

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

**2011 – 2012 SCHOOL IMPROVEMENT PLAN**

**PART I: SCHOOL INFORMATION**

School Name: West Elementary School	District Name: DeSoto
Principal: Robert A. Shayman	Superintendent: Adrian H. Cline
SAC Chair: James Rock	Date of School Board Approval: September 27, 2011

**Student Achievement Data:**

The following links will open in a separate browser window. .

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

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

**Highly Qualified Administrators**

List your school’s highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Robert A. Shayman	Degrees: B.A. in Music Education M.Ed. in Educational Administration  Certification:	8	11	2010 – 2011 School Grade: C Met AYP – No Reading Proficiency – No High Standards – 72% Learning Gains – 59% Lowest 25% - 46%

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		<p>Instrumental Music (K – 12) School Principal (All Levels)</p>		<p>Math Proficiency – No High Standards – 70% Learning Gains – 64% Lowest 25% - 55% Writing Proficiency – No High Standards – 78% Science Proficiency – No High Standards – 39%</p> <p>2009 – 2010 School Grade: C Met AYP – No Reading Proficiency – No High Standards – 72% Learning Gains – 59% Lowest 25% - 43% Math Proficiency? – No High Standards – 76% Learning Gains – 53% Lowest 25% - 38% Writing Proficiency – No High Standards – 64% Science Proficiency – 43%</p> <p>2008 – 2009 School Grade: A Met AYP – Yes Reading Proficiency – Yes High Standards – 81% Learning Gains – 69% Lowest 25% - 43% Math Proficiency – Yes High Standards – 85% Learning Gains – 68% Lowest 25% - 62% Writing Proficiency – Yes High Standards – 87% Science Proficiency – 35%</p> <p>2007 – 2008 School Grade: A Met AYP – Yes Reading Proficiency – Yes High Standards – 81%</p>
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					<p>Learning Gains – 71%                  Lowest 25% - 61%                  Math Proficiency – Yes                  High Standards – 85%                  Learning Gains – 79%                  Lowest 25% - 82%                  Writing Proficiency – Yes                  High Standards – 81%                  Science Standards – 43%</p> <p>2006 – 2007 School Grade: A                  Met AYP – No                  Reading Proficiency – Yes                  High Standards – 81%                  Learning Gains – 75%                  Lowest 25% - 74%                  Math Proficiency – Yes                  High Standards – 81%                  Learning Gains – 72%                  Lowest 25% - 78%                  Writing Proficiency – Yes                  High Standards – 85%                  Science Standards – 35%</p> <p>2005 – 2006 School Grade: A                  Met AYP – Provisional                  Reading Proficiency – Yes                  High Standards – 79%                  Learning Gains – 65%                  Lowest 25% - 66%                  Math Proficiency – Yes                  High Standards – 79%                  Learning Gains – 78%                  Lowest 25% -                  Writing Proficiency – Yes                  High Standards – 91%</p> <p>2004 – 2005 School Grade: A                  Met AYP – Yes                  Reading Proficiency – Yes                  High Standards – 79%</p>
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					Learning Gains – 73% Math Proficiency – Yes High Standards – 76% Learning Gains – 67% Writing Proficiency – Yes High Standards – 78%
Assistant Principal	Phyllis Clemons	Degrees: B.A. in Elementary Education M.Ed. in Educational Leadership  Certification: Elementary Education (1 – 6) Educational Leadership (All Levels) ESOL Endorsement	1	6	

**Highly Qualified Instructional Coaches**

List your school’s highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Academic Coach	Brenda Stewart	Degree:  Certification: Elementary Education (Grades: K – 6) Reading Endorsement	2	2	2010 – 2011 School Grade: C Met AYP – No Reading Proficiency – No High Standards – 72% Learning Gains – 59% Lowest 25% - 46% Math Proficiency – No High Standards – 70% Learning Gains – 64%

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					Lowest 25% - 55% Writing Proficiency – No High Standards – 78% Science Proficiency – No High Standards – 39%

**Highly Qualified Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. The school principal works in cooperation with the director of human resources to set up interviews through the school district website, the Heartland Educational Consortium website and through the state of Florida teacher recruitment website. The principal routinely travels out-of-state to meetings and conferences to set up interviews with teaching candidates from various parts of the country. The school also utilizes an extremely successful mentoring program to ensure that all new teachers to West Elementary School or the teaching profession are offered every possible opportunity to succeed through observations by teachers, administrators and the academic coach and through collaboration on planning and curriculum organization and interventions.	School Principal	On-going	
2.			
3.			
4.			

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***Non-Highly Qualified Instructors***

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Alison Barriball	Pre-kindergarten/Primary Education (Age 3 – Grade 3)	1 <sup>st</sup> Grade	ESOL endorsement trainings offered online and on Saturdays
Wil Brunty	Elementary Education (Grades K – 6) General Science (Grades 5 – 9)	3 <sup>rd</sup> Grade	ESOL endorsement trainings offered online and on Saturdays
Carrie Heine	Elementary Education (Grades K – 6)	4 <sup>th</sup> Grade	ESOL endorsement trainings offered online and on Saturdays
Christina Longenecker	Elementary Education (Grades K – 6)	1 <sup>st</sup> Grade	ESOL endorsement trainings offered online and on Saturdays
Jennifer Vallozzi	Elementary Education (Grades 1 – 6) Social Science (Grades 5 – 9)	3 <sup>rd</sup> Grade	ESOL endorsement trainings offered online and on Saturdays
Stacey Croy	Elementary Education (Grades K – 6) Varying Exceptionalities (Grades K – 12)	Kindergarten	ESOL endorsement trainings offered online and on Saturdays
Brenda Stewart	Elementary Education (Grades K – 6)	Academic Coach	ESOL endorsement trainings offered online and on Saturdays
Debra Sullivan	Elementary Education (Grades K – 6)	3 <sup>rd</sup> Grade	ESOL endorsement trainings offered online and on Saturdays
Sara Walker	Elementary Education (Grades K – 6)	2 <sup>nd</sup> Grade	ESOL endorsement trainings offered online and on Saturdays

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### *Staff Demographics*

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
62	2%	27%	42%	29%	15%	90%	.4%	.3%	87%

### *Teacher Mentoring Program*

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Christina McCray	Carrie Heine	Mrs. Heine has eight years of experience in the fourth grade classroom and is the grade level chairperson for the 2011-12 school year. Her expertise in dealing with classroom management, curriculum, data and assessment will be most beneficial in assisting Mrs. McCray's first year at West Elementary	Mrs. Heine will observe Mrs. McCray in her classroom throughout the school year as she is engaged with her students in various academic subjects. Mrs. Heine will also be in constant communication with Mrs. McCray and will meet as needed to discuss any problems or concerns that she may have. In addition, the academic coach and principal will have monthly discussion and assessment meetings to monitor the progress of the teacher.
Micaela Hall	Wil Brunty	Mr. Brunty has six years of experience in the third grade classroom. His expertise in dealing with classroom management, curriculum, data and assessment will be	Mr. Brunty will observe Ms. Hall in her classroom throughout the school year as she is engaged with her students in various academic subjects. Mr. Brunty

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		<p>most beneficial in assisting Ms. Hall's first year at West Elementary.</p>	<p>will also be in constant communication with Ms. Hall and will meet as needed to discuss any problems or concerns that she may have. In addition, the academic coach and principal will have monthly discussion and assessment meetings to monitor the progress of the teacher.</p>

**Additional Requirements**

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

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

<p>Title I, Part A Services are provided to students in need of additional support through after-school programs, summer institutes and intervention instruction during the school day. The district coordinates the use of Title I, II, III and Vi funds to provide professional development for teachers and administrators to improve instructional practices and support improvement in student achievement.</p>
<p>Title I, Part C- Migrant Migrant advocates at each school provide instructional support to students either during or after the school student academic day. These advocates coordinate with Title I and other programs.</p>
<p>Title I, Part D Funds from this source are used to develop and implement a drop-out prevention program for the district.</p>
<p>Title II Title II, Part A funds are used to provide supplemental professional development for faculty, staff and administrators at all school sites in the district. Specific activities are based on the need of the schools as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other federal projects. Title II, Part D funds are used to support instructional technology through the purchase and repair of hardware, the purchase of software and provision of professional development in the use of technology as an instructional tool.</p>
<p>Title III Services are provided at each school to support education of English language learners for the purpose of improving student performance.</p>
<p>Title X- Homeless The coordinator of district services for homeless students provides resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>

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Supplemental Academic Instruction (SAI) SAI funds are coordinated with funds from other sources including Title I to provide summer institute instruction and supplemental and/or intervention instruction during the academic year to support students in need of academic assistance.
Violence Prevention Programs The school offers a non-violence/anti-bullying program along with an anti-drug program to all students as part of the Character Education program. This may include but not limited to guest speakers, field trips and community service activities.
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education The district has a well-developed education program that provides instruction for adult ELL students, adults working on gaining basic skills or obtaining a GED, parent education and vocational programs for executive assistants or nursing.
Career and Technical Education Carl D. Perkins funds are used to provide support to students as they make career decisions at the middle school and the high school. Career and vocational programs at the secondary levels including dual enrollment vocational programs are provided for regular, disadvantaged and handicapped students.
Job Training N/A
Other

***Response to Instruction/Intervention (RTI)***

<b>School-Based RTI Team</b>
Identify the school-based RTI Leadership Team.  Bob Shayman – Principal Phyllis Clemons – Assistant Principal Tammy Allshouse – Guidance Counselor Brenda Stewart – Academic Coach Nakisha Hill – Speech Pathologist Jennifer Egloff – Speech Pathologist Mary Pete Martin- ESE Coordinator Angie Waters – ESE Inclusion Teacher Jeri Ann Bennett – ESE Inclusion Teacher

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Beverly Schoen – ESE Inclusion Teacher  
Mindy Crouse – ESOL Coordinator  
Jennifer English – Primary Grades Coordinator  
Dow Garner – Upper Grades Coordinator

Describe how the school-based RTI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RTI efforts?

The RTI Leadership team meets on a bi-monthly basis during the academic school year and once during the summer to plan for the upcoming school year. The function of each member of the RTI Leadership team is:

Classroom Teacher:

- Maintains RTI folder
- Delivers instructional interventions
- Attends RTI Leadership team meetings

Academic Coach:

- Trains teachers in interventions
- Models interventions and differentiated instruction
- Guides the classroom teachers in the collection of data
- Collects school-wide data to use in identifying at-risk students
- Attends RTI Leadership team meetings

Speech Pathologist:

- Completes communication skills screenings
- Incorporates RTI data when guiding a speech/language referral
- Attends RTI Leadership team meetings

ESE Coordinator:

- Incorporates RTI data when making eligibility decisions
- Consults with RTI team regarding interventions
- Attends RTI Leadership team meetings

ESOL Coordinator:

- Provides ELL interventions
- Attends RTI Leadership team meetings

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### Guidance Counselor:

Maintains a log of all RTI students involved in the RTI process  
Completes necessary RTI forms  
Sends home parent invitations for the RTI process  
Conducts social-developmental history interviews when necessary  
Attends RTI Leadership team meetings

### Principal/Assistant Principal

Facilitates and supports the implementation of the RTI process  
Provides and coordinates continuous RTI professional development  
Assigns paraprofessionals to support RTI implementation  
Conducts classroom walkthroughs to monitor implementation

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The RTI leadership team discusses, supports and implements approved strategies and interventions that adheres to and supports the intent of the school improvement plan during its monthly meetings.

### RTI 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.

Florida Comprehensive Assessment Test  
FAIR Assessments  
Performance Matters  
Compass learning  
Star Reading  
Accelerated Reader  
District pre-tests and post-tests  
Second grade practice FCAT

Describe the plan to train staff on RTI.

Monthly faculty meetings  
Weekly grade level meetings

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Professional development in-service  
Summer committee meetings  
Team leader meetings  
School-wide committee meetings  
Paraprofessional meetings  
District-wide meetings

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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

Bob Shayman – Principal  
Phyllis Clemons – Assistant Principal  
Brenda Stewart – Academic Coach  
Ronda Butler – Kindergarten  
Susan Neads – 1<sup>st</sup> grade  
Jennifer English – 2<sup>nd</sup> grade  
Christine Arthur – 3<sup>rd</sup> grade  
Carrie Heine – 4<sup>th</sup> grade  
Dow Garner – 5<sup>th</sup> grade

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

The school-based Literacy Leadership Team will meet on a monthly basis during the 2011-12 school year. The team serves as a liaison between West Elementary School, the other elementary schools within the school district and the department of instructional services. In addition, the team will also communicate and disperse information from the Florida Department of Education as it relates to reading and literacy projects and initiatives.

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

The Literacy Leadership Team will provide a leadership role and assist the faculty and staff of West Elementary with the following reading and literacy projects:

- (1) Student-parent school-wide literacy program (October, 2011)
- (2) Student-parent FCAT reading night program (February, 2012)
- (3) Annual school-wide book fair (November, 2011)

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- (4) Annual school-wide Dr. Seuss Celebration (March, 2012)
- (5) State-wide Literacy Week (May, 2012)
- (6) District and state assessments
- (7) Writing initiatives and assessments.
- (8) Support the continued use of the Accelerated Reader program.
- (9) Support the continued use of Kagan instructional strategies in the classroom.
- (10) Work with the school advisory council to assess school needs for materials as it relates to literacy.
- (11) Partnerships with business within the community to assist with literacy efforts such as the Gift of Reading program for kindergarten students sponsored by the Mid-Florida Credit Union and the distribution of dictionaries to all third grade students which is sponsored by the Rotary Club of Arcadia.

### ***NCLB Public School Choice***

- **Notification of School in Need of Improvement (SINI) Status**  
*Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.*
- **Public School Choice with Transportation (CWT) Notification**  
*Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.*
- **Supplemental Educational Services (SES) Notification**  
*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

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

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

Pre-school aged children from both the DeSoto Early Childhood Center and various pre-kindergarten centers in our community are invited each May to tour our school and

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facilities, visit and observe several kindergarten classes and have lunch in our cafeteria. Many parents also accompany their children to our school on this visit along with the teachers and support staff from the various classes that are visiting. In addition, the first Thursday each May is our annual Kindergarten Round-up meeting which gives the parents and incoming kindergarten students the opportunity to meet the kindergarten teachers and paraprofessionals, tour the classrooms, receive the school handbook along with other materials that the parents can use to prepare their child for the first day of school and the opportunity to meet and speak with the administration the school nurse and the school guidance counselor.

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

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

***\*High Schools Only***

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

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

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***Postsecondary Transition***

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

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

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>READING GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency (FCAT Level 3) in reading</b> Reading Goal #1:	1.1. Concerns with students struggling with	1.1. (1) Checking for understanding by utilizing	1.1. Classroom teacher, ESE Inclusion	1.1. (1) Data collected from classroom walkthrough	1.1. (1) Performance Matters reports

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The current reading level of 72% will increase to 75% on the reading portion of the 2012 FCAT.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	comprehension skills.	“who” and “what” strategies. (2) Re-reading skills to understand meaning. (3) Re-reading through sequencing. (4) Using prior knowledge to connect with the text. (5) Questioning throughout the reading process. (6) Summarizing text. (7) RTI Interventions.	teacher, academic coach and administration.	observations will be used to identify proper implementation of strategies and skill-sets. (2) Teachers will use assessment data to improve instruction. (3) RTI documentation	(2) Compass Learning reports (3) STAR reports (4) FAIR assessments (5) Formal and informal classroom assessments
	72%	75%					
				1.2. Concerns with proficiency in fluency and phonemic awareness.	1.2. (1) Utilization of centers and small group instruction. (2) Grades K-5 will adhere to a 90-minute uninterrupted literacy block (3) RTI interventions	1.2. Classroom teacher, ESE inclusion teacher, academic coach and administration	1.2. (1) Data collected from classroom walkthrough observations will be used to identify proper implementation of learning centers and small group instruction as they occur. (2) Teachers will use assessment data to improve instruction. (3) After-school tutoring program will focus on small group and individual instruction to improve deficiencies in fluency and phonemic awareness. (4) RTI documentation
			1.3. Students tend to have a limited vocabulary to achieve success on state-mandated assessments	1.3. (1) Using word parts to determine the definition of specific vocabulary words (2) Using prior knowledge and content to predict and confirm meaning (3) Using word parts to	1.3. Classroom teacher, ESE inclusion teacher, academic coach and administration	1.3. (1) Data collected for classroom walkthrough observations will be used to identify proper implementation of strategies and skills. (2) Teachers will use	1.3. (1) Compass Learning reports (2) Performance Matters reports (3) STAR reports (4) FAIR assessments (5) Formal and

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			determine the meaning of specific vocabulary words (4) RTI interventions		assessment data to improve instruction (3) RTI documentation	informal classroom assessments
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</b>		2.1. Reading comprehension as it relates to understanding text	2.1. Teaching the student to check for understanding and re-reading portions of the text	2.1. Classroom teacher and academic coach	2.1. (1) Modeling (2) Pace of reading	2.1. (1) Conferencing (2) Formal and informal assessment
<u>Reading Goal #2:</u>						
The level of students achieving above proficiency in reading will increase from 72% to 75% on the 2012 FCAT.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	72%	75%				
			2.2. Reading comprehension as it relates to analyzing author’s purpose and support with text	2.2. Discovering and identifying the clues to determine what the reader thinks the author’s purpose is for writing a particular selection	2.2. Classroom teacher and academic coach	2.2. (1) Conferencing with the individual student (2) Modeling the strategy with several texts
		2.3. The need to challenge and motivate the level four and five students	2.3. Develop and implement an advanced academic classroom at the elementary level (LEEDS class)	2.3. LEEDS classroom teacher and academic coach	2.3 (1) Classroom walkthrough observations (2) Conferencing with the individual student (3) On-line lesson plans	2.3 (1) Formal and informal assessments (2) Compass Learning reports (3) Performance Matters reports (4) Accelerated Reader reports
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>3. Percentage of students making Learning Gains in reading</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<u>Reading Goal #3:</u>			Students have difficulty reading as it relates to fluency to reading books and other reading materials that are too difficult for their current reading level.	(1) Increase the volume of reading material that is within their ability level. (2) Increase the volume of reading. (3) Have students re-read selections until it is accurate.	(1) Classroom teacher. (2) ESE inclusion teacher (3) Academic coach	(1) Accelerated Reader program (2) Increase independent reading both in the classroom and at home. (3) Increase the amount of reading in small groups and centers. (4) Increase RTI interventions occurring at the Tier II and Tier III levels.	(1) Accelerated Reader data (2) STAR reading data (3) RTI documentation
The level of students making learning gains in reading on the 2012 reading portion of the FCAT will be 65%.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	59%	65%					
			3.2.	3.2.	3.2.	3.2.	3.2.
			The need for the students to develop a more expanded vocabulary.	Intensify and expand the concept of teaching context words; development of word walls.	(1) Classroom teacher (2) Academic coach	(1) Data analysis by the classroom teacher (2) RTI documentation	(1) Writing prompts (2) Weekly spelling and vocabulary tests (3) District writing assessments
			3.3.	3.3.	3.3.	3.3.	3.3.
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
<b>4. Percentage of students in Lowest 25% making learning gains in reading</b>			4.1.	4.1.	4.1.	4.1.	4.1.
<u>Reading Goal #4:</u>			Students have problems with word accuracy, identification and decoding.	(1) Utilizing illustrations, photos, graphs, maps and charts to assist in identifying proper vocabulary. (2) Utilization of small groups and centers. (3) RTI interventions	(1) Classroom teacher (2) ESE inclusion teacher (3) ESOL teacher (4) Academic coach	(1) Classroom observations (2) Soliloquy tutorial program (3) Compass Learning (4) RTI documentation	(1) Formal and informal classroom assessments (2) Classroom walkthrough observations (3) Small group monitoring
The percentage of students in the lowest 25% that will make learning gains in reading will be 55%.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	46%	55%					

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			4.2. Students have difficulty reading as it relates to fluency due to reading books and other reading materials that are too difficult for their current reading level.	4.2. (1) Increase the volume of reading material that is within their reading ability level. (2) Increase the volume of reading. (3) Have students re-read selections until they are accurate.	4.2. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	4.2. (1) Accelerated Reader program (2) Increase independent reading both in the classroom and at home (3) Increase the amount of reading in small groups and centers (4) Increase RTI interventions at the Tier II and Tier III levels	4.2. (1) Accelerated Reader data (2) STAR reading data (3) RTI documentation
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5A:</u>	<b>Reading Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)		5A.1. Concerns with proficiency in fluency and phonemic awareness White: Black: Hispanic: Asian: American Indian:	5A.1. (1) Utilization of centers and small group instruction (2) All grades will adhere to the 90-minute uninterrupted literacy block schedule (3) RTI interventions	5A.1. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5A.1. (1) Data collected from classroom walkthrough observations will be used to identify proper implementation of centers and small group instruction (2) Teachers will use assessment data to improve instruction (3) After-school tutoring program will focus on small group instruction to improve deficiencies in fluency and phonemic awareness (4) RTI documentation	5A.1. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Formal and informal classroom assessments
	The percentage of students making AYP in reading will increase from 46% to 55%.	<u>2011 Current Level of Performance:*</u>  White: 70% Black: Hispanic: 70% Asian: American Indian:	<u>2012 Expected Level of Performance:*</u>  White: 75% Black: Hispanic: 75% Asian: American Indian:	5A.2.	5A.2.	5A.2.	5A.2.

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		5A.3.	5A.3.	5A.3.	5A.3.	5A.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					
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <b>Reading Goal #5B:</b>	<b>Reading Goal #5B: English Language Learners (ELL)</b>	5B.1. Students have problems with word accuracy, identification and decoding.	5B.1. (1) Utilizing illustrations, photos, graphs, maps and charts to assist in identifying proper vocabulary. (2) Utilization of small groups and centers. (3) RTI interventions	5B.1 (1) Classroom teacher (2) ESE inclusion teacher (3) ESOL teacher (4) Academic coach	5B.1 (1) Classroom observations (2) Soliloquy tutorial program (3) Compass Learning (4) RTI documentation	5B.1. (1) Formal and informal classroom assessments (2) Classroom walkthrough observations (3) Small group monitoring				
		<table border="1"> <tr> <td>2011 Current Level of Performance:*</td> <td>2012 Expected Level of Performance:*</td> </tr> <tr> <td>46%</td> <td>55%</td> </tr> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	46%	55%				
		2011 Current Level of Performance:*	2012 Expected Level of Performance:*							
46%	55%									
The percentage of students making AYP in reading will increase from 46% to 55%.		5B.2. Concerns with proficiency in fluency and phonemic awareness	5B.2. (1) Utilization of centers and small group instruction (2) All grades will adhere to the 90-minute uninterrupted literacy block schedule (3) RTI interventions	5B.2. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5B.2. (1) Data collected from classroom walkthrough observations will be used to identify proper implementation of centers and small group instruction (2) Teachers will use assessment data to improve instruction (3) After-school tutoring program will focus on small group instruction to improve deficiencies in fluency and phonemic awareness (4) RTI documentation	5B.2. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Formal and informal assessments				
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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					
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <b>Reading Goal #5C:</b>	<b>Reading Goal #5C: Students with Disabilities (SWD)</b>	5C.1. Students have problems with word accuracy, identification and decoding.	5C.1. (1) Utilizing illustrations, photos, graphs, maps and charts to assist in identifying proper	5C.1 (1) Classroom teacher (2) ESE inclusion teacher	5C.1 (1) Classroom observations (2) Soliloquy tutorial program (3) Compass Learning	5C.1. (1) Formal and informal classroom assessments (2) Classroom				

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			vocabulary. (2) Utilization of small groups and centers. (3) RTI interventions	(3) ESOL teacher (4) Academic coach	(4) RTI documentation	walkthrough observations (3) Small group monitoring	
The percentage of students making AYP in reading will increase from 65% to 70%.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	65%	70%					
			5C.2. Concerns with proficiency in fluency and phonemic awareness	5C.2. (1) Utilization of centers and small group instruction (2) All grades will adhere to the 90-minute uninterrupted literacy block schedule (3) RTI interventions	5C.2. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5C.2. (1) Data collected from classroom walkthrough observations will be used to identify proper implementation of centers and small group instruction (2) Teachers will use assessment data to improve instruction (3) After-school tutoring program will focus on small group instruction to improve deficiencies in fluency and phonemic awareness (4) RTI documentation	5C.2. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Formal and informal assessments
			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
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5D:</u>	<b>Reading Goal #5D: Economically Disadvantaged</b>		5D.1. Students have problems with word accuracy, identification and decoding.	5D.1 (1) Utilization of centers and small group instruction (2) All grades will adhere to the 90-minute uninterrupted literacy block schedule (3) RTI interventions	5D.1. (1) Classroom teacher (2) ESE inclusion teacher (3) ESOL teacher (4) Academic coach	5D.1. (1) Classroom observations (2) Soliloquy tutorial program (3) Compass Learning (4) RTI documentation	5D.1 (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Formal and informal assessments
	The percentage of students making AYP in reading will increase from 64% to 70%.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
64%		70%					

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			5D.2. Concerns with proficiency in fluency and phonemic awareness	5D.2. (1) Utilization of centers and small group instruction (2) All grades will adhere to the 90-minute uninterrupted literacy block schedule (3) RTI interventions	5D.2. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5D.2. (1) Data collected from classroom walkthrough observations will be used to identify proper implementation of centers and small group instruction (2) Teachers will use assessment data to improve instruction (3) After-school tutoring program will focus on small group instruction to improve deficiencies in fluency and phonemic awareness (4) RTI documentation	5D.2. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Formal and informal assessments
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fluency/Phonemic Awareness	K - 5	Academic Coach & Team Leaders	School - wide	September - March	Formal and informal assessments	Principal/Assistant Principal
Learning Centers	K - 5	Academic Coach & Team Leaders	School - wide	August 15 - 18	Formal and informal assessments	Principal/Assistant Principal
100 - Book Challenge Strategies	K - 5	Team Leaders	School - wide	September - November	District-wide reading assessments	Principal/Assistant Principal
Data Analysis	K - 5	District data	School - wide	August 17	Data analysis review by grade level	Academic Coach

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		Coach				
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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
Provide additional reading materials for students	Books	School Advisory Council	\$1,200
FCAT Literacy Practice Workbooks	Workbooks	School Advisory Council & Boosters	\$600
			<b>Subtotal: \$1,800</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Literacy Learning Centers	Content Manipulatives	School Advisory Council	\$300
Classroom Management Skills	Videos & Books	School General Fund	\$300
			<b>Subtotal: \$600</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Book Study	Current Selected Book	Classroom Supply Funds	\$25
			<b>Subtotal: \$25</b>
			<b>Total: \$2,425</b>

*End of Reading Goals*

**Mathematics Goals**

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

<b>MATHEMATICS GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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1. Students achieving proficiency (Level 3) in mathematics		2011 Current Level of Performance:*	2012 Expected Level of Performance:*	1.1. Knowledge of basic computation facts	1.1. (1) Use of instructional focus calendar (2) Utilize instructional strategies through lateral planning	1.1. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	1.1. Collect and analyze data associated with each strategy	1.1. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom walkthrough observations (5) Formal and informal classroom assessments
Mathematics Goal #1:								
The level of students achieving proficiency in mathematics on the 2012 FCAT will increase from 70% to 75%.		70%.	75%					
				1.2. The master schedule does not allow ample time for implementation of interventions	1.2. Increase effectiveness of cross-curricular teaching	1.2. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	1.2. Monitor the data associated with each strategy	1.2. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom walkthrough observations (5) Formal and informal classroom assessments
				1.3. Understanding how one number relates to another number	1.3. Increase instruction on number sense	1.3. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	1.3. (1) Classroom walkthrough observations (2) Monitoring data associated with the strategy	1.3 (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom walkthrough observations (5) Formal and informal classroom

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students achieving above proficiency (Levels 4 and 5) in mathematics</b> <b>Mathematics Goal #2:</b> The level of students achieving high proficiency in mathematics on the 2012 FCAT will increase from 70% to 75%.			2.1. Increase the use of logical thinking in problem solving	2.1. (1) Utilize the “Four Step” method (analyze, choose, solve, check) of logical thinking (2) Utilize charts, diagrams and pictures to organize information	2.1. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	2.1. (1) Classroom walkthrough observations (2) Monitoring data associated with the strategy	2.1. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom walkthrough observations (5) Formal and informal classroom
			2.2. The need to challenge and motivate the level four and five students	2.2. Utilization of an advanced academic classroom at the elementary level (LEEDS class)	2.2. LEEDS teacher and academic coach	2.2. (1) Classroom walkthrough observations (2) Conferencing with the individual student (3) On-line lesson plans	2.2. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom walkthrough observations (5) Formal and informal classroom
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Percentage of students making learning gains in mathematics (excluding 9<sup>th</sup> grade; learning gains will not be available for this grade)</b> <b>Mathematics Goal #3:</b> The current level of			3.1. Utilizing manipulatives to model information	3.1. Increase the use of manipulatives such as blocks, counters, rulers, protractors and compasses	3.1. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	3.1. (1) Classroom walkthrough observations (2) On-line lesson plans	3.1. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of

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students making learning gains on the mathematics portion of the 2012 FCAT will increase from 64% to 70%.	64%	70%					curriculum through classroom walkthrough observations
			3.2. Utilizing formulas to solve problems	3.2. Utilizing a set of directions in a particular formula for problem solving	3.2. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	3.2. (1) Classroom walkthrough observations (2) On-line lesson plans	3.2. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom walkthrough observations
			3.3. The core instruction lacks supplemental materials	3.3. (1) Utilization of Mimio for classroom instruction (2) Increase use of classroom manipulatives (3) Increase use of classroom math drills	3.3. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	3.3. (1) Classroom walkthrough observations (2) On-line lesson plans	3.3. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom walkthrough observations
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Percentage of students in Lowest 25% making learning gains in mathematics</b>			4.1. There is limited classroom time allotted for teacher-led learning centers	4.1. Increase utilization of small group and learning centers and increase professional development opportunities	4.1. (1) Classroom teacher (2) Academic coach (3) Principal and assistant principal	4.1. (1) Classroom walkthrough observations (2) On-line lesson plans	4.1. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments
<b>Mathematics Goal #4:</b>							
The level of students in the	<u>2011 Current Level of Performance:</u> *	<u>2012 Expected Level of Performance:</u> *					

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lowest 25% making learning gains on the mathematics portion of the 2012 FCAT will increase from 55% to 60%.	55%	60%					(4) Alignment of curriculum through classroom
			4.2. Utilizing manipulatives to model information	4.2. Increase the use of manipulatives such as blocks, counters, rulers, protractors and compasses	4.2. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	4.2. (1) Classroom walkthrough observations (2) On-line lesson plans	4.2. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
			4.3. Utilizing formulas to solve problems	4.3. Utilizing a set of directions in a particular formula for problem solving	4.3. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	4.3. (1) Classroom walkthrough observations (2) On-line lesson plans	4.3. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <u>Mathematics Goal #5A:</u>	<b>Mathematics Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)		5A.1. Translating math problems into a number sentence White: Black: Hispanic: Asian: American Indian:	5A.1. Increase the time and accuracy in teaching the translation of "English" phrases and sentences into "Math" phrases and sentences	5A.1. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5A.1. (1) Classroom walkthrough observations (2) On-line lesson plans	5A.1. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through
The current level of	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					

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performance of student subgroups not making AYP is mathematics on the 2012 FCAT will increase from 55% to 60%.	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					classroom
			5A.2. Organizing mathematical facts and information	5A.2. Increase the time-on-task in utilizing charts, tables, graphs and lists in identifying numerical information	5A.2. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5A.2. (1) Classroom walkthrough observations (2) On-line lesson plans	5A.2. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
			5A.3. There is limited classroom time allotted for teacher-led learning centers	5A.3. Increase utilization of small group and learning centers and increase professional development opportunities	5A.3. (1) Classroom teacher (2) Academic coach (3) Principal and assistant principal	5A.3. (1) Classroom walkthrough observations (2) On-line lesson plans	5A.3. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <u>Mathematics Goal #5B:</u>	<b>Mathematics Goal #5B: English Language Learners (ELL)</b>		5B.1. Translating math problems into a number sentence	5B.1. Increase the time and accuracy in teaching the translation of "English" phrases and sentences into "Math" phrases and sentences	5B.1. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach (4) ESOL teacher	5B.1. (1) Classroom walkthrough observations (2) On-line lesson plans	5B.1. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom (5) Soliloquy reports
	The current level of performance of student subgroups not making AYP is mathematics on the 2012 FCAT will increase from	<u>2011 Current Level of Performance:*</u>					
	55%	60%					

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55% to 60%.							
			5B.2. Organizing mathematical facts and information	5B.2. Increase the time-on-task in utilizing charts, tables, graphs and lists in identifying numerical information	5B.2. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5B.2. (1) Classroom walkthrough observations (2) On-line lesson plans	5B.2. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
			5B.3 There is limited classroom time allotted for teacher-led learning centers	5B.3. Increase utilization of small group and learning centers and increase professional development opportunities	5B.3. (1) Classroom teacher (2) Academic coach (3) Principal and assistant principal	5B.3. (1) Classroom walkthrough observations (2) On-line lesson plans	5B.3. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5C:</b>	<b>Mathematics Goal #5C: Students with Disabilities (SWD)</b>		5C.1. Translating math problems into a number sentence	5C.1. Increase the time and accuracy in teaching the translation of "English" phrases and sentences into "Math" phrases and sentences	5C.1. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5C.1. (1) Classroom walkthrough observations (2) On-line lesson plans	5C.1. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
The current level of performance of student subgroups not making AYP is mathematics on the 2012 FCAT will increase from 55% to 60%.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	55%	60%					

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			5C.2. Organizing mathematical facts and information	5C.2. Increase the time-on-task in utilizing charts, tables, graphs and lists in identifying numerical information	5C.2. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5C.2. (1) Classroom walkthrough observations (2) On-line lesson plans	5C.2. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
			5C.3. There is limited classroom time allotted for teacher-led learning centers	5C.3. Increase utilization of small group and learning centers and increase professional development opportunities	5C.3. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5C.3. (1) Classroom walkthrough observations (2) On-line lesson plans	5C.3. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b>	<b>Mathematics Goal #5D: Economically Disadvantaged</b>		5D.1. Translating math problems into a number sentence	5D.1. Increase the time and accuracy in teaching the translation of "English" phrases and sentences into "Math" phrases and sentences	5D.1. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5D.1. (1) Classroom walkthrough observations (2) On-line lesson plans	5D.1. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
The current level of performance of student subgroups not making AYP is mathematics on the 2012 FCAT will increase from 55% to 60%.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	55%	60%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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		Organizing mathematical facts and information	Increase the time-on-task in utilizing charts, tables, graphs and lists in identifying numerical information	(1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	(1) Classroom walkthrough observations (2) On-line lesson plans	(1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom
		5D.3. There is limited classroom time allotted for teacher-led learning centers	5D.3. Increase utilization of small group and learning centers and increase professional development opportunities	5D.3. (1) Classroom teacher (2) ESE inclusion teacher (3) Academic coach	5D.3. (1) Classroom walkthrough observations (2) On-line lesson plans	5D.3. (1) Compass Learning reports (2) Performance Matters reports (3) FAIR assessments (4) Alignment of curriculum through classroom

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Learning Centers	K - 5	Academic Coach 7 Team Leaders	School - wide	August - December	Classroom Walkthrough Observations	Administration and Academic Coach

**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
Mathematics Learning Centers	Classroom Manipulatives	School Advisory Council	\$300
Wiley's Mathematics Warm-ups	Mathematics Drills	School Advisory Council	\$1200
			<b>Subtotal: \$1,500</b>

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Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Mathematics Learning Centers	Content Manipulatives	School Advisory Council	\$300
Classroom Management Skills	Videos & Books	School General Fund	\$300
			<b>Subtotal: \$600</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$2,100</b>

*End of Mathematics Goals*

**Science Goals**

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

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
<b>1. Students achieving proficiency (FCAT Level 3) in science</b>			1.1. Lack of prior knowledge of science topics, content and hands-on activity procedures	1.1. Teaching strategies such as learning centers, manipulatives, hands-on learning opportunities and FCAT practice materials will be used to enhance instruction.	1.1. (1)Classroom teacher (2) Team Leader (3) Academic Coach	1.1. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	1.1. (1) Compass Learning reports (2) Performance Matters reports (3) Science checklist (4) Formal and informal assessments
<u>Science Goal #1:</u>							
The level of students achieving proficiency on the 2012 science portion of the FCAT will increase from 39% to 45%.	<u>2011 Current Level of Performance:*</u> 39%	<u>2012 Expected Level of Performance:*</u> 45%					

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

			1.2. Ability to utilize classifying and measuring techniques	1.2. (1) Grouping objects or events according to their properties	1.2. (1)Classroom teacher (2) Team Leader (3) Academic Coach	1.2. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	1.2. (1) Compass Learning reports (2) Performance Matters reports (3) Science checklist (4) Formal and informal assessments
			1.3. Ability to utilize inferring and predicting techniques	1.3. (1) Utilizing graphs, tables, diagrams and other informational items including those that are technology based (2) Drawing conclusions based on observations and data	1.3. (1)Classroom teacher (2) Team Leader (3) Academic Coach	1.3. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	1.3. (1) Compass Learning reports (2) Performance Matters reports (3) Science checklist (4) Formal and informal assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</b>			2.1. The need to challenge and motivate the level four and five students	2.1. Develop and implement an advanced academic classroom at the elementary level (LEEDS class)	2.1. LEEDS teacher and academic coach	2.1. (1) Classroom walkthrough observations (2) Conferencing with individual students (3) On-line lesson plans	2.1. (1) Compass Learning reports (2) Performance Matters reports (3) Science checklist (4) Formal and informal assessments
<u>Science Goal #2:</u>							
The level of students achieving proficiency on the 2012 science portion of the FCAT will increase from 39% to 45%.		<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
		39%	45%				
			2.2. Lack of prior	2.2. Teaching strategies such	2.2. (1)Classroom	2.2. The classroom teacher, the	2.2. (1) Compass

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

		knowledge of science topics, content and hands-on activity procedures	as learning centers, manipulatives, hands-on learning opportunities and FCAT practice materials will be used to enhance instruction.	teacher (2) Team Leader (3) Academic Coach	team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	Learning reports (2) Performance Matters reports (3) Science checklist (4) Formal and informal assessments
		2.3 Increase the ability to collect, record and interpret data	2.3 Reinforce strategies that will enable the student to identify inferences, predictions and hypotheses	2.3 (1) Classroom teacher (2) Team Leader (3) Academic Coach	2.3 The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2.3 (1) Compass Learning reports (2) Performance Matters reports (3) Science checklist (4) Formal and informal assessments

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Adoption of Science Textbook Series	K – 5	Textbook Company Trainer	School - wide	August - October	Classroom Walkthrough Observations	Academic Coach and Team Leaders
Science Methods in the Classroom	K - 5	School Science Coordinator	School - wide	August	Classroom Walkthrough Observations	Academic Coach and Team Leaders

**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
			<b>Subtotal: \$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Science Methods in the Classroom	Mimio Technology	N/A	N/A

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<b>Subtotal: \$0</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science methods in the classroom	Classroom manipulatives	Classroom supply funds	\$50.00 per classroom
<b>Subtotal: \$2,500</b>			
Other			
Strategy	Description of resources	Funding source	Amount
<b>Subtotal: \$0</b>			
<b>Total: \$2,500</b>			

*End of Science Goals*

**Writing Goals**

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

<b>WRITING GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing</b>			1.1. Increasing the number of students improving to a 4.0 on Florida Writes	1.1. The Kathy Robinson writing model will be utilized as the writing instructional method	1.1. (1) Classroom teacher (2) Academic Coach	1.1. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	1.1. (1) Data analysis (2) Scored writing prompts (3) School writing plan (4) District writing plan (5) District writing assessments (6) On-line lesson plans
<b>Writing Goal #1:</b>							
The level of students scoring a 4.0 or higher on the writing portion on the 2012 FCAT will increase from 78% to 82%.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	78%	82%					
			1.2. Increase awareness of utilizing new and extended vocabulary in	1.2. Conferencing with students to discuss the new vocabulary that they	1.2. (1) Classroom teacher (2) Academic coach	1.2. The classroom teacher, the team leader and the academic coach will monitor	1.2. (1) Data analysis (2) Scored writing prompts

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		both writing and speech	are learning and using		the data associated with each step to determine its effectiveness on student achievement	(3) School writing plan (4) District writing plan (5) District writing assessments (6) On-line lesson plans	
		1.3. Students require additional opportunities to engage in the extended writing process in the classroom	1.3. Teachers will implement and students will complete a timed writing sample to a given prompt and will include a revision as part of their writing instruction	1.3. (1) Classroom teacher (2) Academic coach	1.3. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	1.3. (1) Data analysis prompts (2) Scored writing plan (3) School writing plan (4) District writing assessments (5) District writing assessments (6) On-line lesson plans	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <u>Writing Goal #2A:</u> The level of student subgroups not making AYP on the writing portion of the 2012 FCAT will increase two percentage points in each subgroup.	<b>Writing Goal #2A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)		2A.1. Students lack of an advanced vocabulary hinder their writing development	2A.1. Students will develop word walls, utilize dictionaries, thesauruses, and glossaries as research tools and increase independent reading time in the classroom	2A.1. (1) Classroom teacher (2) Academic coach	2A.1. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2A.1. (1) Data analysis prompts (2) Scored writing plan (3) School writing plan (4) District writing assessments (5) District writing assessments (6) On-line lesson plans
	<u>2011 Current Level of Performance:*</u> White: 78% Black: Hispanic: 84% Asian: American Indian:	<u>2012 Expected Level of Performance:*</u> White: 80% Black: Hispanic: 86% Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
			2A.2. Students require additional opportunities	2A.2. Teachers will implement and students will complete	2A.2. (1) Classroom teacher	2A.2. The classroom teacher, the team leader and the	2A.2. (1) Data analysis (2) Scored writing

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		to engage in the extended writing process in the classroom	a timed writing sample to a given prompt and will include a revision as part of their writing instruction	(2) Academic coach	academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	prompts (3) School writing plan (4) District writing plan (5) District writing assessments (6) On-line lesson plans				
		2A.3. Increasing the number of students improving to a 4.0 on Florida Writes	2A.3. The Kathy Robinson writing model will be utilized as the writing instructional method	2A.3. (1) Classroom teacher (2) Academic coach	2A.3. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2A.3. (1) Data analysis prompts (2) Scored writing prompts (3) School writing plan (4) District writing plan (5) District writing assessments (6) On-line lesson plans				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<b>2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <u>Writing Goal #2B:</u>	<b>Writing Goal #2B: English Language Learners (ELL)</b>	2B.1. Students struggle with conventions when completing writing prompts	3B.1. Students will receive direct instruction of grammar skills from the reading series instead of daily oral language	2B.1. (1) Classroom teacher (2) Academic coach	2B.1. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2B.1. (1) Data analysis prompts (2) Scored writing prompts (3) School writing plan (4) District writing plan (5) District writing assessments (6) On-line lesson plans				
The level of students scoring a 4.0 or higher on the writing portion on the 2012 FCAT will increase from 78% to 82%.	<table border="1"> <tr> <td><u>2011 Current Level of Performance:*</u></td> <td><u>2012 Expected Level of Performance:*</u></td> </tr> <tr> <td>78%</td> <td>82%</td> </tr> </table>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	78%	82%					
<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>									
78%	82%									

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		2B.2. Students lack of an advanced vocabulary hinder their writing development	2B.2. Students will develop word walls, utilize dictionaries, thesauruses, and glossaries as research tools and increase independent reading time in the classroom	2B.2. (1) Classroom teacher (2) Academic coach	2B.2. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2B.2. (1) Data analysis (2) Scored writing prompts (3) School writing plan (4) District writing plan (5) District writing assessments (6) On-line lesson plans				
		2B.3. Students require additional opportunities to engage in the extended writing process in the classroom	2B.3. Teachers will implement and students will complete a timed writing sample to a given prompt and will include a revision as part of their writing instruction	2B.3. (1) Classroom teacher (2) Academic coach	2B.3. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2B.3. (1) Data analysis (2) Scored writing prompts (3) School writing plan (4) District writing plan (5) District writing assessments (6) On-line lesson plans				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<b>2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> Writing Goal #2C:	<b>Writing Goal #2C: Students with Disabilities (SWD)</b>	2C.1. Students struggle with conventions when completing writing prompts	2C.1. Students will receive direct instruction of grammar skills from the reading series instead of daily oral language	2C.1. (1) Classroom teacher (2) Academic coach	2C.1. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2C.1. (1) Data analysis (2) Scored writing prompts (3) School writing plan (4) District writing plan (5) District writing assessments				
The level of students scoring a 4.0 or higher on the writing portion on the 2012 FCAT will increase from 78% to 82%.	<table border="1"> <tr> <td>2011 Current Level of Performance:*</td> <td>2012 Expected Level of Performance:*</td> </tr> <tr> <td>78%.</td> <td>82%</td> </tr> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	78%.	82%					
2011 Current Level of Performance:*	2012 Expected Level of Performance:*									
78%.	82%									

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		2C.2. Students lack of an advanced vocabulary hinder their writing development	2C.2. Students will develop word walls, utilize dictionaries, thesauruses, and glossaries as research tools and increase independent reading time in the classroom	2C.2. (1) Classroom teacher (2) Academic coach	2C.2. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2C.2. (1) Data analysis (2) Scored writing prompts (3) School writing plan (4) District writing plan (5) District writing assessments
		2C.3. Students require additional opportunities to engage in the extended writing process in the classroom	2C.3. Teachers will implement and students will complete a timed writing sample to a given prompt and will include a revision as part of their writing instruction	2C.3. (1) Classroom teacher (2) Academic coach	2C.3. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2C.3. (1) Data analysis (2) Scored writing prompts (3) School writing plan (4) District writing plan (5) District writing assessments
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <u>Writing Goal #2D:</u>	<b>Writing Goal #2D: Economically Disadvantaged</b>		2D.1. Students struggle with conventions when completing writing prompts	2D.1. Students will receive direct instruction of grammar skills from the reading series instead of daily oral language	2D.1. (1) Classroom teacher (2) Academic coach	2D.1. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement
The level of students scoring a 4.0 or higher on the writing portion on the 2012 FCAT will increase from 78% to 82%.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	78%.	82%				

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			2D.2. Students lack of an advanced vocabulary hinder their writing development	2D.2. Students will develop word walls, utilize dictionaries, thesauruses, and glossaries as research tools and increase independent reading time in the classroom	2D.2. (1) Classroom teacher (2) Academic coach	2D.2. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2D.2. (1) Data analysis prompts (2) Scored writing plan (3) School writing plan (4) District writing plan (5) District writing
			2D.3. Students require additional opportunities to engage in the extended writing process in the classroom	2D.3. Teachers will implement and students will complete a timed writing sample to a given prompt and will include a revision as part of their writing instruction	2D.3. (1) Classroom teacher (2) Academic coach	2D.3. The classroom teacher, the team leader and the academic coach will monitor the data associated with each step to determine its effectiveness on student achievement	2D.3. (1) Data analysis prompts (2) Scored writing plan (3) School writing plan (4) District writing plan (5) District writing

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Process	K - 5	Academic Coach	School - wide	August - January	Writing Assessments	Academic Coach , Team Leaders and Literacy Committee
Florida Writes	K - 5	Kathy Robinson	School -wide	August	Writing Assessments	Academic Coach , Team Leaders and Literacy Committee
Florida Writes	K- 5	Kathy Robinson	School - wide	October	Writing Assessments	Academic Coach , Team Leaders and Literacy Committee

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

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**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
Kathy Robinson Writing Training	Teacher Writing Workbooks	School Advisory Council & Boosters	\$500
Kathy Robinson Writing Manuals	Classroom Writing Manuals	School Boosters	\$600
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal: \$1,100</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kathy Robinson Training	Writing Workshop and Teacher Manuals	School Advisory Council and School Boosters	\$3,000
<b>Subtotal: \$3,000</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Pre-test and post-test writing assessments	School-based writing prompts	School Boosters	\$100
<b>Subtotal:</b>			
<b>Total: \$4,200</b>			

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

*End of Writing Goals*

**Attendance Goal(s)**

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

<b>ATTENDANCE GOAL(S)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b> Attendance Goal #1:			1.1. Students with poor attendance	1.1. Discussing and developing strategies to deal with attendance and tardy issues	1.1. Administration and guidance counselor	1.1. Ruby Payne strategies	1.1. Attendance and tardy records
The current number of students with excessive absences will decrease from 292 to 250 while the current number of students with excessive tardies will decrease from 275 to 250.	<u>2011 Current Attendance Rate:*</u>	<u>2012 Expected Attendance Rate:*</u>					
	The average daily attendance rate for 2011 was 95.48%	The average daily attendance rate for 2012 will be 97%					
	<u>2011 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2012 Expected Number of Students with Excessive Absences (10 or more)</u>					
	292	250					
	<u>2011 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2012 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	275	250					

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		1.2. Conveying to parents the need for their child to maintain a good attendance record	1.2. Discussing and developing strategies to deal with attendance and tardy issues	1.2. Administration and guidance counselor	1.2. Ruby Payne strategies	1.2. Attendance and tardy records
		1.3. Improving student attendance	1.3. Development and implementation of teacher-parent communication logs	1.3. Administration and teachers	1.3. Increase in face-to-face teacher-parent conferences	1.3. Communication logs

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ruby Payne	K - 5	Administration	K - 5	August - March	Attendance reports	Administration

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

*End of Attendance Goals*

**Suspension Goal(s)**

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

<b>SUSPENSION GOAL(S)</b>		<b>Problem-solving Process to Decrease Suspension</b>					
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Suspension</b> Suspension Goal #1:		1.1. Bullying of students by other students	1.1. Reduce the number of bullying incidents on campus by 25%	1.1. Teachers, guidance counselor and administration	1.1. Ruby Payne professional development interventions, character education interventions and assemblies, one-on-one counseling sessions, mediations sessions	1.1. Data linked to the number of suspensions and the number of discipline referrals	
	<u>2011 Total Number of In-School Suspensions</u>						<u>2012 Expected Number of In-School Suspensions</u>
0	0						
	<u>2011 Total Number of Students Suspended In-School</u>						<u>2012 Expected Number of Students Suspended In-School</u>
0	0						
	<u>2011 Number of Out-of-School</u>	<u>2012 Expected Number of</u>					

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

	<u>Suspensions</u>	<u>Out-of-School Suspensions</u>					
	11	8					
	<u>2011 Total Number of Students Suspended Out-of-School</u>	<u>2012 Expected Number of Students Suspended Out-of-School</u>					
	11	8					
			1.2. Increased rate of discipline incidents during recess	1.2. Eliminate recess in grades 3, 4 & 5 for the 2011-12 school year	1.2. Teachers and administration	1.2. Students will be given a ten minute break in the regular education classroom	1.2. Data linked to the number of school suspensions
			1.3. Reducing the number of discipline incidents	1.3. Continuation of character education program	1.3. Discipline committee	1.3. Reduction in the number of discipline referrals	1.3. Discipline reports

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ruby Payne	K - 5	Leadership Team	K - 5	August - March	Review data for attendance, discipline and academic assessments	Administration and academic coach

**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
Character education program	Morning announcements, school posters	N/A	N/A
			<b>Subtotal:</b>
Technology			

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

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

*End of Suspension Goals*

**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)).

<b>DROPOUT PREVENTION GOAL(S)</b>		<b>Problem-solving Process to Dropout Prevention</b>				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>						
<i>Enter narrative for the goal in this box.</i>	2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*				
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>				

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	<u>2011 Current Graduation Rate:*</u>	<u>2012 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**Dropout Prevention Budget (Insert rows as needed)**

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

**2011-2012 School Improvement Plan (SIP)-Form SIP-1**

<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

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

<b>PARENT INVOLVEMENT GOAL(S)</b>			<b>Problem-solving Process to Parent Involvement</b>											
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool							
<b>1. Parent Involvement</b> Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Increasing the number of parents that attend school events and activities that are tied into their child’s level of achievement	1.1. (1) Increase the amount and effectiveness of communication between the school and parents (2) Increase the amount and effectiveness of one-on-one communication between teachers/administrators and parents	1.1. Classroom teachers, academic coach, guidance counselor and administration	1.1. (1) Sign-in sheets from parents for school events and activities (2) District-wide surveys (3) School booster meeting attendance (4) School Advisory Council membership	1.1. Increased attendance at school-wide events and activities							
The current level of parents participating in school events and activities will increase from 35% to 40%.	<table border="1"> <tr> <td style="text-align: center;"><u>2011 Current level of Parent Involvement:*</u></td> <td style="text-align: center;"><u>2012 Expected level of Parent Involvement:*</u></td> </tr> <tr> <td style="text-align: center;">35%</td> <td style="text-align: center;">40%</td> </tr> </table>	<u>2011 Current level of Parent Involvement:*</u>	<u>2012 Expected level of Parent Involvement:*</u>	35%	40%	<table border="1"> <tr> <td style="text-align: center;"><u>2011 Current level of Parent Involvement:*</u></td> <td style="text-align: center;"><u>2012 Expected level of Parent Involvement:*</u></td> </tr> <tr> <td style="text-align: center;">35%</td> <td style="text-align: center;">40%</td> </tr> </table>	<u>2011 Current level of Parent Involvement:*</u>	<u>2012 Expected level of Parent Involvement:*</u>	35%	40%				
<u>2011 Current level of Parent Involvement:*</u>	<u>2012 Expected level of Parent Involvement:*</u>													
35%	40%													
<u>2011 Current level of Parent Involvement:*</u>	<u>2012 Expected level of Parent Involvement:*</u>													
35%	40%													

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		1.2. Increasing the membership of the School Advisory Council	1.2. Utilize newsletters, robo-calls and other forms of communication to attract new members	1.2. Administration and School Advisory Council	1.2. School Advisory Council membership	1.2. School Advisory Council membership
		1.3.	1.3.	1.3.	1.3.	1.3.

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

**Parent Involvement Budget**

**\* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

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
Improved communication with parents	Newsletters and information packets	Cowboy Boosters	\$300
Conference night program	Availability of teachers (2:00 – 6:00 p.m.)	N/A	N/A
			<b>Subtotal: \$300</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Ruby Payne strategies	Ruby Payne in-service	N/A	N/A
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$300</b>

*End of Parent Involvement Goal(s)*

**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
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Additional Goal #1:</u>							
<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level :*</u>	<u>2012 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

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Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Additional Goal(s)*

**FINAL BUDGET** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$2,425</b>
<b>Mathematics Budget</b>	<b>Total: \$2,100</b>
<b>Science Budget</b>	<b>Total: \$2,500</b>
<b>Writing Budget</b>	<b>Total: \$4,200</b>
<b>Attendance Budget</b>	<b>Total: \$0</b>
<b>Suspension Budget</b>	

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	<b>Total: \$0</b>
<b>Dropout Prevention Budget</b>	
	<b>Total: \$0</b>
<b>Parent Involvement Budget</b>	
	<b>Total: \$300</b>
<b>Additional Goals</b>	
	<b>Total: \$0</b>
	<b>Grand Total: \$11,525</b>

**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"/> Intervene	<input type="checkbox"/> Correct II	<input checked="" type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> N/A

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

**School Advisory Council**

*School Advisory Council (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 citizens 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.

**April 2011**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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Yes

No

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

Describe the activities of the School Advisory Council for the upcoming year.
<p>(1) Meet on the first Thursday of each month (September – June) at 5:00 p.m. in the school media center to discuss School Advisory Council items and issues.</p> <p>(2) Elect officers during the first meeting of the year (September 1, 2011) and discuss and vote on membership during ensuing meetings throughout the 2011-12 school year.</p> <p>(3) Discuss and approve the various needs of the school and student body as it relates to the academic goals of the school improvement plan.</p> <p>(4) Co-sponsor the annual school-wide book fair.</p> <p>(5) Approve and purchase educational materials as requested by teachers.</p> <p>(6) Approve the funding of the annual “Florida Arts on Tour” program.</p> <p>(7) Co-sponsor the school-wide “Project Night”.</p> <p>(8) Encourage and promote the addition of new members through newsletters, emails, phone calls and personal communications.</p> <p>(9) Approve and assist in the implementation of the 2011 – 2012 School Improvement Plan.</p>

Describe projected use of SAC funds.	Amount
Florida Arts on Tour program	\$2,500
Books for classroom libraries	\$1,500
Educational materials and books	\$5,600