

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: Dale R. Fair Babson Park	District Name: Lake Wales Charter Schools
Principal: Ken Henson	Superintendent: Jessie Jackson
SAC Chair: Denise Moss	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	Ken Henson	UCF BS Physics ED USF MA ED Leadership	8	14	Principal Dale R. Fair Babson Park Elem. 2010-11 School Grade-A; 88% reading mastery, 86% math mastery, 95% writing mastery, 78% science mastery 72% reading learning gains, 60% math learning gains, 70% reading learning gains in bottom 25%, 50% math learning gains in bottom 25%,

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					subgroups not making AYP in reading: econ. disadvantaged; subgroups not making AYP in math: econ. disadvantaged 2009-10: School Grade A; 90% reading mastery, 89% math mastery, 95% writing mastery, 72% science mastery, Met AYP objectives 2008-09: School Grade A; 93% reading mastery, 80% math mastery, 84% writing mastery, 51% science mastery
Assistant Principal	Elizabeth Tyler	Warner University BA El. ED USF MA Ed Leadership	8	8	Same as above

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 SAI	Shelli Jacobs	AA Polk Community College BA Warner University	12	0	Same as above
Reading IST	Nancy McCarter	BS El. Ed. University of Florida	30	0	Same as above

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)

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1. Openings placed on LW Charter Schools web site	LW Charter Schools Community Involvement Director and Principal	2011-2012 School Year	
2.			
3.			
4.			

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
NA			

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

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34	Less than 1% (1)	26% (9)	29% (10)	41% (14)	20% (7)	100% (34)	Less than 1% (2)	Less than 1% (1)	67% (23)
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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
Shelli Jacobs	Brent Walker	New classroom teacher	Monthly meetings, modeling and planned observations
Nancy McCarter	Dezonia Williams	New to our school classroom teacher	Monthly meetings, modeling, and planned observations
Brent Walker	Samantha Havens	1 st year teacher Music Teacher	Monthly meetings, instructional support

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.

Title I, Part A Title I, Part A, funds school-wide services to Dale R. Fair Babson Park Elem. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, may include but not limit to support to provide after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for the parents.
Title I, Part C- Migrant Migrant students, enrolled in Dale R. Fair Babson Park Elem. will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high needs students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D NA

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Title II Professional development resources are available to Title I schools through Title II fund. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Dale R. Fair Babson Park Elem. are used to purchase but not limited to Beginning Teacher Program and various professional needs at the individual school.
Title III The LEA which includes Dale R. Fair Babson Park Elem. will work together to provide such services as but not limited to : parent building capacity events, translation of documents, and etc.
Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Polk County's grant. This is the final year of their competitive grant and Dale R. Fair Babson Park Elementary will receive services under Polk County's direction.
Supplemental Academic Instruction (SAI) The SAI program provides support for 3 rd grade students identified as low or poor performing academic students. These students receive one on one and small group help to increase their performance levels.
Violence Prevention Programs Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying and drug awareness.
Nutrition Programs Dale R. Fair Babson Park Elem. is a location for a summer feeding program for the community.
Housing Programs NA
Head Start NA
Adult Education NA
Career and Technical Education NA
Job Training NA
Other NA

Response to Instruction/Intervention (RtI)

School-Based RtI Team

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Identify the school-based RtI Leadership Team. Principal: The principal provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/RTI; ensures that the school –based team is implementing PS/RTI; conducts assessment of PS/RTI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/RTI implementation; develops a culture of expectation with the school staff for the implementation of PS/RTI school wide, ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RTI plans and activities.

Assistant Principal: Assists the principal in providing a clear vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation PS/RTI, further assists principal in the assessment of PS/RTI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/RTI plans and activities.

General Education Teachers: provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/material/instruction in tiered interventions; collaborates with general education teachers.

Curriculum Specialist and Resource Team: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs and identifies appropriate, research based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-base decision making activities.

PS/RTI Behavior Representative (PBS) Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision making activities. Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Referral Coordinator: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the student’s academic, emotional, behavioral, and social success.

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

The PS/RTI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement.

The PS/RTI Leadership Team will meet at least once a month (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least four times per year or more frequently as needed.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

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- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with research based interventions implemented with fidelity and frequent progress monitoring. Intervention teams to foster a sense of collegiality and mutual support among educators, promote the use of research-based interventions, and support teachers in carrying out intervention plans.

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 PS/RTI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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 is gathered through August and September. FAIR data is processed through the Progress Monitoring and Reporting Network (PMRN) for kindergarten and first grade. FAIR data is processed twice more through the PMRN. Second grade instructional data is gathered from the previous year SAT 10. Third through fifth grade instructional data is gathered from the previous year's FCAT scores. Progress Monitoring (Culyer) data is gathered mid-year and toward the end of the year. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by Culyer Class Analysis Charts (CAC) Progress Monitoring voc. etc. Diagnostic Assessment data is gathered through the FAIR. End of Year data is gathered through FAIR, SAT 10, and FCAT. Data is discussed and analyzed at least monthly at the PS/RTI Leadership Team Meetings.

Describe the plan to train staff on RtI.

The staff is trained on the Problem Solving Process during grade level meetings and sessions with the Referral Coordinator and/or school psychologist throughout the year. Follow-up is conducted individually during the Problem Solving process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Dale R. Fair Babson Park Elem. LLT includes: administration, resource staff, and grade level chairpersons.

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

Ongoing meetings will implement strategies to address the needs identified by our state assessments.

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

The major initiative this year is to monitor the student progress and make individual academic and instructional adjustments to address the needs of students in

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order to achieve AYP.

NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**
NA
- **Public School Choice with Transportation (CWT) Notification**
NA

Supplemental Educational Services (SES) Notification
NA

**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.

Dale R. Fair Babson Park Elem. assists preschool children in the transition from early childhood programs to the local elementary school program. All incoming kindergarten students are given an assessment before they are placed in classrooms to help determine kindergarten readiness. A kindergarten support program has also been implemented that funds the endeavors of preschool transition. Two weeks prior to school startup, the Kindergarten Resource Teacher with the assistance of classroom teachers, delivers a program to all Dale R. Fair Babson Park Preschoolers. Attendance is voluntary but encouraged. During the period of a one four-day week, two hours per session, three sessions per day, students are asked to attend one of the three sessions. The teachers prepare the student for transition to the kindergarten classroom. The assessment tool used is created by the kindergarten staff and some of the objectives for this assessment include: Does the child know their whole name and their age? Who lives in their home with them? Can the child name certain letters? The reading of a short story with comprehension questions that follow. During the session parents become familiar with the school campus, understand report cards and the grading system, and gain an understanding of the School Handbook as well as The Code of Conduct. Additionally, we have a Kindergarten Support program, funded by a private grant, in which a highly qualified teacher and paraprofessional work with those students who have been identified as at-risk through teacher recommendation. This program is a pull-put program designed to provide additional support to these students to better prepare them for the rigors of the kindergarten classroom.

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Lake Wales Charter System has another grant that our families are involved in: Family Literacy. The Family Literacy Program involves the entire family for parenting skills, dinner, GED help, homework help, and babysitting.

***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.

NA

***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?

NA

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?

NA

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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.

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

NA			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
1. Students achieving proficiency (FCAT Level 3) in reading			1.1.Lack of motivation or interest and skills in reading	1.1. Incorporate multiple reading resources, (Accelerated Reader, Practice Exercises in Reading Comprehension (PERC), read alouds)	1.1. Targeted observations, lesson plans, Group Analysis Charts (GAC)	1.1. Ongoing progress monitoring, Group Analysis Charts	1.1. Classroom teacher, Reading Resource, Administration
Reading Goal #1: By the Spring of 2012, FTE 2-3 AL 3 students will increase to the							
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					

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percentage shown at the right as reported by INDV file.	51% (67)	33%					
			1.2.Instructional time lost/misused during the reading block.	1.2.Protect instructional time in the reading block with 100% of the teacher's time being spent on instruction and working with students.	1.2.Targeted observations, lesson plans	1.2.Ongoing progress monitoring, Group Analysis Charts	1.2. Classroom teacher, Reading Resource, Administration
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading			2.1. Lack of enrichment opportunities to maintain level 4 and above proficiency	2.1. Enrichment opportunities using grade level/above grade level materials and ability groups.	2.1. Lesson plans, classroom observations, differentiated instruction	2.1. Ongoing progress monitoring, Group Analysis Charts	2.1. Classroom teacher, Reading Resource, Administration
Reading Goal #2:							
By the Spring of 2012, FTE 2-3 AL 4 and 5 students will maintain the percentage shown at the right as reported by INDV file.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	51% (108)	51%					
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
3. Percentage of students making Learning Gains in reading			3.1. Lack of motivation or interest and skills in reading	3.1. Differentiated instruction, incorporate multiple reading resources	3.1. Classroom observations, lesson plans, weekly comp. scores	3.1. Ongoing progress monitoring, Group Analysis Charts	3.1. Classroom teacher, Reading Resource, Administration
Reading Goal #3:							
By the Spring of 2012, FTE 2-3	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					

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3 rd -5 th grade students will maintain the percentage shown at the right as reported by INDV file.	72%	72%					
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
4. Percentage of students in Lowest 25% making learning gains in reading <u>Reading Goal #4:</u>			4.1. Students need extra reinforcement to succeed in reading.	4.1. Small group instruction with 1-3 students per group	4.1. Differentiated Instruction	4.1. Ongoing progress monitoring, Group Analysis Chart (GAC)	4.1. Classroom teacher, Reading Resource, Administration
By the Spring of 2012, FTE 2-3 3 rd -5 th grade students will maintain the percentage shown at the right as reported by INDV file.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	70%	70%					
			4.2.Lack of motivation or interest and skills in reading.	4.2. Incorporate multiple reading resources Accelerated Reader (AR)	4.2. Targeted observations, lesson plans, weekly comp. scores	4.2. Ongoing progress monitoring, Group Analysis Chart (GAC)	4.2. Classroom teacher, Reading Resource, Administration
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring

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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: NA Black: NA Hispan: NA American Indian: NA	5A.1.	5A.1.	5A.1.	5A.1.
NA	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring	
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.NA	5B.1. NA	5B.1. NA	5B.1. NA	5B.1. NA
NA	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
NA	NA	NA					
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring	

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<p>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5C:</u></p>	<p>Reading Goal #5C: Students with Disabilities (SWD)</p>		5C.1. NA	5C.1. NA	5C.1. NA	5C.1. NA	5C.1. NA
NA	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	NA	NA	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
<p>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:</p>	Anticipated Barrier		Strategy		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
<p>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5D:</u></p>	<p>Reading Goal #5D: Economically Disadvantaged</p>		5D.1. Students have limited access to reading material and technology at home.	5D.1. Smaller reading group size to provide more individualized attention to student's needs. Encourage checkout of materials to school media center, use of AR.	5D.1. Differentiated Instruction Analysis of data	5D.1. Ongoing progress monitoring, Group Analysis Chart (GAC)	5D.1. Classroom teacher, Reading Resource, Administration
<p><i>By the Spring of 2012, subgroups will make AYP –Safe Harbor as indicated by the NCLB-AYP report.</i></p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	72%	74%	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3. AnaAn	5D.3.	5D.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
School wide reading program	K-5	Reading Resource, Administration	Administration, Classroom teachers, and resource teachers	Monthly meetings	Observations, lesson plans	Administration, Reading Resource Teachers

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
			\$
:			
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
Reading Resource Teacher	Reading Resource Teacher	Title I	\$56,300
			Subtotal:
			\$56,300 Total:

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End of Reading Goals

Mathematics Goals

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

NA			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring				
1. Students achieving proficiency (Level 3) in mathematics <u>Mathematics Goal #1:</u> By the Spring of 2012, FTE2-3 AL 3 students will increase to the percentage shown at right as reported by INDV File.			1.1. Fact Fluency	1.1. Rocket Math	1.1. Lessons plans, observations, Rocket Math reports	1.1. ongoing progress monitoring	1.1. Classroom teacher, Administration				
		<table border="1"> <tr> <th>2011 Current Level of Performance:*</th> <th>2012 Expected Level of Performance:*</th> </tr> <tr> <td>31% (67)</td> <td>33%</td> </tr> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	31% (67)	33%					
2011 Current Level of Performance:*	2012 Expected Level of Performance:*										
31% (67)	33%										
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring				
2. Students achieving above proficiency (Levels 4 and 5) in mathematics <u>Mathematics Goal #2:</u> By the Spring of 2012, FTE2-3 AL 4 and 5 students will maintain the percentage shown at right as reported by INDV File.			2.1. Lack of enrichment instruction to maintain level 4 and above proficiency	2.1. enrichment opportunities using grade level/above grade level materials incorporating higher order thinking skills	2.1. lesson plans, classroom observations, assessment reports	2.1. ongoing progress monitoring	2.1. Classroom teachers, Administration				
		<table border="1"> <tr> <th>2011 Current Level of Performance:*</th> <th>2012 Expected Level of Performance:*</th> </tr> <tr> <td>47% (102)</td> <td>47%</td> </tr> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	47% (102)	47%					
2011 Current Level of Performance:*	2012 Expected Level of Performance:*										
47% (102)	47%										
			2.2.	2.2.	2.2.	2.2.	2.2.				

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			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3: By the Spring of 2012, FTE2-3 3 rd -5 th grade students will increase to percentage shown at the right as reported by INDV File.			3.1. Fact Fluency	3.1. Build opportunities to build math facts, Rocket math	3.1. Lesson plans, Rocket Math, observations	3.1. ongoing progress monitoring	3.1. Classroom teacher, Administration
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	60%	63%					
			3.2. Math groups too large	3.2. Reteaching of math skills in small groups	3.2. Differentiated instruction	3.2. ongoing progress monitoring	3.2. Classroom teacher, Administration
		3.3.	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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4: By the Spring of 2012, FTE2-3 3 rd -5 th grade students will increase to percentage shown at the right as reported by INDV File.			4.1. Need more time to master content	4.1. Multiple opportunities for review and practice.	4.1. Scheduling, lesson plans, observations	4.1. ongoing progress monitoring	4.1. Classroom teacher, Administration
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	57%	60%					
			4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.	

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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 applicable subgroup(s):			Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A: NA	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. White: NA Black: NA Hispanic: NA Asian: NA American Indian: NA	5A.1. NA	5A.1.	5A.1.	5A.1.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	White: NA Black: NA Hispanic: NA Asian: NA American Indian:	White NA Black: NA Hispanic: NA Asian: NA 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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B: NA	Mathematics Goal #5B: English Language Learners (ELL)		5B.1. NA	5B.1.	5B.1.	5B.1.	5B.1.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	NA	NA					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: NA	Mathematics Goal #5C: Students with Disabilities (SWD)		5C.1. NA	5C.1.	5C.1.	5C.1.	5C.1.
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	NA	NA					
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D: By the Spring of 2012, subgroup will make AYP-Safe Harbor as indicated by the NCLB-AYP report.	Mathematics Goal #5D: Economically Disadvantaged		5D.1. Students enter school with limited math proficiency	5D.1. Use of math manipulatives, differentiated instruction, technology	5D.1. Lesson plans, classroom observations, differentiate instruction	5D.1. ongoing progress monitoring	5D.1. classroom teacher, Administration
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	73%	76%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.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
NA						

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

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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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
1. Students achieving proficiency (FCAT Level 3) in science <u>Science Goal #1:</u> By Spring 2012, FTE2-3 5 th graders will maintain the percentage shown at right as reported by INDV File.			1.1. Lack of vocabulary and knowledge among students in the area of science.	1.1. Cross grade level articulation meetings which will enhance students background knowledge and vocabulary	1.1. lesson plans, classroom observations	1.1. ongoing progress monitoring	1.1. Classroom teacher, Administration
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	78%	78%					
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science <u>Science Goal #2:</u> By Spring 2012, FTE2-3, 5 th graders will score a 2% increase in AL4-5 science proficiency as			2.1 Students are not provided with enough opportunities to utilize their creativity and critical thinking skills	2.1. Differentiated instruction	2.1. Weekly assignments Hand-on experiments	2.1. Ongoing progress monitoring	2.1. Classroom teacher, Administration
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					

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reported by INDV. File	13%	15%					
			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
NA						

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
NA			

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
NA			

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
NA			

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
1. Students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing			1.1. Students with limited vocabulary and expressive language skills.	1.1. Stimulate vocabulary and language development through: descriptive words, read alouds, explicit word choice instruction, shared writing modeling, and writing in all content areas	1.1. Classroom observations, lesson plans, 4 th grade level meetings	1.1. Ongoing progress monitoring, B M and E writing samples	1.1. Classroom teacher, Administration
Writing Goal #1:							
By Spring 2012 AYP Writing will be maintained at the percentage shown at right as reported by FCAT 2012 results.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	91% (61)	91%					
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		2A.1. NA White: NA Black: NA Hispanic: NA Asian: NA American Indian: NA	2A.1.	2A.1.	2A.1.	2A.1.
Writing Goal #2A:							

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NA	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	NA White: Black: Hispanic: Asian: American Indian:	White NA 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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
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 NA	3B.1.	2B.1.	2B.1.	2B.1.
NA	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	NA	NA					
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2C:</u>	Writing Goal #2C: Students with Disabilities (SWD)		2C.1.	2C.1.	2C.1.	2C.1.	2C.1.

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NA	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	NA	NA					
			2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
		2C.3.	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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
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.
<u>Writing Goal #2D:</u>							
NA	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	NA	NA					
			2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
		2D.3.	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
NA	NA	NA	NA	NA	NA	NA

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Writing Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
NA			

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
NA			

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
NA			

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
NA			

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
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Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
1. Attendance Attendance Goal #1:			1.1. Current economic hardships and high mobility rate due to these hardships	1.1. Community outreach, Family Literacy Program	1.1. Progress monitoring and family attendance records	1.1. Parent Evaluation, Sign-In sheets	1.1. Reading Resource Teacher, Administration
By the end of 2011-2012 school rates will be attained as reported by Genesis.	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
	95%	96%					
	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.	

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
NA						

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
NA			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
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. Some of our groups of students lack some of the	1.1. Communication between parent and teacher, Super Gnat	1.1. Monitoring of Genesis Reports for	1.1. Genesis reports	1.1. Administration

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By the end of the 2012 school year, ISS and OSS will decrease as reported in the following columns by Genesis.	2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions	social skills and confidence to perform well thus making them susceptible to discipline issues.	Programs, parent building activities thru out the year	suspension rates		
	94	92					
	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School					
	2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions					
	29	27					
2011 Total Number of Students Suspended Out- of- School	2012 Expected Number of Students Suspended Out- of-School						
			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
NA						

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
NA			
			Subtotal:

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Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
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. NA	1.1.	1.1.	1.1.	1.1.
NA	2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*					
	NA	NA					

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	2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*					
			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
NA						

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

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Strategy	Description of Resources	Funding Source	Amount
NA			
			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				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring
1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Parent participation may be limited because of their work schedule.	1.1. We will offer several evening meetings and serve families a light meal to accommodate parents' work schedule	1.1. Meeting evaluation sheets and comments.	1.1. Sign-in sheets, evaluation sheets	1.1. Administration, classroom teacher , IST
Increase parental involvement by 2% during the 2011-2012 school year.	2011 Current level of Parent Involvement:*	2012 Expected level of Parent Involvement:*					
	83%	84%					
			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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
NA						

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

End of Parent Involvement Goal(s)

Additional Goal(s)

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* 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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Evaluation Tool Person or Position Responsible for Monitoring
1. Additional Goal Additional Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
NA	2011 Current Level :*	2012 Expected Level :*					
	NA	NA					
			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
NA						

Additional Goal(s) 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
NA			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
			Total:

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.

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Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals	Total:
56,000 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 type="checkbox"/> Prevent I	XN/A

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

School Advisory Council

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

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 SAC Committee will review the School Improvement Plan and the School Improvement Plan Summary. This simple to read and comprehend one page pamphlet will be made available to all parents through the SAC, PTO, office, and teachers.

Describe projected use of SAC funds.	Amount
State Recognition money will be voted on by SAC to use for student incentives and teacher bonuses.	