

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: Memorial Elementary School	District Name: DeSoto
Principal: Debra Hall	Superintendent: Adrian H. Cline
SAC Chair: Takirria Combs	Date of School Board Approval:

Student Achievement Data:

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

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

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	Debra Hall	Masters-Educational Leadership (All Levels) Bachelors-Elementary Education (Grades 1-6)/ Biology (Grades 6-12), General Science (Grades	23	8	2010-2011 Grade: B, Reading Mastery 63%; Math Mastery 76%; Writing Mastery 89%, Science Mastery 39%; Learning Gains 57%; Lowest 25% 58% AYP: No 2009-2010 Grade: B, Reading Mastery 78%; Math Mastery 81%; Writing Master 78%, Science Master 48%; Learning Gains 67%; Lowest 25% 55% AYP: No

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					2008-2009 Grade B Reading Mastery 73%; Math Mastery 71%; Writing mastery 72%, Science Master 32%; Learning Gains 68%; Lowest 25% 65% AYP: No 2007-2008 Grade A: Reading Mastery 67%; Math Mastery 74%; Writing Mastery 79%, Science Mastery 29%; Learning Gains 69%; Lowest 25% 72% AYP: Yes 2006-2007 Grade: C Reading Mastery 63%; Math Mastery 55%; Writing Mastery 61%, Science Mastery 29%; Learning Gains 64%; Lowest 25% 68%, AYP: No
Assistant Principal	Bobby Rast	Bachelor of Arts, Master of Science/PE K-12, History 9-12, Drivers Education, ESE K-12, Educational Leadership (All Levels)	0	0	

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)
Reading	Mary Corso	MS Ed.- Literacy K-12, BS – Education AAS- Business/ Reading K-12, Secondary English, Elementary Education	0	0	Classroom Data

Highly Qualified Teachers

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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. Posting is requested for 10 days.	Principal-Debra Hall	Posting(s) as needed	
2. Applications are reviewed. 3. Applicants are approved.	Human Resource- Ray Klejmont Superintendent of Schools- Adrian H. Cline	On-going	
4. Interviews are scheduled.	Principal- Debra Hall	On-going	
5. Teacher Induction Program.	Human Resources- Ray Klejmont	August 2011	

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
Milissa Hawkins	Elementary Education	First Grade	District ESOL Classes
Valerie Carter	Elementary Education	Second Grade	District ESOL Classes
Pierre Hilaire	ESE Self-contained	ESE Fulltime 1 st -5th	District ESOL Classes

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
57	3.5% (2)	19.3% (11)	19.3% (11)	61% (35)	9% (5)	95% (54)	12.3% (7)	11.8% (1)	95% (54)

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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
Shannon Rhea	Christy Bishop	Years of effective instruction, proficient past data, curriculum experience, classroom management, and data and assessment analysis.	One-one, grade level, visiting other classrooms
Kelli Willard	Amy Hasler	Years of effective instruction, proficient past data curriculum experience, classroom management, and data and assessment analysis.	One-one, grade level, visiting other classrooms.

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 services 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 site provide instructional support to students either during or after the student academic day. These advocates coordinate services with Title I and other programs.</p>
<p>Title I, Part D Funds from this source are used to support instruction in DJJ facilities located in DeSoto, and 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 needs 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.</p>

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Title II, Part D funds are used to support instructional technology through the purchase and repair of hardware, purchase of software, and provision of professional development in the use of technology as an instructional tool.
Title III Services are provided at each school site to support education of English Language Learners for the purpose of improving student performance.
Title X- Homeless The coordinator of district services for Homeless students provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
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 and anti-drug program to all students as part of the Character Education program for the site. This may include, but not be limited to, guest speakers, field trips, and community service activities such as Big Brother/Big Sister.
Nutrition Programs NA
Housing Programs NA
Head Start NA
Adult Education The district has a well developed Adult 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 and high schools. Career and vocational programs at the secondary levels, including dual enrollment vocational programs, are provided for regular, disadvantaged, and handicapped students.
Job Training NA
Other

Response to Instruction/Intervention (RtI)

School-Based RtI Team
Identify the school-based RtI Leadership Team. Principal, Assistant Principal, Guidance Counselor, Reading Coach, ESE Teacher, 2-Intermediate Classroom Teachers
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?

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We will review student data based on academic achievement, check for RtI implementation and assist with interventions. Principal will provide the vision for use of school-based data and monitor needed professional development. Assistant Principal will support the principal, monitor the data and assist in making decisions. Guidance Counselor will give support and intervention ideas to the teachers. General Education Teachers will provide information about core instruction and Tier interventions. Exceptional Student Education Teacher will assist with Tier 3 student intervention and implementation. Academic Coach will review data and provide interventions.

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 role of the school-based team is to review data, plan interventions, evaluate status of implementation and staff development regarding RtI, assist teachers in using and analyzing data, support teachers in providing interventions, and involve parents in the RtI process.

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. PMRN will be the data management system for reading data from the FAIR. Performance Matters will be used to collect and establish data by analyzing formats from math and science progress monitoring. Grade book and Genesis will be used for other housing and accessing data, such as state assessment scores, attendance and discipline, and current academic performance in the classroom

Describe the plan to train staff on RtI.

Faculty and staff will be trained by School Leadership Team, District RtI Coordinator and other members of the District RtI Committee in the implantation of the RtI plan. Teachers will be provided training in assessments (formal and informal; academic and behavioral), gathering and analyzing data from different sources, and providing tiered instruction based on assessment information.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Debbie Hall- Principal, Reading Coach- Mary Corso, Classroom Teachers- Leslie Lolley, Nora Cail, Valerie Carter, Kristie Joens, Jennifer Swartz, Shannon Rhea, ESOL- Sam Cruz

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

They review Accelerated Reading books, interventions used for small groups, and STAR Assessments.

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

To make sure that the students have accessibility to books on their independent reading level, monitor our reading data, and make sure the teachers are using the best practices in reading strategies.

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**

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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.

During the month of May the preschool directors call the school and schedule an appointment for the preschoolers to visit. The students are transported to MES. They are here for approximately for two hours; school tour visiting the kindergarten classrooms, library, playground, PE area, have refreshments, and lunch from the cafeteria.

****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.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1: 40% of the students will be proficient in reading.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	1.1. Phonemic awareness and fluency proficiency.	1.1. (1)Grades k-5: 90 minute uninterrupted reading block. (2)Literacy centers and small group instruction. (3)RtI interventions.	1.1. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	1.1. (1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	1.1 (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports
	The current level of performance on the reading portion of the FCAT is 35%..	The percentage of students achieving proficiency on the reading portion of the 2012 FCAT is 86%.					

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			ESOL/ESE interventions RtI interventions	teacher, academic coach and administration.	(2)Classroom walkthroughs (3)RtI interventions	(2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports
		1.3. Students struggling with comprehension skills.	1.3. (1)Using comprehension strategies; comparing/contrasting, sequencing, understanding meaning and text (2)Re-reading stories (3)Literacy centers and small group instruction (4)RtI interventions	1.3. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration	1.3. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	1.3. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters 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
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading		2.1. Language	2.1. (1)Grades k-5: 90 minute uninterrupted reading block. (2)Literacy centers and small group instruction. (3)RtI interventions.	2.1. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration	2.1. (1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	2.1. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports
<u>Reading Goal #2:</u>						
28% of the students will be proficient in reading.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	The current level of performance on the reading portion of the FCAT is 25%	The percentage of students achieving proficiency on the reading portion of the 2012 FCAT is 86%.				
			2.2. Language-vocabulary	2.2. Word meaning Stories on tape ESOL/ESE interventions RtI interventions	2.2. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	2.2. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions
		2.3. Students struggling with comprehension skills.	2.3 (1)Using comprehension strategies;	2.3 Classroom teacher, ESE inclusion teachers, ESOL	2.3 1) On-going progress monitoring from teacher	2.3 (1)Classroom assessments

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			comparing/contrasting, sequencing, understanding meaning and text (2)Re-reading stories (3)Literacy centers and small group instruction (4)RtI interventions	teacher, academic coach and administration.	(2)Classroom walkthroughs (3)RtI interventions	(2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters 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
3. Percentage of students making Learning Gains in reading		3.1. Language	3.1. (1)Grades k-5: 90 minute uninterrupted reading block. (2)Literacy centers and small group instruction. (3)RtI interventions.	3.1. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration	3.1. (1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	3.1. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports
Reading Goal #3:						
65% of the students will make learning gains.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	The current level of performance on the reading portion of the FCAT is 58%	The percentage of students achieving proficiency on the reading portion of the 2012 FCAT is 86%.				
			3.2. Language-vocabulary	3.2. Word meaning Stories on tape ESOL/ESE interventions RtI interventions	3.2. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	3.2. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions
		3.3. Students struggling with comprehension skills.	3.3. (1)Using comprehension strategies; comparing/contrasting, sequencing, understanding meaning and text (2)Re-reading stories (3)Literacy centers and small group instruction (4)RtI interventions	3.3. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	3.3. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	3.3. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters 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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4. Percentage of students in Lowest 25% making learning gains in reading <u>Reading Goal #4:</u> 54% of the lowest 25% will make learning gains.		2011 Current Level of Performance:* The current level of performance on the reading portion of the FCAT is 54%.	2012 Expected Level of Performance:* The percentage of students achieving proficiency on the reading portion of the 2012 FCAT is 86%.	4.1. Language 4.1 (1)Grades k-5: 90 minute uninterrupted reading block. (2)Literacy centers and small group instruction. (3)RtI interventions.	4.1. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration	4.1. (1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	4.1. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports	
				4.2. Language-vocabulary 4.2. Word meaning Stories on tape ESOL/ESE interventions RtI interventions	4.2. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	4.2. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	4.2. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports	
				4.3 Students struggling with comprehension skills.	4.3. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	4.3. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	4.3. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports	
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		
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5A:</u>		Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. White: 36% Black: Hispanic: 41% Asian: American Indian:	5A.1. (1)Grades k-5: 90 minute uninterrupted reading block. (2)Literacy centers and small group instruction. (3)RtI interventions.	5A.1. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration	5A.1. (1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5A.1. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters

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36% of the White students and 41% of the Hispanic students didn't make AYP.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					reports
	White:36% Black: Hispanic: 41% Asian: American Indian:	White: 86% Black: Hispanic: 86% Asian: American Indian:					
			5A.2. Language-vocabulary	5A.2. Word meaning Stories on tape ESOL/ESE interventions RtI interventions	5A.2. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	5A.2. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5A.2. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports
		5A.3. Students struggling with comprehension skills.	5A.3. (1)Using comprehension strategies; comparing/contrasting, sequencing, understanding meaning and text (2)Re-reading stories (3)Literacy centers and small group instruction (4)RtI interventions	5A.3. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	5A.3. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5A.3. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters 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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5B:</u>	Reading Goal #5B: English Language Learners (ELL)		5B.1. Language	5B.1. (1)Grades k-5: 90 minute uninterrupted reading block. (2)Literacy centers and small group instruction. (3)RtI interventions.	5B.1. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	5B.1. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5B.1. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports
37% of the ELL students will not make AYP.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	51% of the students didn't make AYP.	85% of the student are expected to make AYP.					
			5B.2. Language-vocabulary	5B.2. Word meaning	5B.2. Classroom teacher, ESE	5B.2.1) On-going progress monitoring from teacher	5B.2. (1)Classroom

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			Stories on tape ESOL/ESE interventions RtI interventions	inclusion teachers, ESOL teacher, academic coach and administration.	(2)Classroom walkthroughs (3)RtI interventions	assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports	
		5B.3. Students struggling with comprehension skills.	5B.3. (1)Using comprehension strategies; comparing/contrasting, sequencing, understanding meaning and text (2)Re-reading stories (3)Literacy centers and small group instruction (4)RtI interventions	5B.3. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	5B.3. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5B.3. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters 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 subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5C:</u>	Reading Goal #5C: Students with Disabilities (SWD)		5C.1. Language	5C.1. (1)Grades k-5: 90 minute uninterrupted reading block. (2)Literacy centers and small group instruction. (3)RtI interventions.	5C.1. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	5C.1. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5C.1. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports
56% of the SWD students didn't make AYP.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
		5C.2. Language-vocabulary	5C.2. Word meaning Stories on tape ESOL/ESE interventions RtI interventions	5C.2. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	5C.2. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5C.2. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports	

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		5C.3. Students struggling with comprehension skills.	5C.3. (1)Using comprehension strategies; comparing/contrasting, sequencing, understanding meaning and text (2)Re-reading stories (3)Literacy centers and small group instruction (4)RtI interventions	5C.3. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	5C.3. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5C.3. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters 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 subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5D:</u>	Reading Goal #5D: Economically Disadvantaged		5D.1. Language	5D.1. (1)Grades k-5: 90 minute uninterrupted reading block. (2)Literacy centers and small group instruction. (3)RtI interventions.	5D.1. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	5D.1. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5D.1. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports				
	39% of the ED students didn't make AYP.	<table border="1"> <tr> <td>2011 Current Level of Performance:*</td> <td>2012 Expected Level of Performance:*</td> </tr> <tr> <td>43% of the students didn't make AYP.</td> <td>86% of students are expected to make AYP.</td> </tr> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	43% of the students didn't make AYP.	86% of students are expected to make AYP.					
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*									
43% of the students didn't make AYP.	86% of students are expected to make AYP.										
		5D.2. Language-vocabulary	5D.2. Word meaning Stories on tape ESOL/ESE interventions RtI interventions	5D.2. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	5D.2. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5D.2. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports					
		5D.3. Students struggling with comprehension skills.	5D.3. (1)Using comprehension strategies; comparing/contrasting, sequencing, understanding meaning and text (2)Re-reading stories (3)Literacy centers and small group instruction	5D.3. Classroom teacher, ESE inclusion teachers, ESOL teacher, academic coach and administration.	5D.3. 1) On-going progress monitoring from teacher (2)Classroom walkthroughs (3)RtI interventions	5D.3. (1)Classroom assessments (2) Compass Learning reports (3)FAIR AP 1-3 (4)Performance Matters reports					

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			(4)Rtl interventions			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Compass Learning	K-5	Trainers	Teachers	All year	Classroom walkthroughs, assessments; formal, informal, data	Instructional Services
Text Complexity	K-5	Reading Coach	Teachers	All Year	Classroom walkthroughs, assessments; formal, informal, data	Reading Coach

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

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

Mathematics Goals

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (Level 3) in mathematics			1.1. Vocabulary Basic Fact Knowledge	1.1. Math concepts, Curriculum Calendars	1.1. Classroom teacher, Academic Coach, and Administration	1.1. Benchmark testing, analyzing data	1.1. Benchmark testing, Compass Learning, Performance Matters reports, Professional Development
Mathematics Goal #1:							
44% of the students will be proficient in math.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>39% of the students were proficient in math.</i>	<i>86% of the student are expected to be proficient in math.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (Levels 4 and 5) in mathematics			2.1. Vocabulary	2.1. Math concepts, Curriculum Calendars	2.1. Classroom teacher, Academic Coach, and Administration,	2.1. Benchmark testing, analyzing data	2.1. Benchmark testing, Compass Learning, Performance Matters reports, Professional Development
Mathematics Goal #2:							
35% of the students will be proficient in math.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>32% of the students were proficient in math.</i>	<i>86% of the students are expected to be proficient in</i>					

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		<i>math.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade)			3.1. Vocabulary	3.1. Math concepts, Curriculum Calendars	3.1. Classroom teacher, Academic Coach, and Administration	3.1. Benchmark testing, analyzing data	3.1. Benchmark testing, Compass Learning, Performance Matters reports, Professional Development
<u>Mathematics Goal #3:</u>							
67% will the students will make learning gains.	<u>2011 Current Level of Performance:*</u>	<u>2012Expected Level of Performance:*</u>					
	63% of the students made learning gains.	86% of the students will make learning gains.					
			3.2.	3.2.	3.2.	3.2.	3.2.
			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
4. Percentage of students in Lowest 25% making learning gains in mathematics			4.1. Vocabulary	4.1. Math concepts, Curriculum Calendars	4.1. Classroom teacher, Academic Coach, and Administration	4.1. Benchmark testing, analyzing data	4.1. Benchmark testing, Compass Learning, Performance Matters reports, Professional Development
<u>Mathematics Goal #4:</u>							
60% of the students will make math gains.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	58% of the students made gains.	86% of the students are expected to make math gains.					

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			4.2.	4.2.	4.2.	4.2.	
			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
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5A:</u> 20% of the White students and 25% of the Hispanic students will not make AYP.	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Vocabulary Black: Hispanic: Vocabulary Asian: American Indian:	5A.1. Math concepts, Curriculum Calendars	5A.1. Classroom teacher, Academic Coach, and Administration	5A.1. Benchmark testing, analyzing data	5A.1. Benchmark testing, Compass Learning, Performance Matters reports, Professional Development
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	White:24% Black: Hispanic:29% Asian: American Indian:	White: 86% Black: Hispanic:86% Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			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
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5B:</u> 31% of the ELL students didn't make AYP.	Mathematics Goal #5B: English Language Learners (ELL)		5B.1. Vocabulary	5B.1. Math concepts, Curriculum Calendars	5B.1. Classroom teacher, Academic Coach, and Administration	5B.1. Benchmark testing, analyzing data	5B.1. Benchmark testing, Compass Learning, Performance Matters reports, Professional Development
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	31% of the students didn't make AYP.	86% of the students will make AYP.					

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			5B.2.	5B.2.	5B.2.	5B.2.	
			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
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: Students with Disabilities (SWD) Mathematics Goal #5C:	34% of the students didn’t make learning gains.		5C.1. Vocabulary	5C.1. Math concepts, Curriculum Calendars	5C.1. Classroom teacher, Academic Coach, and Administration	5C.1. Benchmark testing, analyzing data	5C.1. Benchmark testing, Compass Learning, Performance Matters reports, Professional Development
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	38% of the students didn’t make learning gains.	86% of the students are expected to make learning gains.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	26% of the students will not make AYP.		5D.1. Vocabulary	5D.1. Math concepts, Curriculum Calendars	5D.1. Classroom teacher, Academic Coach, and Administration	5D.1. Benchmark testing, analyzing data	5D.1. Benchmark testing, Compass Learning, Performance Matters reports, Professional Development
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					

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	30% of the students didn't make AYP.	86% of the students are expected to make AYP.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math	K-5	Team Leader	Teachers	All Year	On-going monitoring	Team Leader, Academic Coach, Administration

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

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Strategy	Description of Resources	Funding Source	Amount
Four visits two times each= eight	Libby Pollett	School Improvement	1250.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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
1. Students achieving proficiency (FCAT Level 3) in science			1.1. Vocabulary	1.1. Hands-on science experiments	1.1. Classroom teacher, Academic Coach, and Administration	1.1. Benchmark testing, analyzing data	1.1. Benchmark testing, Compass Learning, Performance Matters reports, Professional Development
<u>Science Goal #1:</u>							
37% of the students will be proficient in science.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	35% of the students achieved proficiency.	37% of the students are expected to score a Level 3.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students achieving above proficiency (FCAT Levels 4 and 5) in science		2.1. Vocabulary	2.1. Hands-on science experiments	2.1. Classroom teacher, Academic Coach, and Administration	2.1. Benchmark testing, analyzing data	2.1. Benchmark testing, Compass Learning, Performance Matters reports, Professional Development
Science Goal #2:						
40 % will be proficient in science.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Compass Learning	K-5	Trainers	K-5	On-going monitoring	Classroom walkthroughs, assessments; formal, informal, data	Team Leader, Academic Coach, Administration
Vertical Teams	K-5	Facilitator	School wide	On-going monitoring	Classroom walkthroughs, assessments; formal, informal, data	Team Leader, Academic Coach, Facilitator, Administration

Science Budget (Insert rows as needed)

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

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

End of Science Goals

Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing			1.1. Prior writing knowledge. Language	1.1 Use writing skills, curriculum calendar	1.1. Teacher, Academic Coach, Administration	1.1. Writing samples, district assessments	1.1. Writing assessments
<u>Writing Goal #1:</u>							
80% of the students will be proficient in writing.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	78% of the students were 3.0 or above.	90% of the students are to maintain a 4.0 or above.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		2A.1. White: Black: Hispanic: Asian: American Indian:	2A.1.	2A.1.	2A.1.	2A.1.
	Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
		Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:				
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.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
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	Writing Goal #2B: English Language Learners (ELL)		2B.1.	3B.1.	2B.1.	2B.1.	2B.1.
	Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
		Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	Writing Goal #2C: Students with Disabilities (SWD)		2C.1.	2C.1.	2C.1.	2C.1.	2C.1.
<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.	2C.3.	2C.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
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	Writing Goal #2D: Economically Disadvantaged		2D.1.	2D.1.	2D.1.	2D.1.	2D.1.
<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.	2D.3.

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

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

PD Content /Topic	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Writing	K-5	Mrs. Sica/Mary Corso	Teachers	All Year	Practice	Writing Samples

Writing Budget (Insert rows as needed)

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

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Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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)).

ATTENDANCE GOAL(S)		Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance		1.1. Transportation	1.1. Check daily attendance records.	1.1. Attendance Clerk	1.1 Daily Attendance.	1.1. Weekly attendance report.	
Attendance Goal #1:							
15% more of the student will attend school..	2011 Current Attendance Rate:*						2012 Expected Attendance Rate:*
	2011 Current Number of Students with Excessive Absences (10 or more)						2012 Expected Number of Students with Excessive Absences (10 or more)
	2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Attendance Budget (Insert rows as needed)

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

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			Subtotal:
			Total:

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)	Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension <u>Suspension Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.
15% less students will be suspended.	<u>2011 Total Number of In-School Suspensions</u>	<u>2012 Expected Number of In-School Suspensions</u>			
	33 of the disciplines were in school suspensions.	20 of the disciplines will be in school suspensions.			
	<u>2011 Total Number of Students Suspended In-School</u>	<u>2012 Expected Number of Students Suspended In-School</u>			
	33 of the students were in school suspensions.	18 of the disciplines will be in school suspensions.			
	<u>2011 Number of Out-of-School Suspensions</u>	<u>2012 Expected Number of Out-of-School Suspensions</u>			
	50% out of school suspensions.	40% out of school suspensions.			
	<u>2011 Total Number of Students Suspended Out-of-School</u>	<u>2012 Expected Number of Students Suspended Out-of-School</u>			
	33 students were out of school suspensions.	30 students will be out of school suspensions.			

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

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

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

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

Suspension Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:
Total:

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)).

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

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

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

Dropout Prevention Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

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)).

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PARENT INVOLVEMENT GOAL(S)		Problem-solving Process to Parent Involvement					
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:							
1. Parent Involvement		1.1. Transportation	1.1. Monthly district workshops.	1.1. Migrant/Parent Involvement Advocates	1.1. Monthly meetings, Boosters, School Advisory Meetings	1.1. Monthly attendance	
Parent Involvement Goal #1: <i>There will be a 30% increase in parent involvement.</i>							
	2011 Current level of Parent Involvement:*						2012 Expected level of Parent Involvement:*
	25% more increase in parent involvement.						50% increase in parent involvement.
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Achievement	K-5	Teachers	Reading, Math, Science, Writing	On-going September 2011-May 2012	Conferences and times turned in to the principal	Teachers, Administration, Parent Involvement Advocates

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)

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

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

End of Parent Involvement Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal <u>Additional Goal #1:</u>		1.1.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	<u>2011 Current Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<u>2012 Expected Level :*</u>				
		<i>Enter numerical data for expected goal in this box.</i>				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

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

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

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

Strategy	Description of Resources	Funding Source	Amount

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

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

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total:
Mathematics Budget	1200.00

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

	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

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

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

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

X 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.
The School Advisory Council will meet the first Tuesday of every month. The SAC will review school data, monitor on-going student progress, approve funding for school projects and curriculum materials to meet student needs for success.

Describe projected use of SAC funds.	Amount
Arts on Tour	2000.00
Parent Involvement Pamphlets English/Spanish	200.00
Kindergarten Back-to School Pamphlets English/Spanish	200.00