

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

| | |
|--------------------------------------|---|
| School Name: Rock Crusher Elementary | District Name: Citrus County School Board |
| Principal: John Weed | Superintendent: Sam Himmel |
| SAC Chair: Eric Swart | 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 | John Weed | BS: Georgia Southwestern University, Early Childhood Masters: Nova University, Educational Leadership | 12 | 7 | 2010-2011 A School Made 100% AYP 2009-2010 B School Did not make AYP due to Students with Disabilities and Economically Disadvantaged students in Reading and Math |

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|---------------------|---------------|---|---|---|---|
| | | | | | 2008-2009 A+ school Did not make AYP due to students with disabilities in math and economically disadvantaged in math 2007-2008 A+ School Made AYP 2006-2007 A+ School Made AYP 2005-2006 A+ School Made AYP 2004-2005 A+ School Made AYP |
| Assistant Principal | Rene' Johnson | BA: Elementary Education K-6, Saint Leo University Masters: Educational Leadership, Saint Leo University | 4 | 4 | 2010-2011 A School Made 100% AYP 2009-2010 B School Did not make AYP due to Students with Disabilities and Economically Disadvantaged students in Reading and Math 2008-2009 A+ school Did not make AYP due to students with disabilities in math and economically disadvantaged in math 2009-2010 B School Did not make AYP due to Students with Disabilities and Economically Disadvantaged students in Reading and Math 2007-2008 A+ School Made AYP |

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,

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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) |
|--------------|------|-----------------------------|-----------------------------------|---|---|
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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. View applicants on district Website | John Weed and Rene’ Johnson | On-going | |
| 2. Use Mentor Teachers for 1 st year teachers | John Weed, Rene’ Johnson, Mentor Teacher | On-going throughout the year | |
| 3. Continue professional development in areas of core curriculum as needed (PD360) | John weed, Rene’ Johnson, TOSA | On-going | |
| 4. | | | |

Non-Highly Qualified Instructors

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

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| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|------|---------------|---------------------|---|
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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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 56 | 7% (4) | 18% (10) | 25% (14) | 50% (28) | 36% (20) | 98% | 16% (9) | 23% (13) | 27% (15) |

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 |
|--------------------|-------------------|-----------------------|------------------------------|
| Andrea Schuknecht | Jennifer Viverito | Same Grade Level | TIP |
| Lindsey Holland | Brittani Hamilton | Same Grade Level | TIP |
| Debbie Hodges | Garrett Manning | Special Area Teachers | TIP |
| Stephanie Ottinger | Desiree Pego | Same Grade Level | TIP |

Additional Requirements

June 2011
 Rule 6A-1.099811
 Revised June 1, 2011 FRH

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Coordination and Integration-Title I Schools Only

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

Title I, Part A

Services are provided to assist students in meeting the Next Generation Standards. This is done through a variety of means, including funding supplementary instructional personnel and extending learning opportunities. The district coordinates with other Title programs, the Human Resources Department, and the Professional Development and Community Resources Department to ensure staff development needs are met.

Title I, Part C- Migrant

The Alachua Multi-County Migrant program collaborates for the benefit of the migrant students in Citrus County. The Liaison for the Alachua Multi-County Migrant Program provides educational materials and supplies to migrant students and provides services to migrant families. Selected students are afforded the opportunity to attend an extended year program. The Title I department facilitates paperwork from Citrus County students to aid the migrant liaison work with Citrus County students.

Title I, Part D

Services are provided to students at the county's alternative center which houses students in grades 6 – 12 who have been removed from their home school. Funds also assist students at Cypress Creek Juvenile Detention Facility by providing additional academic services to the residential students.

Title II

Professional development is the major focus of Title II, Part A funds. The trainings are offered in response to identified district and school needs. The goal is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Title III

Title III supplements instructional support for English Language Learners, immigrant and migrant students in grades K-12. Supplemental educational materials and ELL support services are provided to assist students to make academic gains. Professional development that supports students making academic gains is provided to ESOL school contacts and ESOL teachers. Parents of English Language Learners are invited to participate in parent meetings to enhance education in the home, strengthen communication, and discuss student programs

Title X- Homeless

Title X provides services to youth experiencing homelessness in grades K-12. The homeless liaison and social workers, and attendance assistants will assist students in enrolling, attending, and succeeding in school and ensure that each child has equal access to appropriate public education.

June 2011

Rule 6A-1.099811

Revised June 1, 2011 FRH

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| Supplemental Academic Instruction (SAI) SAI funds are used to provide remediation to students in grades K-12. This is accomplished through additional personnel and supplemental materials. An extended school year is also funded with SAI money. |
| Violence Prevention Programs Violence prevention programs funded through Inter-agencies and implemented include: Second Step, Positive Behavioral Support, the WEB and LINK program, and F.O.C.U.S. |
| Nutrition Programs <i>Nutrition programs, such as the National School Lunch and Breakfast Program, and the Summer Food Service Program are available to the students of Citrus County. These programs help to meet our mission of “contribute to the mental, physical, emotional, and social development of all students by continuously providing healthy meal choices and nutrition education”.</i> |
| Housing Programs N/A |
| Head Start N/A |
| Adult Education Adult Education programs provide services to improve and increase adult literacy services to those in need and reduce the number of educationally disadvantaged adults. |
| Career and Technical Education Career and Technical Education programs provides students academic subject matter taught with relevance to the real world; employability skills, from job-related skills to workplace ethics; career pathways that link secondary and postsecondary education; education for additional training and degrees, especially related to workplace training, skills upgrades and career advancement. |
| Job Training See Career and Technical Education |
| Other |

Response to Instruction/Intervention (RtI)

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School-Based RtI Team

Identify the school-based RtI Leadership Team.

Principal; oversees entire process, ensures a common vision for the group, unites the team to implement the school-based RtI process, supports the use of a 30-minute intervention time which is included in the master schedule, Has also increased the reading block from 90 minutes to 120 minutes in grades K-3 to help meet individual needs of students

Assistant principal; assists principal in data-based decisions, collaborates with the RtI team to make individual intervention decisions for each specific case

Guidance Counselor; brings attendance issues to the team, discusses social/behavior concerns that may affect the student's performance, helps in communication with parents

Staffing Specialist; assists with individual accommodations necessary for intervention success, educates the team on current laws and requirements for potential special education students

Teacher-on-special-assignment; organize the RtI process (setting meeting dates, communication with teachers on potential RtI students, follow-up meetings), collect and organize data, provides needed resources for students and staff, helps to communicate with parents

Title 1; provides assessments for potential RtI students, collect and analyze data, provide expertise instruction to the students, provides intensive Tier 3 instruction, provides resources through the use of a resource room

General Education Teachers; provide Tier 1 and Tier 2 instruction, assess, progress monitor, collaborate with Title 1 for intervention needs, helps to communicate with parents

School Psychologist: Assists with testing, observes, analyzes data, and collaborates with RtI team to make individual intervention decisions

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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?

Based on data collected, the general education teacher meets with the Teacher-on Special Assignment (TOSA) to discuss creating a Progress Monitoring Plan (PMP), which includes placement in Tier 2. Teacher must have documentation to place a student in Tier 2. Once in Tier 2, student is monitored through progress monitoring for improvement in deficient skills. Other diagnostics may be given at this time. If student shows progress while receiving Tier 2 interventions, the student will continue with those interventions until deficiencies are eliminated. If a student does not make adequate progress, a Problem Solving Team meeting is requested. TOSA sets up meeting with RtI team, including the parent, to review data and intervention instruction to decide the best placement for the student. This could range from further Tier 2 instruction to placement in Tier 3.

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?

All members of the RTI team are included in the School Improvement Plan. Based upon FCAT data the RTI team guided the committee to focus on areas of needed improvement.

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.

Baseline data Reading: PMRN, Florida Assessments for Instruction in Reading (FAIR), CBAT, STAR Reading

Baseline data Math: PMRN, Star Math, "Go Math" Beginning, Middle and End of Year Assessments, CBAT

Baseline data Science: CBAT, PMRN

Baseline data Writing: Monthly Prompts

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Progress Monitoring Reading: CBAT, PMRN, DRA, FAIR

Progress Monitoring Math: CBAT, PMRN, "Go Math" Benchmark Assessments

Progress Monitoring Science: CBAT, Chapter Tests

Progress Monitoring Writing: Monthly Prompts, Write Scores

Diagnostic Assessment (when needed for additional data): ERDA, DRA, Woodcock Mini Battery Assessment, Phonics Screener, "Go Math" Diagnostics

End-of-year: FCAT, CBAT, FAIR

Describe the plan to train staff on RtI.

Teachers are kept current on the RtI process through monthly meetings in which each individual teachers meet with the Principal and Asst. Principal to discuss the Tiered students, their interventions, and progress. Teachers are pulled for a half day training by the TOSA for PMP progress on Tiered students and to make sure students goals and actions plans are up to date. These are all vital steps in the RtI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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The school based Literacy Leadership Team includes the principal, Asst. Principal, TOSA, and Title 1. Even though the classroom teacher is not officially considered part of the LLT, they are an intricate part of the decision making process.

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

The LLT meets on a monthly basis and at all PST meetings. Its function is to analyze data and implement strategies to help meet the greatest areas of concern.

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

The major initiative of the LLT this year will be again to focus on the students in the lowest 25th percentile including those who are economically disadvantaged. Rock Crusher is proud to have made AYP this year due to the focus on lowest 25th percentile including economically disadvantaged. The focus this year will also include monthly meetings held with individual teachers to discuss targeted students.

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.

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

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

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

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

Last year at Rock Crusher we added another Pre-K unit for a total of two. We have seen the benefit of this decision. Our Pre-K students entering Kindergarten showed growth based upon the beginning and ending VPK Assessments. Adding an additional unit gave 30 students instead of 15 the head start they needed. Our Pre-K units instruct using the ELM curriculum which is a research based curriculum. We provide a Kindergarten Round Up in the spring of each year to allow parents the opportunity to register their students early. We include assistance with registration and medical paperwork. We also include a school tour, school bus tour, and answer any questions parents or students may have. We feel this gives students the opportunity to get to know their school environment which makes an easier transition into the elementary world.

****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.

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****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?

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: | | | | | | | |
| <p><i>86% (261) of third, fourth and fifth grade students will achieve a level 3 or higher as indicated by the FCAT reading assessment.</i></p> | 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | | | | | |
| | Based on 2011 FCAT data, 82% (257) of students achieved a level 3 or higher. | Based on 2012 FCAT data, 86% (261) of students will achieve a level 3 or higher. | 1.1. Curriculum not taught with fidelity 1.2. Not enough personnel support to group students with like needs 1.3. Assessment documentation not kept up to date 1.4. Not enough students' families taking advantage of the free tutoring 1.5. Low level behaviors interfering with instruction 1.6 Lack of familiarity with website 1.7 New program , teachers not comfortable with program and how to analyze reports | 1.1. Grade level reading block to build foundational reading skills; utilize reading block time to incorporate small group instruction to meet the needs of individual students 1.2. Utilize available personnel that is scheduled for the intervention and intensive intervention times 1.3. Monitor FileMaker data sheet for accuracy and document collected data every 2 weeks 1.4. SES tutoring 1.5 Time to Teach 1.6 Utilize PD360 for professional development 1.7 Utilize Successmaker for grades 4 and 5. | 1.1. Administrative team and classroom teachers 1.2. Classroom teachers, Title 1 teachers, TOSA 1.3. Classroom teachers, TOSA, Title 1 teachers 1.4. SES facilitator, site coordinator 1.5 Principal, Assistant Principal, Guidance counselor and classroom teachers 1.6 Principal/Asst. Principal 1.7 Principal, Asst. Principal | 1.1. Progress monitoring using CBAT, STAR and FAIR assessments 1.2. Progress monitoring using CBAT, STAR and FAIR assessments 1.3. Special Agent meetings and PST meetings 1.4. Each tutoring company will provide data to show growth during tutoring 1.5. Refocus forms 1.6 PDP Goals 1.7 Successmaker Reports | 1.1. FCAT 2011/2012 1.2. FCAT 2011/2012 1.3. FCAT 2011/2012 1.4. FCAT 2011/2012 1.5 FCAT 2011/2012 1.6 FCAT 2011/2012 1.7 FCAT 2011/2012 |
| | | | | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|---------------------|----------|---|---|-----------------|
| 2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Reading Goal #2: | | | | | | | |
| <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> | | | | | |
| | | | 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 reading | | | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. |
| Reading Goal #3: | | | | | | | |
| <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> | | | | | |
| | | | 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 reading | | | 4.1. | 4.1. | 4.1. | 4.1. | 4.1. |

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|---|---|--|---------------------|----------|---|---|-----------------|
| Reading Goal #4: | | | | | | | |
| 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. | | | | | |
| | | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. |
| | | | 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 |
| 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: Black: Hispanic: Asian: American Indian: | 5A.1. | 5A.1. | 5A.1. | 5A.1. | 5A.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: | | | | | |
| | | | 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 |

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| 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. | 5B.1. | 5B.1. | 5B.1. | 5B.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> | | | | | |
| | | 5B.2. | | | | | |
| | | 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 |
| 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. | 5C.1. | 5C.1. | 5C.1. | 5C.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> | | | | | |
| | | 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 | Reading Goal #5D: Economically Disadvantaged | | 5D.1. | 5D.1. | 5D.1. | 5D.1. | 5D.1. |

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| | | | | | | |
|---|--|---|-------|-------|-------|-------|
| reading | | | | | | |
| Reading Goal #5D: | | | | | | |
| 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. | | | | |
| | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | 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 |
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|
| | | | | | | |
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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 |
| | | | |
| | | | |
| | | | 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 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. Time factor to implement Go Math games. 1.2. New program , teachers not comfortable with program and how to analyze reports 1.3 .Students lack of in depth knowledge of Go Math curriculum. 1.4 Unfamiliarity with the website | 1.1. Teach Go Math curriculum with fidelity. | 1.1. Principal, Asst. Principal, Classroom Teacher | 1.1. Analysis of GO Math and CBAT data. | 1.1. FCAT 2011/2012 | | | |
| Mathematics Goal #1: | | | 1.2. Success Maker for students in grades 4 and 5 | 1.2. Classroom Teacher, Principal | 1.2. Successmaker Reports | 1.2. FCAT 2011/2012 | | | |
| 86% (261) of third, fourth and fifth grade students will achieve a level 3 or higher as indicated by the FCAT math assessment. | | | 1.3 .Students lack of in depth knowledge of Go Math curriculum. | 1.3 Differentiate instruction to meet the needs of the students. | 1.3 CBAT | 1.3 FCAT 2011/2012 | | | |
| | | | 1.4 Utilize PD 360 for professional development | 1.3 Principal, Asst., Principal, TOSA, Classroom Teacher 1.4 Principal/Asst. Principal | 1.4 PDP Goals | 1.4 FCAT 2011/2012 | | | |
| | <table border="1"> <tr> <th style="text-align: center;">2011 Current Level of Performance:*</th> <th style="text-align: center;">2012 Expected Level of Performance:*</th> </tr> <tr> <td style="text-align: center;"><i>Based on 2011 FCAT data, 82% (257) of students achieved a level 3 or higher.</i></td> <td style="text-align: center;"><i>Based on 2012 FCAT data, 86% (261) of students will achieve a level 3 or higher.</i></td> </tr> </table> | 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | <i>Based on 2011 FCAT data, 82% (257) of students achieved a level 3 or higher.</i> | <i>Based on 2012 FCAT data, 86% (261) of students will achieve a level 3 or higher.</i> | | | | |
| 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | | | | | | | | |
| <i>Based on 2011 FCAT data, 82% (257) of students achieved a level 3 or higher.</i> | <i>Based on 2012 FCAT data, 86% (261) of students will achieve a level 3 or higher.</i> | | | | | | | | |

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|--|---|--|----------|---|---|-----------------|
| | | | | | | |
| | | | | | 1.2. | 1.2. |
| | | | 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. | 2.1. | 2.1. | 2.1. | 2.1. |
| Mathematics Goal #2: | | | | | | |
| <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> | | | | |
| | | | | | | |
| | | 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. | 3.1. | 3.1. | 3.1. | 3.1. |
| Mathematics Goal #3: | | | | | | |
| <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> | | | | |
| | | | | | | |
| | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
| | | 3.3. | 3.3. | 3.3. | 3.3. | 3.3. |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|----------|---|---|-----------------|
| 4. Percentage of students in Lowest 25% making learning gains in mathematics | | | 4.1. | 4.1. | 4.1. | 4.1. | 4.1. |
| Mathematics Goal #4: | | | | | | | |
| <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> | | | | | |
| | | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. |
| | | | 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 |
| 5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics | | | 5A.1. | 5A.1. | 5A.1. | 5A.1. | 5A.1. |
| Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian) | | | | | | | |
| <i>Enter narrative for the goal in this box.</i> | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | 5A.1. White: Black: Hispanic: Asian: American Indian: | 5A.1. | 5A.1. | 5A.1. | 5A.1. |
| | <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> | | | | | |
| | White: Black: Hispanic: Asian: American Indian: | White: Black: Hispanic: Asian: American Indian: | | | | | |

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|---|---|--|----------|---|---|-----------------|
| | | 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 | Mathematics Goal #5B: English Language Learners (ELL) | 5B.1. | 5B.1. | 5B.1. | 5B.1. | 5B.1. |
| <u>Mathematics Goal #5B:</u> | | | | | | |
| <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> | | | | |
| | | | | | | |
| | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. |
| | | 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 |
| 5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics | Mathematics Goal #5C: Students with Disabilities (SWD) | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. |
| <u>Mathematics Goal #5C:</u> | | | | | | |
| <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> | | | | |
| | | | | | | |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. |

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|---|---|---|---|---|---|-----------------|-------|
| | | 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: | Mathematics Goal #5D: Economically Disadvantaged | | 5D.1. | 5D.1. | 5D.1. | 5D.1. | |
| | <i>Enter narrative for the goal in this box.</i> | 2011 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i> | 2012 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i> | | | | |
| | | | | 5D.2. | 5D.2. | 5D.2. | 5D.2. |
| | | | | 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 |
| | | | | | | |
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Mathematics Budget (Insert rows as needed)

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

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

End of 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. | 1.1. | 1.1. | 1.1. | 1.1. |
| Science Goal #1: | | | | | | | |
| <i>Enter narrative for the goal in</i> | 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | | | | | |

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

| | | | | | | | |
|--|---|--|---------------------|----------|---|---|-----------------|
| <i>this box.</i> | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 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 (FCAT Levels 4 and 5) in science | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Science Goal #2: | | | | | | | |
| <i>Enter narrative for the goal in this box.</i> | 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

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 |
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

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 |

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

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

End of 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. | 1.1. | 1.1. | 1.1. | 1.1. |
| Writing Goal #1: | | | | | | |
| <i>Enter narrative for the</i> | 2011 Current Level of Performance:* | 2012 Expected Level of Performance:* | | | | |

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

| | | | | | | | |
|---|---|--|----------|---|---|-----------------|-------|
| goal in this box. | Enter numerical data for current level of performance in this box. | Enter numerical data for expected level of performance in this box. | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |
| 2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2A:</u> | 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. | 2A.1. |
| Enter narrative for the goal in this box. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | 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.2. |
| | | 2A.3. | 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 <u>Writing Goal #2B:</u> | Writing Goal #2B: English Language Learners (ELL) | 2B.1. | 3B.1. | 2B.1. | 2B.1. | 2B.1. | 2B.1. |
| Enter narrative for the goal in this box. | <u>2011 Current Level of Performance:*</u> | <u>2012 Expected Level of Performance:*</u> | | | | | |
| | Enter numerical data for current level of performance in | Enter numerical data for expected level of performance in | | | | | |

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

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|--|--|--|-------|-------|-------|-------|-------|
| | | | | | | | |
| | | | 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 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 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 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. | 1.1. | 1.1. | 1.1. | 1.1. |
| Attendance Goal #1: | | | | | | |
| | 2011 Current Attendance Rate:* | 2012 Expected Attendance Rate:* | | | | |

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| | | | | | | | |
|--|--|---|------|------|------|------|------|
| <i>Enter narrative for the goal in this box.</i> | <i>Enter numerical data for current attendance rate in this box.</i> | <i>Enter numerical data for expected attendance rate in this box.</i> | | | | | |
| | 2011 Current Number of Students with Excessive Absences (10 or more) | 2012 Expected Number of Students with Excessive Absences (10 or more) | | | | | |
| | <i>Enter numerical data for current number of absences in this box.</i> | <i>Enter numerical data for expected number of absences in this box.</i> | | | | | |
| | 2011 Current Number of Students with Excessive Tardies (10 or more) | 2012 Expected Number of Students with Excessive Tardies (10 or more) | | | | | |
| | <i>Enter numerical data for current number of students tardy in this box.</i> | <i>Enter numerical data for expected number of students tardy 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 | | | | | | |
|---|---------------------|----------------------------------|--|---|-----------------------------------|---|
| <i>Please note that each Strategy does not require a professional development or PLC activity.</i> | | | | | | |
| 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.

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

End of 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 | | | | |
|---|--|----------|---|---|-----------------|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement: | | | | | |
| 1. Suspension Suspension Goal #1: | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |

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| | | | | | | | |
|--|--|---|------|------|------|------|------|
| <i>Enter narrative for the goal in this box.</i> | 2011 Total Number of In-School Suspensions | 2012 Expected Number of In-School Suspensions | | | | | |
| | <i>Enter numerical data for current number of in-school suspensions</i> | <i>Enter numerical data for expected number of in-school suspensions</i> | | | | | |
| | 2011 Total Number of Students Suspended In-School | 2012 Expected Number of Students Suspended In-School | | | | | |
| | <i>Enter numerical data for current number of students suspended in-school</i> | <i>Enter numerical data for expected number of students suspended in-school</i> | | | | | |
| | 2011 Number of Out-of-School Suspensions | 2012 Expected Number of Out-of-School Suspensions | | | | | |
| | <i>Enter numerical data for current number of students suspended out-of-school</i> | <i>Enter numerical data for expected number of students suspended out-of-school</i> | | | | | |
| | 2011 Total Number of Students Suspended Out-of-School | 2012 Expected Number of Students Suspended Out-of-School | | | | | |
| | <i>Enter numerical data for current number of students suspended out-of-school</i> | <i>Enter numerical data for expected number of students suspended out-of-school</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 |
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

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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 |
| | | | |
| | | | |
| | | | 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 |

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| | | | | | | |
|---|--|---|------|------|------|------|
| 1. Dropout Prevention | | 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> | | | | |
| | 2011 Current Graduation Rate:* | 2012 Expected Graduation Rate:* | | | | |
| | <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. |
| | | | 1.3. | 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 |
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

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: |

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| 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)).

| 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: | | | | | |

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| | | | | | | |
|---|---|--|------|------|------|------|
| 1. Parent Involvement | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | | | | | | |
| Enter narrative for the goal in this box. | 2011 Current level of Parent Involvement:* | 2012 Expected level of Parent Involvement:* | | | | |
| | Enter numerical data for current level of parent involvement in this box. | Enter numerical data for expected level of parent involvement in this box. | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | | 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 |
|------------------------------------|---------------------|----------------------------------|--|---|-----------------------------------|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

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 |
| | | | |

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

End of 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 |

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| | | | | | | | |
|--|---|--|------|------|------|------|------|
| 1. Additional Goal | | | 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> | | | | | |
| | | | 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 |
| | | | |
| | | | |
| | | | Subtotal: |

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| 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 | Total: |
| Science Budget | |

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

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 council will meet six times this year to discuss school functions such as: student achievement, Title I, Parent Involvement, and SAEC budget. |

| Describe projected use of SAC funds. | Amount |
|---|---------|
| SAEC funds will be spent based upon SIP, and student achievement. | 3732.94 |
| | |
| | |