data
By June 2013, Dillard Street Elementary will increase its minority representation in the gifted programs by 8%.	In June 2011, 25% (3 of 12) of the gifted population consisted of students from AYP minority groups.	By June 2013, the minority gifted population will increase by 8% from 25 % (3) to 33% (4).					

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		1.2. Teachers are able to identify gifted traits in students.	1.2.Staffing specialist provides training on gifted trait identification	1.2.Staffing Specialist Guidance Counselor Principal Assistant Principal	1.2. ESE Staffing Programs Report off of Student Management System.	1.2. Meeting schedule Psychologist testing queue log	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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	
3. Additional Goal <u>Additional Goal #2:</u>		1.1.					
In June 2012 Dillard Street Elementary School had 46 4 th and 5 th grade student enrolled in Strings.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Lack of instruments	Inform parents they are able to rent instruments verses purchasing them. Graduating 5 th Graders may donate their instruments to upcoming 4 th graders.	Strings teacher	Monitor student enrollment in the class	Enrollment and attendance
	In June 2012 (17%) 59 students at Dillard Elementary are enrolled in Strings.	By June 2013 (19%) 69 students are expected to be enrolled in Strings.					
		1.4.	1.3.	1.3.	1.3.	1.3.	

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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA						

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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
			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:\$0

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$32,400.00
CELLA Budget	Total: \$7,500.00
Mathematics Budget	Total: \$32,000.00
Science Budget	Total: \$2,000.00
Writing Budget	Total: \$3,000.00
Civics Budget	Total: \$0
U.S. History Budget	Total: \$0
Attendance Budget	Total: \$5,000.00
Suspension Budget	Total: \$5,000.00
Dropout Prevention Budget	Total: \$0
Parent Involvement Budget	Total: \$3,000.00
STEM Budget	

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	Total: \$1,000.00
CTE Budget	
	Total: \$0
Additional Goals	
	Total: \$0
	Grand Total: \$90,000.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
The SAC will advise the principal and assistant principal as to decisions to be made relative to student achievement.

Describe the projected use of SAC funds.	Amount
Student Writing Enrichment	\$1,600