Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School:

Central

Sabal Elementary

Area:

Principal:

Sandra Demmon

Area Superintendent:

Stephanie E. Hall

SAC Chairperson:

Julie Schneider

Superintendent: Dr. Brian Binggeli

Mission Statement:

Our mission is to recognize student achievement and lay

the foundation for life-long learning and productivity.

Vision Statement:

Sabal Elementary is a partnership of students, parents, staff and community. Our warm and caring student-centered environment ensures each individual the opportunity to explore his/her potential and to be a lifelong learner.

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RATIONALE – Continuous Improvement Cycle Process

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

One place to start – three year trend history (optional):

One place to start – three year trend history (optional): FCAT data over the past 3 years show that we have declined in the percentage of students who score three and above in all subject areas. However, we have shown gains in both Reading and Math for our lowest 25% (Reading =67% (+19 point gain), Math = 62% (+16 point gain) and making learning gains in both Reading and Math (Reading = 63% (+2 point gain), Math=73% (+20 point gain). Our overall school points total for our grade has dropped from 566 in 2009-2010, to 519 in 2010-2011 to 518 in 2011-2012. Grades 3, 5 and 6 scored the lowest in Informational Text (3^{rd} =63%, 5^{th}=57%, 6^{th}=50%) and 4^{th} grade scored the lowest in Literary Analysis (4^{th}=62%).

The FAIR Reporting Category indicated in 6^{th} and 5^{th}, grade that the weakest area was Reference/Research (6^{th} =33% and 5^{th} =43%), for 4^{th} grade was Comparisons (46%) and 3^{rd} grade had 50% in Main Idea/Purpose, Comparisons, and Reference/Research.

The DRLA (District Required Language Arts) Assessment revealed 6^{th} grade's lowest content area to be Information and Media Literacy (69%),4^{th} and 5^{th} grades weakest area was Literary Analysis (5^{th} = 60% and 4^{th}=65%) and 3^{rd} grades weakest area was Reading Comprehension (72%). In math, 6^{th} grade's lowest content area is Geometry and Measurement (6^{th} = 60%). Fifth grade scored the lowest in Expression Equations and Statistics (5^{th} = 25%) and fourth grade scored the lowest in Base 10 and Fractions (4^{th} = 55%) and 3^{rd} grade scored the lowest in Geometry and Measurement (3^{rd} = 54%).

Last year, classroom walk through observations revealed that teachers in intermediate grades had a higher percentage of lower order questions that were asked than higher order questions. In addition, lesson objectives were posted in different formats.

Our Free/Reduced Lunch percentage has increased over three years from 51% to 64% at the beginning of this year. In addition, this year our boundaries and population of students have changed and we have increased the number of ESOL students. We had 18 ESOL students last year, and this year we have 79 ESOL students.

Our parent survey results indicated that 92% of our parents feel email is the best way to communicate with

them and keep them well informed. 43% of parents indicated that our Title 1 Family Fun Night program did not offer a wide-range of relevant topics for them. 28% of parents also indicated that the times these programs were offered were not convenient.

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

Annually, teachers at Sabal develop common School Improvement goals as well as a shared mission and vision. Teachers meet weekly as a grade level team to collaboratively plan lessons based on the NGSS or Common Core Standards. Teachers create SMART goals by working together in focused teams with common planning to increase student learning. Every teacher develops an individualized Professional Growth Plan (PGP).

Students in grades K-6 this year will be tracking their own achievement through the implementation of data notebooks. All students in grades 3-6 will monitor their progress in Reading, Math and life-long learning skills. Primary grades are focusing their data collection to Reading and lifelong learning skills. In addition, teachers meet monthly to track all students on a MTSS board that monitors all tiers related to behavior and academics. This is different to last year, where teachers were responsible for tracking progress through A3, a computer program that can convert data graphically and compare a student to their peers or grade level. Teachers will be working with students to set goals and create action plans that will help them reach their goals. Students and teachers will use the data contained in their notebooks to evaluate their progress towards goals and make adjustments to action plans as needed.

New teachers are trained on the use of the BEST Learning Cycle and receive training in all modules of BEST (Brevard Effective Strategies for Teaching). Teacher teams (Professional Learning Communities) collaborate during a common teacher planning time to identify academic levels of students and instructional support. Collaborative teams (not more than 8 teachers) identify at risk students and target strategies for identified students.

All staff will continue to promote our school-wide Positive Behavior Support Program to improve student achievement. Discipline data will be tracked using the RTI:B Database. This database will help us use behavioral data to problem solve school priorities. Discipline data will be tracked by grade level, teacher, subgroups, time of day, and location through the RtI database. With this detailed data we will ensure all of our students are identified in the appropriate Tier of service for both academic and behavior. It will also provide important data as to the impact of curriculum and instruction is having on behaviors as well as the successfulness of the various interventions implemented throughout the year. Through the PBS program

students will be recognized and rewarded quarterly for reaching attendance, academic, behavior and Success Maker goals. Students will be taking on a larger role in the development of PBS activities, rewards, and expectation teaching through an enhanced Student Ambassador program. Students are recognized weekly for exhibiting the SABAL Expectations in their classrooms and around campus with Caught BEEing Successful certificates, Trail Bucks, and bulletin board and morning news spotlights.

Discipline data will be tracked by grade level, and all students will be identified in appropriate Tier of service for both academic and behavior. Quarterly Awards day program will recognize student achievement and reward the students that have met their attendance, academic, behavior and Success Maker goals.

Title I funds were allocated to purchase Success Maker an individualized reading and math computer program that provides additional support and progress monitoring. Students in grades 3-6 are scheduled daily in the lab for a 45 minute time block. All grade levels have access to math and reading fluency games on classroom computers. Students who need additional time in the program will be offered the opportunity to attend additional SuccessMaker sessions before and after school. Students are recognized for their progress in the computer lab and in their classroom. SuccessMaker progress is also tied in to quarterly PBS rewards and monitored by students using data tracking forms kept in their data notebooks.

In order to align assignments to grade level standards, teachers are beginning lessons with Essential Questions .The administration will provide monthly feedback to teachers as to the type of questions (higher or lower level) they are asking in the classroom. This information will be discussed in grade level meetings to increase the percentage of higher level questions. Tests will be collected and questions on the test will be analyzed as to the difficulty of questions asked. This data in the intermediate grades will be analyzed to provide additional data for teachers regarding the types of questions that are asked on their tests. This will be reviewed so that the teachers' daily questions and test questions reflect the state's assessment structure.

All staff members on Tuesdays will be completing a training provided by the district Title I office called Under Resourced Learners: 8 Strategies to Boost Student Achievement. The teacher day has been extended on those Tuesdays until 4:00PM. This training will begin in September and end in December. Teachers will be encouraged to reflect on the strategies learned during team meeting times as well as work as a team to implement the strategies as a grade level.

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

According to Max Thompson's "Moving Schools: Lesson From Exemplary Leaders" The higher the percentage

of student eligible for Free/Reduced Lunch in a school the fewer curriculum, instruction, and assessment options teachers have in their classrooms. 97% of schools with 90%+ meeting proficiency and all sub-groups meeting AYP, teachers began lessons with questions and had students answer those questions at the end of the lesson. Essential questions incorporate all three research-based strategies (summarizing, vocabulary in context, advance organizers) into one learning activity making it an Exemplary Practice.

"The most promising strategy for sustained and substantive school improvement is building the capacity of school personnel to function as a professional learning community. The path for change in the classroom lies within and through Professional Learning Communities" (DeFour 2008).Professional Learning Communities (PLC) can contribute to instructional improvement and school reform (Annenberg , Little 2003). PLC's can be most effective when their purpose is to enhance teacher effectiveness for the ultimate benefit of students (Stoll et al., 2006). By participating in PLC's, teachers may experience a variety of benefits that contribute to improved student achievement. Including: reduction of isolation, increased commitment to the mission and goals of the school, shared responsibility for student success, greater job satisfaction and higher morale, and a lower rate of absenteeism (Hord 1997).

According to Dr. Ruby Payne teachers do not understand why a student from poverty is chronically acting out or is not grasping a concept even after repeated explanations. And at the same time, the student does not understand what he/she is expected to produce and why. Dauber and Epstein state that the strongest and most consistent predictors of parental involvement at school and at home are the specific school programs and teacher practices that encourage parent involvement at school and help guide them in how to help their children at home.

Research shows that teachers ask many questions and confirms that only about 20 percent of the questions posed in most classrooms require thinking at higher levels. Teachers should plan their questions before asking them to ensure that questions match the instructional objectives and promote thinking. Teachers should purposefully plan and ask questions that require students to engage in higher-level thinking. In addition, teachers should also help students become familiar with the different levels of thinking and help them be aware of the kind of thinking required by the question. A few carefully selected or prepared questions are preferable to large numbers of questions (Walsh and Sattes, 2005).

CONTENT AREA:

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

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

Teachers will work in focused grade level teams for improving student achievement through academic content continuity and regular progress monitoring.

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

Barrier	*Action Steps*	*Person Responsible*	*Timetable*	*Budget*	*In-Process Measure*
Utilization of time on collaboratively planning.	1.Collaboration of grade level teams focused on academic content	Teachers	Weekly	$0	Meeting minutes uploaded to the Sharepoint or kept in grade level notebook
1. Assign roles to individuals 2. Uploading document to Sharepoint	2.Create template to use for documenting meetings	Administrative School Leadership Team	October	$0	Meeting minutes uploaded to the Sharepoint or kept in grade level notebook

1.Designing activities that target student needs 2.Create common instructional activities/ Projects 3.Knowledge of various summarizing, vocabulary in context and advance organizers strategies	3.Plan common instructional activities/projects based on student needs by using summarizing, vocabulary in context and advance organizers	Grade Level Team Leaders	1 per 9 week period	$0	Activity directions uploaded to Sharepoint
1.Interpreting student data to recognize strengths/ weaknesses 2.Designing questions targeting area	4. Create common assessments in K-6 grade level teams	Assistant Principal	2 per 9 week period	$0	Assessments uploaded to the Sharepoint
1. Deciding as a team what we are tracking. 2. Scheduling time in the school day to work with students tracking their own progress.	5. Implement student data notebooks in each grade level	Teachers and Administration	September-May	$0	Student data notebooks
1.Teacher level of understanding of MTSS/RTI forms and process 2.Collecting and interpreting intervention data	6. Train and update teachers on the MTSS/ RTI process and progress monitoring procedures.	Administration and District Support Team Members	August-September	$0	Progress monitoring documentation

1.Selecting effective Tier II and III interventions 2. Tracking interventions and student progress	7. Monitoring student progress at all tiers	School Psychologist and Guidance Counselor	Monthly	$0	Progress monitoring documentation and MTSS school data board
1.Training students and teachers on program 2.Effective use of teacher time in lab 3.training teachers on use of data reports 4.Student motivation during lab time	8. Implementation of SuccessMaker computer program in Gr.3-6	Title I Teacher and Administration	August-May	$64,000.00	Data boards and SuccessMaker reports
Lack of teacher knowledge of program and reports	9. Train teachers on how to read SuccessMaker reports	Title I Teacher, Administration, and SuccessMaker Support Team	August- February	$1500.00	Data meeting reports, SuccessMaker student progress data

EVALUATION – Outcome Measures and Reflection

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

Each grade level will have 8 common assessments and 4 common instructional activities that reflect common assessment standards by the end of the school year. Grade level team meeting minutes will show evidence of collaborative planning. 100% of progress monitoring documentation will show evidence of interventions and student progress as evidenced in student red folders. The MTSS data board will reflect a decrease in the number of students in Tiers I and II due to successful implementation of intervention strategies from August through May. Administration will attend grade level meetings to observe collaborative practices, collect data, and provide feedback to the team.

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

Increase the percentage of students at 3 or above by 10 percent in Reading, Math, and Writing on FCAT. Fewer than 25% of the student population will be in RTI Tiers II and III. Students will be surveyed to assess the impact of data notebooks on student achievement.

CONTENT AREA:

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

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

Teachers will increase the percentage of higher level questions.

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

Barrier	*Action Steps*	*Person Responsible*	*Timetable*	*Budget*	*In-Process Measure*
1.Knowledge of Essential questions 2.Generating higher level questions	Train teachers on the creation and use of higher order and essential questions	Literacy Coach, District Resource Teachers, Assistant Principal	August-October	$0	Classroom walkthroughs
Categorizing questions into H/L categories	2. Compute the percentages of H/ L questions on a monthly basis for tests	Administration	September-April	$0	Classroom data percentages monthly
Progression of higher order questioning	3. Create timeline of progression of higher level questions asked and assessed in the school.	School Leadership Team	October	$0	Timeline and grade, teacher data.

1.Creating schedule for teachers to observe 2.Providing focus for observation	4.Provide time for teachers to observe one another and reflect on observation	Teachers and Administration	October-April	$800.00	Written feedback to or from the observer Grade level agenda minutes
Identifying strengths of teachers in how they question	5.Identify Model classrooms in primary and intermediate in questioning	Administration	February	$0	Short video depicting quality questioning

EVALUATION – Outcome Measures and Reflection

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

The High/Low level question percentage data collected on each teacher at the beginning of the year will increase to align with state assessment structure (75% High level questions) over time. Classroom walkthrough data will be collected by school leadership team.

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

Increase the percentage of students at 3 or above by 10 percent in Reading, Math, Writing and Science on FCAT. A Survey Monkey will be created for teachers to assess the effectiveness of the training provided on higher order/essential questions and its impact on student achievement.

APPENDIX A

Reading Goal **1.**	**2012 Current Level of Performance** **(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)**	**2013 Expected Level of Performance** **(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)**
Anticipated Barrier(s): 1.		
Strategy(s): 1.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** **1.** Understanding of essential/quality questions. **2.** Providing activities for students with informational text **Strategy(s):** 1. Provide training on how to increase the percentage of high level questions over time in order to align with state assessments. 2. Provide time and training for teachers to Unpack Common Core Standards and design activities to give students opportunities with informational text	58% = (173/ 296) students	69% = (215/313) students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s): Barrier(s):** 1. All students are new to our school this year. **Strategy(s):** 1. Develop daily activities that develop skills similar to testing environment so that students have practiced those skills.	45% = (5/11) students	57% = (4/7) students
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s):** 1. Professional Development in Text Complexity 2. Alignment of Media and Gifted instruction to support Reference Research Skills and Media Literacy Skills **Strategy(s):** 1. Schedule district personnel and members of school leadership team to work with teachers in developing lessons in text complexity. 2. Provide training to Media Specialist and Gifted Instructor in Reference Research and Media Literacy Skills	28% = (89/310) students	38% = (119/313) students

Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** **1.**	9% = (1/11) students	28% = (2/7) students
Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** 1. New teacher in the Supported Unit 2. Professional Development in access points for teachers who provide instruction to FAA students **Strategy(s):** **1.** Provide training in access points to all teachers who instruct identified students.	0% = (0/11) students	57% = (4/7) students
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** **1.** **Florida Alternate Assessment:** Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** **1.**	70% = (39/56)	75% = (44/58)
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		
Student subgroups by ethnicity NOT making satisfactory progress in reading : White: Black: Hispanic: Asian: American Indian:	Enter numerical data for current level of performance 92/224=41% Not 9/20=45% Not 15/27=55% Not	Enter numerical data for expected level of performance 27% Not 57% Not 46% Not
English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** 1. Not staffed appropriately at this time**.** **Strategy(s):** **1.** Hire and schedule an ESOL teacher to meet daily with identified students.	9/14=64% Not	54% Not

Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** **1.**	45/91=49% Not	52% Not
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** 1. Professional Development in Economically Disadvantaged Students **Strategy(s):** **1.** Schedule Professional Development for entire staff to build common language and strategies among all teachers.	93/178=52% Not	41% Not

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Under Resourced Learners: 8 Strategies to Boost Student Achievement	9/11-12/11	Documentation required for in-service points
Data Notebooking presentation	8/25	All students in K-6 have a student data notebook tracking attendance, behavior, academics or life skills

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 43% (7/16)	Need of additional assistance outside of the classroom	Daily time scheduled with ESOL instructor for identified students.	ESOL Teacher/ Administration/ schedule

2012 Current Percent of Students Proficient in **Reading:** 25% (4/16)	Need of additional assistance outside of the classroom	Daily time scheduled with ESOL instructor for identified students.	ESOL Teacher/ Administration/ schedule
2012 Current Percent of Students Proficient in **Writing**: 38% (6/16)	Need of additional assistance outside of the classroom	Daily time scheduled with ESOL instructor for identified students.	ESOL Teacher/ Administration/ schedule

Mathematics Goal(s): **1.**	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Anticipated Barrier(s): 1. Understanding of Common Core Standards in grades 3-6		
Strategy(s): 1. District personnel will come to school to review the Common Core Standards in the areas of Math. (Professional Development)		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** 1. Understanding how to ask Essential Questions in Math to elicit higher order thinking from students. **Strategy(s):** 1. Training in Higher Order Thinking Questioning techniques in the areas of Math. 2. Continue Lesson Studies in the area of math 3. Using CPALMS for formative assessments 4. Connect Math to real world scenarios	**60% = (176/294)**	**64%**
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** **1.**	**72% = (8/11)**	**88%**

FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s):** **Strategy(s):** **1.**		
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** **1.**	**9% =** **(1/11) students**	**28% =** **(2/7) students**
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** **1.**	**27% =** **(3/11) students**	**71% =** **(5/7) students**
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** **1.**	**65% =** **(34/52) students**	**70% =** **(40/58) students**
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** 1.New teacher teaching these students 2. Only two students are returning out of the 11 **Strategy(s):** 1. Provide training to teacher in FAA 2. Design student activities that provide practice in similar format as test.	**0%=** **(0/11)**	42% = (3/7)
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		
Student subgroups by ethnicity : White: Black: Hispanic: Asian: American Indian:	82/222=36%Not 14/22=70% Not 5/11=45% Not	35% Not 57% Not 40% Not
English Language Learners (ELL) not making satisfactory progress in Mathematics	8/14=57% Not	47% Not
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	41/90=45% Not	58% Not
Economically Disadvantaged Students not making satisfactory progress in Mathematics	88/176=50% Not	42% Not

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Common Core Standards	August-October	Discussion during grade level meetings/evaluation of lesson plans and minutes uploaded to SharePointe
Unpacking Standards K-2	August-May	Creation of common formative assessment

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	35%= (23 students)	45% = (38/84) students
Florida Alternate Assessment: Students scoring at 4 or higher in writing	100%= (3/3) students	100% = (2/2) students

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

		reflects)
Students scoring at Achievement level 3 in Science**:** **Barrier(s):** 1. Writing across the curriculum and Summarizing and using rich vocabulary. **Strategy(s):** 1. Provide training in effective summarizing techniques for teachers.	53% = (39 students)	63% = (47/75) students
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science **Barrier(s):** 2. No students in fifth grade on alternate assessment **Strategy(s):**	100%= (1/1)	0% = (0/7)
Students scoring at or above Achievement Levels 4 and 5 in Science:	19% = (14 students)	29% = (22/75) students
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** 3. All students are new to our school this year. **Strategy(s):** 2. Develop daily activities that develop skills similar to testing environment so that students have practiced those skills.	36% = (4/11)	57% = (4/7)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading		

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

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

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

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

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

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

Biology EOC Goal	**2012 Current Level of Performance (Enter percentage information**	**2013 Expected Level of Performance (Enter percentage**

	and the number of students that percentage reflects)	information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology**:**		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

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

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

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

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

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

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

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

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Assign CET Mentor teacher with beginning year teacher.	Administration	September 2012
2.Provide staff handbook to all staff that outlines expectations and review changes during preplanning	Administration	August-September 2012
3.Provide entry/exit checklist for all new employees	Secretary	August 2012

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
4	Provide training dates to teachers and required timelines based on ESOL regulations

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

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

Our school based MTSS leadership team consists of our principal, assistant principal, literacy coach, teachers specializing in content areas, and our guidance counselor. Our school psychologist, behavior analyst, and speech/language pathologist are also part of our team when an area being assessed involves their area of expertise. The role of the MTSS leadership team is to use the problem solving process to make informed decisions concerning school wide implementation and changes to instruction, curriculum, and environment based on data. The MTSS leadership team is involved with the school improvement plan in addressing the needs of our students who fall in the lowest 25% in reading and math. The goals of the school improvement plan deal directly with how our MTSS process works which is to look at our data, assess our areas of need and determine ways to intervene and meet the needs of students.

Tier I data is obtained by reviewing district required assessments on A3, FAIR data from the PMRN, PASI and PSI data from K-2 and SuccessMaker data for grades 3-6. Tier II data is comprised of a variety of sources but the common theme is that data is monitored either weekly or biweekly for progress. This could be the Triumphs program, Voyager, skill groups formed by PASI or PSI data, Barton, SuccessMaker, etc. Tier III data takes a closer look at the students on an individual basis. The MTSS team uses A3 to compare student's scores to their peers at the class and grade level average.

This team meets weekly to discuss current trends seen among assessments given. This team then works with teacher data teams to utilize the problem solving process to meet academic and behavioral needs of students. These teams meet monthly to discuss the progress of students based on assessments and their intervention data. Teachers are provided an overview of changes each year during preplanning relating to the MTSS process. Staff members are trained by the school psychologist during the first four months of school as

teachers are collecting information.

PARENT INVOLVEMENT:

In response to parents' need for more information and training on a wide variety of topics, we will be holding bimonthly Trailblazer Jamborees. At each Jamboree four to eight "Jam Sessions" will be offered on a variety of topics based on Parent Survey feedback. Parents will choose two they would like to attend. At the end of the sessions presenters and parents will come back as a whole group to connect as a community.

According to last year's parent survey, the preferred method of communication is email. To address this we have compiled a parent email list that will be used to distribute email copies of pertinent school-wide information such as newsletters and reminders of monthly school events.

In an effort to help parents feel welcomed and part of the decision making process, Mrs. Hall will be holding quarterly Coffee Chats with parents. The Coffee Chats are informal sessions where parents can sit down with Mrs. Hall and ask questions, make suggestions, and/or obtain additional information.

The school newsletter format has been changed to a more user friendly format based on parent recommendations. It will contain consistent information on parent requested topics, important events, and parent volunteer opportunities.

We have a large number of parents who work during school hours but would still very much like to volunteer their time, to address this we will offer Volunteer in a Bag opportunity. The bags will contain simple projects parents can complete during non-school hours and return when completed. This will allow parents to make a difference in Sabal classrooms without having to take time from work.

- Address the need to have a translator at the Title I Nights to address the parents who speak Spanish.
- Open communication with parents prior to discipline issues or concerns.
- Offer one night a week for English classes for parents who don't speak English in our school's computer lab.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

The expected attendance rate is 96%. We currently have 594 students enrolled. Since the start of school, August 8th, 202 students have been absent for a total of 354 absences. 77 students have 2 or more absences. 217 students have been tardy for a total of 461 tardies. 103 students have 2 or more tardies.

SUSPENSION:

ODR/100 (2010-2011)	ODR/100 (2011-2012)	Difference	Percent Change
92	132	40	43%
ISS/100 (2010-2011)	**ISS/100 (2011-2012)**	**Difference**	**Percent Change**
16	20	4	25%
OSS/100 (2010-2011)	**OSS/100 (2011-2012)**	**Difference**	**Percent Change**
12	26	14	116%

Two self-contained EBD units with 19 students were placed at our school the beginning of the 2011-2012 school year. Of the 132 ODRs, 45 were earned by the students in these two classes. If you were to factor out the two EBD classes, the total number of ODRs for the year would be 87. This is 5 less than the previous year. After looking closely at the data, we recognize that we must focus on this Tier III group of students. The two EBD units participated in the school-wide PBS program but also had their own classroom plans. While the SABAL expectations were an integral part of the plan, the language used during expectation instruction and the reward system were implemented differently. To insure program fidelity, the PBS team and the EBD teachers will work together to create an EBD classroom plan that includes the SABAL expectations, common language, and rewards used in the school-wide program as well as additional ways to include the EBD classes in PBS activities and interventions.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)