

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

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

PART I: SCHOOL INFORMATION

School Name: Dr. W.J. Creel School	District Name: Brevard
Principal: Kathryn A. Eward	Superintendent: Dr. Brian T. Binggeli
SAC Chair: Vijay L. Saam	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	Kathryn A. Eward	B.A. Business Administration; MA; Post Masters in Educational Leadership; Certifications: School Principal K-12; Elementary Education 1-6; Reading (K-12); Bookkeeping (7-12)	40	42	An "A" School for 12 consecutive years: 1999-2011 2010-2011 Grade A; achieved Reading Proficiency and Math Proficiency in all but one cell; 2009-2010 Grade A; achieved Reading Proficiency in all but two cells and Math Proficiency in all but three cells; 2008-2009 Grade A achieved Reading Proficiency in all cells; Achieved Math proficiency in all but two cells; 2007-2008 Grade A achieved AYP; 2006-2007 Grade A achieved Reading proficiency in all cells and Math proficiency in all but one cell; 2005-2006: Grade A Provisional AYP;

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					2004-2005 Grade A Provisional AYP; 2003-2004 Grade A achieved Reading Proficiency in all cells & Math Proficiency in all but one cell; 1999 - 2002 Grade A A National Blue Ribbon School
Assistant Principal	Nancy W. Rickards	M.A. in Reading Education; Post Masters In Educational Leadership; Certifications: School Principal K-12; Elementary Education 1-6; Reading K-12; ESOL Endorsement	5	14	2010-2011 Grade A; achieved Reading Proficiency and Math Proficiency in all but one cell; 2009-2010 Grade A; achieved Reading Proficiency in all but two cells and Math Proficiency in all but three cells; 2008-2009 Grade A achieved Reading Proficiency in all cells & Math proficiency in all but two cells; 2007-2008 - Grade A achieved AYP; 2006-2007 Grade A achieved Reading proficiency in all cells & Math proficiency in all but one cell;

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	Arlene Anderson	M.S. Elementary Education, (Grades 1-6) Reading Endorsement ESOL Endorsement	0	6	2010-2011 Grade A; Reading Proficiency 80%; Learning Gains in Reading 67%; 2009-2010 Grade A; Reading Proficiency 83%; Learning Gains in Reading 74%; 2008-2009 Grade A; Reading Proficiency 85% ; Learning Gains in Reading 74% 2007-2008 Grade A; Reading Proficiency 86%; Learning Gains in Reading 73%; 2006-2007 Grade A; Reading Proficiency 86%; Learning Gains in Reading 73%; 2005-2006 Grade A; Reading Proficiency 83%; Learning Gains in Reading 69%;

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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. Teachers are paid a stipend during the summer for attending professional development opportunities.	Principal	Ongoing	
2. Release time is provided for reading training.	Principal	Ongoing	
3. Release time is provided for writing training.	Principal	Ongoing	
4. Release time is provided for mathematics training.	Principal	Ongoing	
5. Staff development is provided in assessment, interpretation and instructional plans resulting from data.	Principal & Assistant Principal	Ongoing	

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Non-Highly Qualified Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
All teachers at Dr. W.J. Creel School are highly qualified. The following teachers are working within their timeline to become ESOL endorsed/certified:	N/A	N/A	N/A
Rhonda Austill	Elementary Ed. K-6	3 rd Grade	ESOL classes offered through the district
Kelly Calella	Exceptional Student Education, (grades K-12); Pre-K/Primary Education, (age 3-Grade 3); Social Science, (grades 6-12)	VPK	ESOL classes offered through the district
Deborah Cederburg	Elementary Ed. 1-6	3 rd Grade	ESOL classes offered through the district
Sharon Delgado	Elementary Education, (Grades K-6); PreK/Primary Education, (age 3-Grade 3)	6 th Grade	ESOL classes offered through the district
Donna Gensler	Elementary Ed. K-6; Reading K-12	2 nd Grade	ESOL classes offered through the district
Carla L. James	Elementary Education, (grades K-6)	1 st Grade	ESOL classes offered through the district
Abigail Lalonde	Elementary Education, (grades K-6)	3 rd Grade	ESOL classes offered through the district
Jill M. Law	Elementary Education, (grades K-6); Gifted Endorsement; Music, (Grades K-12)	1 st Grade	ESOL classes offered through the district
Brian Ledford	Elementary Ed. 1-6; School Social Worker PreK-12	2 nd Grade	ESOL classes offered through the district
Edmond Lietz	Elementary Education, (Grades 1-6); Reading Endorsement	3 rd Grade	ESOL classes offered through the district
Lindsay Neuber	Elementary Ed. K-6; Pre-K/Primary Ed.	Kindergarten	ESOL classes offered through the district

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	(age 3-3 rd grade)		
Jenifer Sherman	Pre-K Primary Education, (age 3-Grade 3); Reading K-12	Kindergarten	ESOL classes offered through the district
Gary V. Smith	Elementary Education, (Grades 1-6)	5 th grade	ESOL classes offered through the district

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
75	1.33% (1)	15% (11)	38% (26)	49% (37)	37% (28)	100% (75)	12% (9)	8% (6)	35% (26)

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
Suzanne Bowden	Rebecca Kennon	1 st year Teacher	District induction program

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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	Dr. W.J. Creel is a school-wide Title I school and all programs are on-going and integrated. There are numerous Parent Involvement activities throughout the school year. The Title I plan and budget incorporates the use of two full time teachers, six assistants and one parent involvement coordinator. Every child needing support and every child below grade level, as identified through the RtI plan as Tier II or Tier III, receives small group instruction in the Voyager program and small group mathematics instruction. Progress monitoring is conducted through FAIR, Voyager, teacher observation and DA assessments.
Title I, Part C- Migrant	N/A
Title I, Part D	N/A
Title II	N/A
Title III	Dr. W.J. Creel employs one ESOL teacher and two ELL assistants to provide instructional support identified students. Support services and ELL educational materials are also provided through the district.
Title X- Homeless	Transportation is provided to those students documented as in-transition to remain at Dr. W.J. Creel School thus maintaining instructional continuity.
Supplemental Academic Instruction (SAI)	Academic Support Program (ASP) – All eligible students will have opportunities for additional instruction in reading, mathematics and science. ASP for each subject will be staggered so that students in need of support in multiple subjects will have an opportunity to participate. Dr. W.J. Creel School offers ASP for students who score at Level 1 and 2 on FCAT Reading and/or Math, or working below grade level in Reading and/or Math in grades 2-6, 2 hours per week. ASP Science for Level 1 6 th grade students and 5 th grade students working below grade level meets 1.5 hours per week. Transportation for selected students is provided through Title I funding.
Supplemental Educational Services (SES) tutoring, from various providers, is available to students who qualify.	
Florida Virtual School will be offered to 6 th grade students who fail any subject area during the 2011-2012 school year.	
Violence Prevention Programs	Dr. W.J. Creel School follows the guidelines of Brevard Public School Bully Policy 5517.01

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Nutrition Programs	Dr. W.J. Creel School participates in the Federal School Breakfast and Lunch programs offered through the district. Students with special dietary needs are coordinated with the Health Department, physician, and district nutritionist. Instruction in Nutrition and Wellness is also offered as part of Physical Education and general education programs.
Housing Programs	N/A
Head Start	N/A
Adult Education	N/A
Career and Technical Education	N/A
Job Training	N/A
Other	Dr. W.J. Creel School offers VPK for twenty 4-year old students; five classrooms for pre-school handicapped students (ages 3 and 4) and outpatient therapies for students 0-3 years are provided through our Exceptional Education programs.

Response to Instruction/Intervention (RtI)

School-Based RtI Team
Identify the school-based RtI Leadership Team.
The RtI Leadership Team at Dr. W.J. Creel Elementary School will include Mrs. Kathryn A. Eward – Principal, Mrs. Nancy Rickards – Assistant Principal, Mrs. Inez Deppen – 4 th grade Teacher/NBCT, Ms. Teri Gilbert – 4 th Grade Teacher, Mrs. Vicki Haskins – Reading Contact/1 st Grade Teacher, Mrs. Mary Lynn Minner – 6 th Grade Teacher/NBCT, Mr. Gary Smith – 5 th Grade Teacher. In addition, the school psychologist, an ELL teacher, a Guidance Counselor and/or behavior specialist will attend team meetings as needed.
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?
<p>The RtI Leadership Team will determine:</p> <ol style="list-style-type: none"> 1) Criteria for student receipt of Tier II and Tier III interventions. <ol style="list-style-type: none"> a) Tier II to include K-6 students scoring at High Risk on FAIR, 4-6 students scoring at Level 1 and 2 on FCAT, and/or teacher recommendation. b) Tier III will include students who do not respond to Tier II interventions. 2) Meeting Procedures: <ol style="list-style-type: none"> a) Initial Meeting: Baseline data (FCAT scores, FAIR assessment data, placement test scores, etc.) for all students to receive Tier II interventions. Teacher will have an RtI folder with suggestions for Steps 1 and 2. The Leadership Team will review steps 1 and 2, complete steps 3 and 4 and schedule the next meeting. b) Subsequent meetings: Most current data for students receiving Tier II interventions including graphed data showing student performance relevant to intervention and

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integrity. RtI Leadership Team will complete Step 5 and schedule next meeting.

- c) IPST meetings can be scheduled at any time by a grade-level RtI Team to discuss student receipt of Tier III interventions, following the RtI flowchart.
- 3) Frequency of Meetings:
 - a) Initial meeting will be scheduled during the first month of school.
 - b) Subsequent meetings will be scheduled quarterly.
- 4) Members of the grade-level RtI Teams:
 - a) All grade-level teachers
 - b) Administrator
 - c) ESE Teacher, as needed
 - d) Behavior Specialist, as needed
 - e) Title I Teacher, as needed
- 5) Inform faculty of RtI procedures during pre-planning week, and periodic review meetings.
- 6) Conduct Initial and Subsequent meetings as needed.
- 7) Evaluate the effectiveness of RtI procedures and make adjustments as necessary.

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

The RtI Leadership team will review the School Improvement Plan and the strategies set forth. The review will focus on the implementation and progress made to accomplish the goals of the School Improvement Plan. The RtI problem-solving process is used as a guide throughout the development, implementation and progress monitoring of the School Improvement Plan.

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.

Academic Achievement Advancement (A3) program and FAIR will be used to summarize tiered data. Classroom teachers and the RtI Leadership team will be able to use A3 and FAIR data during parent teacher conferences and IPST meetings.

Describe the plan to train staff on RtI.

Staff received updated training on the RtI model during team meetings in August, 2011. The RtI Leadership Team consults with grade level teams throughout the year.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Dr. W.J. Creel Literacy Team will include: Mrs. Kathryn A. Eward – Principal; Mrs. Nancy Rickards – Assistant Principal; Mrs. Dianne Thompson – Kindergarten Team Leader; Mrs. Vicki Haskins – 1st Grade Team Leader; Mr. Brian Ledford – 2nd Grade Team Leader; Mr. Edmond Lietz – 3rd Grade Teacher; Mrs. Inez Deppen – 4th Grade Team Leader; Mrs. Susan Strahle – 5th Grade Team Leaders; Mrs. Lynn Minner – 6th Grade Team Leader; Mrs. Katie Furfey, ESE Team Leader; and Mrs. Vijay Saam – Media Specialist.

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

The Literacy Leadership team (LLT) will meet at the beginning of the school year and subsequent meetings will be held quarterly

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

During the 2011-2012 school year, the **Dr. W.J. Creel LLT** will monitor the implementation of small group instructional delivery model, provide leadership and monitor RtI implementation, develop parent workshops for literacy in Mathematics, Science and Writing, develop a communication system for neighborhood outreach programs in the Booker T. Washington (D.O.C.K.) neighborhood and Wickham Club Apartments, and provide support in the implementation of Brevard Effective Strategies for Teaching (B.E.S.T.) Modules on Formative Assessments and lesson planning utilizing the “end in mind” design.

NCLB Public School Choice

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

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****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.

Transition from pre-school, for six classes at Dr. W.J. Creel School, begins nearly one year in advance. Each student is assessed relative to reading readiness and developmental levels early in the year and the individual academic goals and strategies are developed. Beginning in the winter, the Individual Problem Solving Team (IPST) discusses each child and any additional assessments are initiated. Input from parents, teachers, speech and language specialists and psychologist is sought. Schools expected to receive these students are notified. All information is reviewed and the teacher and parent meet and discuss the projected classroom transitions. As the school year closes, pre-school students are invited to attend our summer SOAR program. For each child, transition meetings are held between Dr. W.J. Creel School and the school receiving the student.

Dr. W.J. Creel's Voluntary Pre-Kindergarten Program (VPK) will implement Brevard Public Schools Early Childhood Standards of Excellence as evidenced by FLKRS ratings.

****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.

6th grade is in the elementary school and reading instruction is embedded in all core academic subjects.

****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?

N/A

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?

N/A

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.

N/A

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SCHOOL-BASED OBJECTIVE:

To revise the small group instructional delivery model (that provides instruction at the level of the child) to include the development of formative data and the use of this data to inform instruction; to develop additional instructional strategies in reading, mathematics, writing and science resulting from data analysis while continuing to develop data teams; to facilitate collaborative planning to support the advancement of Professional Learning Communities (PLCs); to implement Positive Behavioral Support (PBS); to grow in the implementation of the RtI model (Tier II), and, to implement the instructional evaluation system to support student gains in academic achievement.

RATIONALE:

Data Analysis from multiple data sources:

In reading, overall trends indicate increases in the percentage of students meeting high standards from 2002-2011 at 18%. When comparing the same students from 2008-2011 who met high standards on the Reading FCAT, there has been a modest increase in that percentage from 86% in 2008 to 88% in 2011, an increase of 2%. The greatest comparisons can be made when examining the annual learning gains and the increased gains of students in the lowest 25% over those same years. 70% of students in 2008 made annual learning gains. Upon examination of those same students in 2011, 81% made learning gains, an increase of 11%. 54% of students in the lowest 25% in reading in 2008 made gains, but by 2011 100% of those same students made annual learning gains, an increase of 46%. Increasing the total percentage of students meeting high standards is indicated.

Under AYP, all demographic groups made AYP in reading, with two groups needing continued attention. Hispanics and Economically Disadvantaged students made AYP through the growth model. These two groups also made a strong showing at Level 4 or 5 on the Reading FCAT, by having 42% and 43% scoring at these high levels respectively. Although all groups did make AYP, one demographic group, that of black students, did fall behind others in the percent of students scoring in the higher achievement levels of Level 4 or 5, with only 27% scoring at those levels. A need for monitoring data related to higher achievement for these students is indicated.

In math, overall trends indicate increases in the percentage of students meeting high standards from 2002-2011 at 18%. When comparing the same students from 2008-2011 who met high standards on the Math FCAT, there was an increase in the percentage from 82% in 2008 to 89% in 2011, an increase of 7%. There were even greater comparisons that could be made when examining the annual learning gains and the increased gains of students in the lowest 25% over that same time period. 72% of students in 2008 made annual learning gains. Upon examination of those same students in 2011, 93% made learning gains, an increase of 21%. 74% of students in the lowest 25% in math in 2008 made learning gains, but by 2011 100% of those same students made learning gains, an increase of 26%. Increasing the overall percentage of students in the lowest 25% making annual learning gains is still an ultimate goal.

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Under AYP, our economically disadvantaged students achieved AYP through safe harbor, by reducing the percentage of students not achieving high standards by 20%. It is also worth noting that 40% of our economically disadvantaged students scored at Level 4 or 5 on the Math FCAT, which was the 2nd highest percentage for a demographic group, outscored only by white students at these higher performance levels. One demographic group, our Hispanic group did not achieve AYP by either safe harbor or the growth model, with only 75% of Hispanics being on track to be proficient in math. Too many of our Hispanic students scored at Level 1, 13%. However, conversely 36% of our Hispanic students scored at the higher achievement levels of Level 4 or 5. Questions still arise regarding how to bring about the same percentage of Level 4 and 5 students in mathematics, comparing 46% of our students achieving that those levels in math while 51% reach these higher achievement levels in reading.

In science, overall trends indicate a slight increase in the percentage of students meeting high standards from 2007-2011 of 3%, from 68% to 71% over this 5 year period. This percentage of 71% has held steady over the past two years. The actual number of students has remained the same in fifth grade over the past two years at 111 students and the actual number of students scoring at Level 4 or 5 on the Science FCAT also remains essentially the same with 20% of students scoring that these higher levels in 2011, compared to 19% in the previous year. Further examination of the specific FCAT strands along with the introduction of Zoo School to fifth grade students is indicated.

In writing, even with changes in the writing rubric expectations and the achievement standard moving to 4.0, overall trends indicate an increase in the percentage of students meeting high standards from 2002-2011 of 6%. Emphasis has been placed on increasing the percentage of students scoring at 5 and above on the writing rubric, with 15.9% of students scoring at these upper levels in 2011, compared to 10.2% in 2010. Professional development in writing has had an impact on the increase in our writing scores over time.

Best Practice:

A school must first and foremost be a safe and positive learning environment for students and staff (Strange, Richard and Catano, 2008). According to Marzano, "It is fair to say that the safety of students and staff is Job One."

The Positive Behavior Support (PBS) implementation plan for Dr. W.J. Creel School is to build an effective, positive school environment; to increase instructional time and academic performance (through increased on task behaviors); and, to enhance teacher capacity to effectively address problem behavior. Maintaining a safe and orderly environment is likely to affect teaching and learning and is therefore a fundamental responsibility of school leaders (Cotton, 2003; Lashway, 2001; Marzano, et al, 2005; Shellard, 2003). Failure to establish a safe and orderly environment may ultimately result in lost instructional time, safety issues, or a decline in school climate. The principal/leadership must continually work to balance instructional leadership duties with those required for efficient organizational management (Strange, Richard, and Catano, 2008).

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There is no more important responsibility assigned to the school principal than the safety of those within the school. Marzano and colleagues (2005) recognized order as one of the 21 research-based responsibilities of leaders. In their meta-analysis, the following specific leadership behaviors are evident:

- ❖ Establishing routines for the smooth running of the school that staff understand and follow.
- ❖ Providing and reinforcing clear structures, rules, and procedures for staff.
- ❖ Providing and reinforcing clear structures, rules and procedures for students (p.57).

Maintaining a safe learning environment free from hazards and distractions has implications beyond that of a positive school climate.

School leaders are instrumental in developing Professional Learning Communities (PLCs) focused on student learning (DuFour, 2004; Reeves, 2006; Shellard, 2005). Effective school leaders make creative use of all resources - people, time, and money – to improve the teaching and learning (Cotton, 2003; King, 2002; Marzano et al, 2005). In order to proactively address potential student learning concerns, school personnel must collaboratively and regularly review multiple forms of data and develop workable strategies to address learning needs as they arise. In addition to summative assessment, including school, district and state testing, use of more frequent formative assessment while learning is taking place provides ongoing evidence of student achievement (DuFour, 2004; Reeves, 2006; Shellard, 2005). Appropriate formative assessments result in better teaching to the students at hand, while not necessarily producing results on existing summative tests. Formative assessments may include curriculum benchmark tests or other teacher-made assessments, and may be both qualitative and quantitative (Shellard, 2005).

By creating regular opportunities for staff to engage in team planning, discussion, and data analysis, school leaders lay the groundwork for true collaboration focused squarely on the success of all students. The likelihood of authentic instructional collaboration will diminish if such opportunities are not incorporated into the daily schedule and school calendar.

Formative assessment will not improve students' scores on most of today's accountability tests, at least not enough to make any meaningful differences (Popham, 2008). According to Popham, although formative assessment is a wonderful, research-rooted way for teachers to teach better and for learners to learn better, it is unlikely to make much of a difference when it comes to increasing students' scores of inappropriate accountability tests. Better learning will take place when you measure a modest number of truly important curricular aims, when there is a clear description of the skills or knowledge measured when students are supplied with reports on each curricula aim assessed.

Student achievement results are examined both as a whole (e.g., school and grade-level "pass rates" on state assessments) and disaggregated for, including review of minority, special education, and other student subgroup results. Not only is data disaggregation necessary to make effective instruction decisions at the school.

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Schools that have overcome achievement challenges indicate that these successful schools use multiple forms of data, specifically cohort data comparing the same students over time (Reeves, 2004). According to Reeves, rather than comparing the previous year's class to the current class, the following questions should be asked:

- ❖ What percentage of a group of students is proficient now compared to a year ago?
- ❖ What percentage of our students has gained one or more grade levels in reading when we compare their scores today to the scores of a year ago?
- ❖ Of those students who were not proficient a year ago, what percentage are now proficient?
- ❖ Of those students who were proficient a year ago, what percentage are now advanced?

“This review process promotes continual improvement at the school level, another hallmark of successful school leaders.” (Boris-Schacter and Merrifield, 2000) Marzano and colleagues (2005) noted the practice of monitoring and evaluating the results of school strategies on student achievement as one of the 21 critical responsibilities of school leaders.

In the case of school improvement planning, as in other type of strategic planning, it appears less is more: the simple plan is preferable (Collins, 2001; Shomker, 2006). The effective school leader focuses on doing the right work (Marzano, et al, 2005), with a focus on those factors within the school that affect student achievement. According to Marzano (2003), factors to consider at the school level are:

- ❖ Guaranteed and viable curriculum
- ❖ Challenging and effective feedback
- ❖ Parent and community involvement
- ❖ Safe and orderly environment
- ❖ Collegiality and professionalism (p.15)

Factors to consider at the teacher level include:

- ❖ Instructional strategies
- ❖ Classroom management
- ❖ Classroom curriculum design (p.76)

Reeves (2006) confirmed that “the final characteristic of schools that are making dramatic strides in improving educational achievement and equity is the constructive use of data” (p.89). More significant, the school leader ensures that school data are used to focus on the right work for the schoolwork that is research based, sustainable, and directly related to the continual improvement of teaching and learning. Sustainable school change is comprised of five key factors, creating school improvement that:

- ❖ Sustains learning
- ❖ Endure over time
- ❖ Does not negatively affect the environment of surrounding schools
- ❖ The effective school leader uses multiple forms of data to inform school planning (Cotton, 2004).

Analysis of Current Practice:

The instructional delivery model for **Dr. W.J. Creel** utilizes small group instruction at the level of the child. Within the group, the goal is to meet the instructional objectives through high student engagement with emphasis on both quantity of student interactions and high order thinking. Within each classroom setting, a student can access activity centers, computers, Title I instructional support, and volunteer support for the instructional program. This model has produced 12 years A+ grades and continuous increases in student academic growth.

A great strength of the school is the quality of the instructional staff and the share passion for excellence in service to children, academic growth for each child, and creating a family of learners.

Practices that would need to be implemented or further improved have been identified through reflection and staff interaction. One area targeted is to improve school-wide behaviors in order to ensure safety, increase instructional time and to provide a very positive school climate. Another practice under construction is the development of highly functioning Professional Learning Communities (PLC's) in order to improve practice, increase collaboration, and increase professional capacity. Currently, we access and study the vast amount of data available, however, there is a clear need for data team development in order to utilize data appropriately to inform instruction and set instructional goals. In this domain, the area of formative assessments stands as an area of focus. Further, developing each of our initiatives – Positive Behavior Support (PBS), Response to Intervention (RtI), Professional Learning Communities (PLC's), Professional Growth Plans (PGP's), development of data teams, formative assessments and instructional strategies- so that they function effectively and seamlessly stands as a high order need.

The number of Level 4 and Level 5 students has increased in every area each year. The number of Level 4 and Level 5 students is greater in reading than it is in mathematics. This issue needs to be examined. The number of students in Level 1 in core subjects continues to decrease. Increased standards for Pre-Kindergarten and Kindergarten have been met successfully for most students. Additional instructional changes are needed for those students not ready for Kindergarten.

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			1.1 Discrepancy between the data analysis and the instructional strategies.	1.1.1 PLCs will analyze review formative assessments to ascertain if essential skills have been mastered.	1.1.1 PLC Team Leaders	1.1.1 PLC Meeting Agenda	1.1.1 Priority skills checklist
<u>Reading Goal #1:</u>				1.1.2 Utilize collaborative team planning (PLC) time to analyze student data and differentiate instruction under the RtI model with appropriate links to Professional Growth Plans.	1.1.2 Administration & RtI Team	1.1.2 RtI Agendas	1.1.2 RtI Forms
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	86% (360 students)	88% (369 students)					
<i>See Data Analysis/Rationale on page 12</i>							
			1.1.3 Adjust lesson plans to incorporate Webb's Depth of Knowledge plan with the "end in mind" design.	1.1.3 Class room Teachers	1.1.3 Classroom observations	1.1.3 Instructional Personnel Performance Appraisal System	
			1.1.4 Monitoring and interpreting of all formative data by data teams to assure instruction is appropriate.	1.1.4 Administration, Literacy Coach, PLC Team Leaders, Data Team & RtI Team	1.1.4 PLC Meeting Minutes	1.1.4 Lesson Plans	
			1.1.5 Utilize the Next Generation Sunshine State	1.1.5 Administration	1.1.5 Classroom observation	1.1.5 Lesson Plans	

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				Standards (NGSSS) to direct instructional focus thus increasing student engagement.			
				1.1.6 Implement Brevard's B.E.S.T. Modules IV-VI to spark student learning and to develop instructional strategies responsive to formative assessments.	1.1.6 Administration & B.E.S.T. Trainers	1.1.6 In-service records	1.1.6 Exit slips
				1.1.7 Utilize TechSteps to incorporate 21 st Century project based learning into the core curriculum goals.	1.1.7 Classroom Teachers	1.1.7 Lesson Plans	1.1.7 Student Projects
				1.1.8 Integrate technology/reading/mathematics/critical thinking by creating student "tech teams" to produce DVD's of Shakespeare Opera and Musicals to increase hands-on experiences with 21 st Century Skills.	1.1.8 Media Specialist	1.1.8 Team Roster	1.1.8 DVD
				1.1.9 Utilize the PLC process to develop academic and behavioral interventions.	1.1.9 Administration & RtI Team	1.1.9 RtI Agendas	1.1.9 RtI Forms
				1.1.10 Implement school-wide Positive Behavior Support Plan (PBS) to increase student engagement.	1.1.10 PBS Committee	1.1.10 PBS data logs	1.1.10 PBS database

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				<p>1.1.11 Provide an after-school Academic Support Program (ASP) for Reading two afternoons per week for students in grades 2-6.</p> <p>1.1.12 Assist students in setting higher academic goals and developing an individual action plan.</p> <p>1.1.13 Support implementation of PGPs targeting vocabulary and building background knowledge.</p>	<p>1.1.11 Administration</p> <p>1.1.12 Administration & Classroom Teachers</p> <p>1.1.13 Administration & Classroom Teachers</p>	<p>1.1.11 ASP Enrollment forms</p> <p>1.1.12 Student conferences</p> <p>1.1.13 Classroom observation</p>	<p>1.1.11 Attendance Logs</p> <p>1.1.12 Teacher observation</p> <p>1.1.13 Reading Selection Tests & FAIR progress monitoring</p>
			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 reading			2.1. Limited student exposure to real-world experiences.	<p>2.1.1 Assess each new student to determine proper reading instructional placement.</p> <p>2.1.2 Provide instruction at the advanced instructional level of the student.</p> <p>2.1.3 Review rigor and relevance of instructional materials to increase</p>	2.1.1 Title I teacher	2.1.1. Individual assessments reviewed and classroom placement determined by Principal	2.1.1 Individual Profile Charts & STAR Reports
<u>Reading Goal #2:</u>							
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	51% (214 students)	54% (226 students)			2.1.2 Classroom Teacher	2.1.2 Classroom observation	2.1.2 Lesson Plans
					2.1.3 Administration	2.1.3 Classroom observation	2.1.3 Teacher observation
<i>See Data Analysis/Rationale</i>							

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<p><i>on page 12</i></p>				<p>student engagement, through quality questioning including in-depth discussions using the DBQ model.</p> <p>2.1.4 Extend targeted instruction into specific content focus subtopics under each main reading cluster through collaborative planning in the PLC model with link to individual Professional Growth Plans.</p> <p>2.1.5 Provide more career related technology experiences.</p>	<p>2.1.4 Administration & Grade Level Team Leaders</p> <p>2.1.5 Technology Specialist</p>	<p>2.1.4 Classroom observation & Lesson Plans</p> <p>2.1.5 Student roster</p>	<p>2.1.4 Reading Selection Tests; FAIR progress monitoring</p> <p>2.1.5 Student participation records</p>
		<p>2.2 Reduced resources due to economic constraints</p>	<p>2.2 Utilize parent and community volunteers to facilitate extended learning opportunities.</p>	<p>2.2 Volunteer Coordinator</p>	<p>2.2 Student participation in Extended Learning Opportunities such as Accelerated Reader program, Odyssey of the Mind (OM), Metropolitan Opera, Shakespeare Theatre, Book Bash, Reading is Fundamental (RIF), etc.</p>	<p>2.2 Participation Records</p>	
<p>2.3</p>		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>		
<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 group:</p>		<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>3. Percentage of students making Learning Gains in reading Reading Goal #3:</p>	
		<p>3.1 Limited focus in priority areas of the reading clusters in</p>	<p>3.1 Post reading standards.</p>	<p>3.1 Classroom Teacher</p>	<p>3.1 Classroom observation</p>		<p>3.1 IPPAS</p>

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	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	which students are not proficient.				
<p style="text-align: center;"><i>See Data Analysis/Rationale on page 12</i></p>	<p>77% (323 students)</p>	<p>80% (335 students)</p>		<p>3.1.2 Focus student attention on desired standards</p>	<p>3.1.2 Classroom Teacher</p>	<p>3.1.2 Classroom observation</p>	<p>3.1.2 IPPAS</p>
				<p>3.1.3 Direct instructional time on the primary content focus areas of each reading cluster through thorough data analysis.</p>	<p>3.1.3 Administration, Grade Level Team Leader, Data Team</p>	<p>3.1.3 Classroom observation</p>	<p>3.1.3 Selection tests, District Required Literacy Assessments (DRLA); FAIR and Voyager progress monitoring.</p>
				<p>3.1.4 Increase student-led discussions using quality questioning and keeping the end in mind.</p>	<p>3.1.4 Administration & Classroom teacher</p>	<p>3.1.4 Classroom observation</p>	<p>3.1.4 Teacher observation; DRLA & FAIR progress monitoring</p>
				<p>3.1.5 Target students in the lowest 35% in Reading to attend the after-school Academic Support Program (ASP)</p>	<p>3.1.5 Administration & Classroom teachers</p>	<p>3.1.5 ASP Enrollment forms</p>	<p>3.1.5 ASP attendance logs</p>
				<p>3.1.6 Monitor lowest 35% for progress in Voyager and Treasures, weekly</p>	<p>3.1.6 Administration & Title I teacher</p>	<p>3.1.6 Meeting schedules</p>	<p>3.1.6 FAIR and other formative assessments</p>
				<p>3.2 Limited access to reading materials in the home.</p>	<p>3.2.1 Expand Soaring Eagle take-home book bag program to include parent workshop.</p>	<p>3.2.1 Title I Teacher</p>	<p>3.2.1 Parent feedback forms</p>
<p>3.2.2 Participate in the Reading is Fundamental program (RIF) to promote book ownership through 3</p>	<p>3.2.2 Media Specialist</p>	<p>3.2.2 Student feedback</p>	<p>3.2.2 RIF Distribution reports</p>				

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			<p>book distributions for 4th grade students.</p> <p>3.2.3 Increase student participation in school-wide and grade level reading incentive programs.</p> <p>3.2.4 Utilize PBS incentives to increase student readership.</p> <p>3.2.5 Monitor student participation in teacher-directed reading, Title I reading, book checkout, and Soaring Eagle take-home book bag program.</p>	<p>3.2.3 Media Specialist</p> <p>3.2.4 Classroom Teachers</p> <p>3.2.5 Administration, Title I teacher, Media Specialist</p>	<p>3.2.3 Recognition activities</p> <p>3.2.4 Increased Accelerated Reader participation & Media Center book checkouts</p> <p>3.2.5 Classroom observation</p>	<p>3.2.3 Participation Rosters</p> <p>3.2.4 Accelerated Reader Student Points Report & Patron Circulation Statistics</p> <p>3.2.5 Classroom observation, Title I schedules, circulation statistics & sharing sheets</p>
		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 Transportation limits participation in Academic Support Program (ASP) and other learning opportunities available outside the normal school day.	4.1.1 Seek to provide bus transportation to targeted students to participate in ASP.	4.1.1 Administration	4.1.1. ASP attendance Logs	4.1.1 DRLA; FAIR and Voyager progress monitoring
<u>Reading Goal #4:</u>						
	<p>2011 Current Level of Performance:*</p> <p>2012 Expected Level of Performance:*</p>					
	<p><i>See Data Analysis/Rationale on page 12</i></p> <p>70% (74 students)</p> <p>75% (79 students)</p>		4.1.2 Target students in the lowest 35% in Reading to attend ASP two afternoons per week.	4.1.2 Administration & Classroom Teachers	4.1.2 ASP Enrollment forms	4.1.2 ASP Attendance Logs
			4.1.3 Provide students with supplemental materials for	4.1.3 Administration, Classroom & Title I	4.1.3 Home-School Connection monitoring tool	4.1.3 Teacher observation

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			<p>use at home to increase home-school connection.</p> <p>4.1.4 Increase access to online resources for students and families by promoting the use of online textbooks, FCAT Explorer/FOCUS, Ticket to Read, and Edline accounts.</p> <p>4.1.5 Provide multiple reading groups during the student day using Treasures, SRA Reading Mastery, Voyager, and Triumphs programs to tailor instruction to targeted skills linked to individual Professional Growth Plans.</p> <p>4.1.6 Conference with each student and/or parents relative to achievement goals.</p> <p>4.1.7 Provide supplemental instruction in phonics/word attack/fluency.</p>	<p>Teachers</p> <p>4.1.4 Technology Specialist</p> <p>4.1.5 Administration, Classroom & Title I teachers</p> <p>4.1.6 Administration, Classroom teacher & Title I</p> <p>4.1.7 Classroom Teacher & Title I teacher</p>	<p>4.1.4 Parent & Student feedback</p> <p>4.1.5 Title I reading groups schedule</p> <p>4.1.6 Meeting Schedule</p> <p>4.1.7 Teacher observation</p>	<p>4.1.4 Edline account activation and FCAT Explorer/FOCUS usage reports</p> <p>4.1.5 DRLA, FAIR and Voyager progress monitoring.</p> <p>4.1.6 Meeting notes</p> <p>4.1.7 Oral reading & word attack</p>
		4.2 Attendance	<p>4.2.1. Monitor attendance and contact parent for excessive, unexcused absences and tardies.</p> <p>4.2.2 Utilize GradeQuick and Edline to increase teacher-parent</p>	<p>4.2.1 Guidance Counselors, Teacher & Attendance Clerk</p> <p>4.2.2 Classroom Teacher</p>	<p>4.2.1 Check daily attendance</p> <p>4.2.2 Parent feedback</p>	<p>4.2.1 Daily attendance list.</p> <p>4.2.2 Edline and GradeQuick usage reports</p>

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			communication.			
			4.2.3 Utilize student planner for daily teacher-parent communication.	4.2.3 Classroom Teacher	4.2.3 Parent Signatures in planners	4.2.3 Teacher observation
		4.3 Limited parent resources and knowledge on how to help their children improve their reading fluency and comprehension skills	4.3.1 Provide parent workshop incorporating reading strategies that can be used at home.	4.3.1 Principal, Title I Teacher, Reading Coach	4.3.1 Parent feedback forms and daily student planners	4.3.1 FAIR and Voyager progress monitoring.
			4.3.2 Utilize the take home book bag monitoring system to increase recognitions and awards.	4.3.2 Principal, Title I Teacher, Reading Coach, Classroom Teacher	4.3.2 Parent feedback forms	4.3.2 Participation logs
			4.3.3 Add a home literacy section to the school's newsletter, <i>Creel Chronicle</i> , addressing ways to increase literacy skills in the home.	4.3.3 Administration & Title I Teacher	4.3.3 Parent feedback	4.3.3 Creel Chronicle
			4.3.4 Provide materials in both English and Spanish to assist our English Language Learners.	4.3.4 ESOL Teacher	4.3.4 Parent feedback forms	4.3.4 FAIR and Voyager
			4.3.5 Conference with low achieving students and parents to provide additional instructional packets for use at home.	4.3.5 Administration	4.3.5 Meeting schedules	4.3.5 Meeting notes and attendance sheets

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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	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 Reading Goal #5A:	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.
	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>	N/A	N/A	N/A	N/A
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:	5A.2.	5A.2.	5A.2.	5A.2.
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	Reading Goal #5B: English Language Learners (ELL)		5B.1.	5B.1.	5B.1.	5B.1.
	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>	N/A	N/A	N/A	N/A
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:	5B.2.	5B.2.	5B.2.	5B.2.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	Reading Goal #5B: English Language Learners (ELL)		5B.1.	5B.1.	5B.1.	5B.1.
	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>	N/A	N/A	N/A	N/A
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:	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	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 Reading Goal #5C:	Reading Goal #5C: Students with Disabilities (SWD)		5C.1.	5C.1.	5C.1.	5C.1.
	<i>All subgroups achieved AYP status in Reading in 2011 ☺</i>	2011 Current Level of Performance: * Enter numerical data for current level of performance in this box.	2012 Expected Level of Performance: * Enter numerical data for expected level of performance in this box.	N/A	N/A	N/A
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Reading Goal #5D: Economically Disadvantaged		5D.1.	5D.1.	5D.1.	5D.1.
	<i>All subgroups achieved AYP status in Reading in 2011 ☺</i>	2011 Current Level of Performance: * Enter numerical data for current level of performance in this box.	2012 Expected Level of Performance: * Enter numerical data for expected level of performance in this box.	N/A	N/A	N/A
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		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
B.E.S.T. Module IV	All grade levels & subjects	Building Team Trainers	School-wide	October 2011	Classroom observations, PLC meetings and IPPAS implementation	Administration
B.E.S.T. Modules V & VI	All grade levels & subjects	Building Team Trainers	School-wide	February 2012	Classroom observations, PLC meetings & IPPAS implementation	Administration
PLC	All grade levels	Administration & PLC Leaders	School-wide	August 2011 – May2012	PLC meetings & observation	Administration & PLC Leaders
RtI Model	All grade levels	RtI Leadership Team & Administration	School-wide	September 2011- May 2012	Grade Level and School RtI meetings	Administration & IPSTeam

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
Small Group Reading Instruction	After school reading instruction	ASP	\$5,500
Home Reading Program	Books and materials for Soaring Eagle book bags for grade K through 3	Title I	\$10,000
Media Center	Collection Development	General School Funds	\$6,000
Rolling Readers	Books for book give-away for all students in participating grades	Title I	\$1,200
Reading is Fundamental (RIF)	Books for book distributions	General School Funds	\$175
Reading is Fundamental (RIF)	Books for book distributions	Grant	\$520
Book Give Away	Lowest 25% book giveaway	Grant	\$800
			Subtotal: \$24,195
Technology			
Strategy	Description of Resources	Funding Source	Amount
Accelerated Reader Quizzes	Electronic Quizzes	General School Funds	\$800
Extended Learning Opportunities	Materials for Tech Team Video Production	General School Funds	\$400
			Subtotal: \$1,200

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development will be provided by Building and District personnel			
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
Media Center	Reading motivation incentives	General School Funds	\$600
Transportation	Brevard Public Schools bus & driver	Title I	\$1,000
Extended Learning Opportunities	Registration Fees for teams participating in competitions	General School Funds	\$400
			Subtotal:\$2,000
			Total:\$27,395

End of Reading Goals

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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. Having students on various instructional / achievement levels within each classroom	1.1.1 Provide 2 mathematics lessons per day; one in a heterogeneous grouping and one in a homogeneous grouping to address the needs of students working above, on, or below grade level through data analysis. 1.1.2 Provide after-school Academic Support Program (ASP) for students scoring at a Level I and Level II on 2010 FCAT assessment targeting Tier II and Tier III students.	1.1.1 Administration, Grade Level Team Leader & Data Team 1.1.2 Administration	1.1.1 Lesson Plans 1.1.2 ASP enrollment forms	1.1.1 Differentiated Assessments progress monitoring, District Assessments; Grade Level Module Assessments 1.1.2 ASP attendance records
Mathematics Goal #1:							
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
<i>See Data Analysis/Rationale on page 12</i>							
	83% (348 students)	86% (360 students)					
			1.2. Transportation – limits participation in Academic Support Program (ASP) and other learning opportunities available outside of the normal school day.	1.2.1 Provide students with supplemental materials for use at home to increase mathematics achievement. 1.2.2 Seek to provide transportation for selected students to attend the after-school ASP. 1.2.3 Increase access to	1.2.1 Administration, Team Chairperson & Title I teacher 1.2.2 Administration 1.2.3 Technology	1.2.1 Home School Connection monitoring tool. 1.2.2 ASP enrollment forms 1.2.3 Parent and Student	1.2. Teacher observation 1.2.2 ASP attendance records 1.2.3 Edline account

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			online resources for students and families by promoting the use of online textbooks, FCAT Explorer/FOCUS and Edline accounts.	Specialist	feedback	activation and FCAT Explorer/FOCUS usage reports
		1.3. Attendance	<p>1.3.1 Monitor attendance and contact parent for excessive, unexcused absences and tardies.</p> <p>1.3.2 Utilize GradeQuick and Edline to increase teacher-parent communication.</p> <p>1.3.3 Utilize student planner for daily teacher-parent communication.</p> <p>1.3.4 Expand summer JumpStart program focus to include mathematics.</p> <p>1.3.5 Increase student participation in summer JumpStart program.</p>	<p>1.3.1 Administration, Guidance Counselors, Classroom Teacher & Attendance Clerk</p> <p>1.3.2 Classroom Teacher</p> <p>1.3.3 Classroom Teacher</p> <p>1.3.4 Administration & JumpStart teachers</p> <p>1.3.5 Administration & Classroom Teachers</p>	<p>1.3.1 Check daily attendance</p> <p>1.3.2 Parent feedback</p> <p>1.3.3 Teacher observation</p> <p>1.3.4 Classroom observation</p> <p>1.3.5 Summer JumpStart enrollment forms</p>	<p>1.3.1 Daily attendance list</p> <p>1.3.2 GradeQuick and Edline usage reports</p> <p>1.3.3 Parent signatures in planner</p> <p>1.3.4 Lesson Plans</p> <p>1.3.5 Attendance logs</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 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. Limited student engagement in daily lessons.	2.1.1 Increase student engagement by utilizing Pearson online Mathematics activities to differentiate instruction.	2.1.1 Administration	2.1.1 Classroom observation	2.1.1 Teacher observation
Mathematics Goal #2:						
<i>Enter narrative for the goal in</i>		2011 Current Level of Performance:*	2012 Expected Level of Performance:*			

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<i>this box.</i>	46% (193 students)	48% (203 students)		2.1.2 Integrate mathematical concepts from websites and animations into instructional design to increase student engagement. 2.1.3 Expand the focus of girls participating in Math and Science activities. 2.1.4 Increase the number high engagement hands-on lessons.	2.1.2 Administration 2.1.3 Administration & Classroom teachers 2.1.4 Classroom Teachers	2.1.2 Classroom observation 2.1.3 Lesson plans & STEM activities 2.1.4 Lesson plans & PGPs	2.1.2 Teacher observation 2.1.3 Formative and summative assessments 2.1.4 Classroom observation
			2.2. Limited instructional focus in priority areas of benchmarks in which students are not reaching their full proficiency.	2.2.1 Expand targeted instruction into specific content focus subtopics under each main math cluster through collaborative planning utilizing the PLC model linked to individual PGPs. 2.2.2 Incorporate additional hands-on activities into lessons to increase conceptual understanding.	2.2.1 Administration and Team Leaders 2.2.2 Classroom Teachers	2.2.1 Classroom observation and Lesson Plans 2.2.2 Classroom observation	2.2.1 DA, District, and Module assessments 2.2.2 Progress Monitoring data
			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) Mathematics Goal #3:			3.1. Bridging the gap between concrete and abstract mathematical concepts.	3.1.1 Incorporate math manipulatives into lessons to provide hands-on problem solving strategies	3.1.1 Administration & Classroom Teachers	3.1.1 Lesson Plans	3.1.1 Formative Assessments, IPPAS

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	2011 Current Level of Performance:*	2012 Expected Level of Performance:*		linked to individual PGPs.			
<p style="text-align: center;"><i>See Data Analysis/Rationale on page 12</i></p>	<p style="text-align: center;">71% (300 students)</p>	<p style="text-align: center;">77% (325 students)</p>		<p>3.1.2 Increase student-led problem solving discussions by utilizing mathematics center activities and analysis of data; thus building higher conceptual knowledge of mathematics.</p> <p>3.1.3 Increase questioning techniques that incorporates Level 3 and 4 Webb’s Depth of Knowledge (DOK)</p> <p>3.1.4 Incorporate the “End in Mind” design to maximize student learning.</p>	<p>3.1.2 Administration, Classroom Teachers, and Data Team</p> <p>3.1.3 Administration & Classroom Teachers</p> <p>3.1.4 Administration & BEST Team</p>	<p>3.1.2 Classroom observation</p> <p>3.1.3 Classroom observation</p> <p>3.1.4 Grade Level PLC meetings</p>	<p>3.1.2 Formative Assessments</p> <p>3.1.3 Formative Assessments</p> <p>3.1.4 Teacher observation</p>
			<p>3.2. Discrepancy between instructional level and grade level benchmarks</p>	<p>3.2. 1 Collaboration between RtI Leadership Team and Individual Problem Solving Team (IPST) to develop Tier 2 and Tier 3 strategies.</p> <p>3.2.2 Increase focus on mathematics vocabulary to enhance student understanding using 21st century technology and animations.</p>	<p>3.2. 1 Administration, ESE Guidance Counselor, and RtI Leadership Team</p> <p>3.2.2 Classroom Teacher</p>	<p>3.2.1 IPST conference notes and classroom observation</p> <p>3.2.2 Classroom observation</p>	<p>3.2.1 DA progress monitoring</p> <p>3.2.2 Instructional Personnel Performance Appraisal System (IPPAS)</p>
			<p>3.3. Limited student engagement in daily lessons.</p>	<p>3.3.1 Increase use of mathematics center activities using variety of instructional sources including Promise</p>	<p>3.3.1 Administration & B.E.S.T. Team</p>	<p>3.3.1 Classroom observation</p>	<p>3.3.1 Differentiated Assessment (DA) & Formative Assessments</p>

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			Modules and number worlds to increase student-led problem solving discussions			
		3.4. Limited participation in extended learning opportunities	3.4.1 Expand student participation in online math competitions, district math bowl, and math day activities to spark student interest in mathematics.	3.4.1 Principal, Math Contact & Grade Level Team Leaders	3.4.1 School planning calendar, classroom observation	3.4.1 Student/Team participation rosters
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. Transportation – limits participation in Academic Support Program (ASP) and other learning opportunities available outside of the normal school day.	4.1.1 Provide multiple math lessons during the student day using Triumphs intervention materials, AIMS, and Promise Modules to bridge the achievement gap. 4.1.2 Seek to provide bus transportation to ASP for targeted students	4.1.1 Administration 4.1.2 Administration	4.1.1 Classroom observation 4.1.2 ASP enrollment forms	4.1.1 Small group attendance records 4.1.2 ASP attendance records
Mathematics Goal #4:						
See <i>Data Analysis/Rationale on page 12</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	67% (71 students)	75% (79 students)				
		4.2 Attendance	4.2.1 Monitor attendance and contact parent for excessive, unexcused absences and tardies.	4.2.1 Administration, Guidance Counselors & Attendance Clerk	4.2.1 Check daily attendance	4.2.1 Daily attendance list

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			4.2.2 Utilize GradeQuick and Edline to increase teacher-parent communication.	4.2.2 Classroom Teacher	4.2.2 Parent feedback	4.2.2 GradeQuick and Edline Usage reports
			4.2.3 Utilize student planner for daily teacher-parent communication	4.2.3 Classroom Teacher	4.2.3 Teacher observation	4.2.3 Parent signature in planner
		4.3. Limited parent resources and knowledge on how to help their children improve their mathematic problem solving abilities.	4.3. Provide parent workshop incorporating math strategies that can be used at home, including make-n-take materials, and manipulatives.	4.3. Principal, Title I teacher & Math Contact	4.3. Parent feedback forms	4.3. Parent workshop sign-in sheets
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 Mathematics Goal #5A:	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian) Hispanic	5A.1. Limited student engagement in daily lessons.	5A.1. 1 Math placement and baseline assessments given to each new student to ensure appropriate instructional placement.	5A.1.1 Administration & Classroom Teacher	5A.1.1 Individual assessments reviewed and instructional group placement determined by Grade Level PLCs targeting Tier II and Tier III students	5A.1.1 District Inventory Assessment
<i>See Data Analysis/Rationale on page 12</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	5A.1.2 Increase student engagement by utilizing individual student response pads to differentiate instruction.	5A.1.2 Classroom Teacher & Math Contact	5A.1.2 Classroom observation	5A.1.2 Teacher observation
	<i>Hispanic 70% (48 students) 30% (21 students) Below grade level</i>	<i>Hispanic 75% (52 students) 25% (17 students) Below grade level to achieve Safe Harbor</i>				
		5A.2. Limited parent resources and knowledge on how to help their children improve their mathematical problem	5A.2.1 Provide parent workshop incorporating math strategies that can be used at home, including make-n-take materials, and manipulatives.	5A.2.1 Principal, Title I teacher, Math Contact, ESOL Staff	5A.2.1 Parent feedback forms	5A.2.1 Workshop sign-in sheets

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		solving abilities.	<p>5A.2.2 Provide translations to parents upon request</p> <p>5A.2.3 Conference with low achieving students and families to provide additional instructional materials for in-home use.</p> <p>5A.2.4 Encourage students to attend Academic Support Program (ASP).</p> <p>5A.2.5 Provide students with supplemental materials for use at home.</p> <p>5A.2.6 Increase access to online resources for students and families by promoting the use of online textbooks, FCAT Explorer /FOCUS and Edline accounts.</p> <p>5A.2.7 Provide multiple math lessons during the student day using Triumphs intervention materials, AIMS, and Promise Modules</p>	<p>5A.2.2 ESOL Staff</p> <p>5A.2.3 Administration</p> <p>5A.2.4 Administration</p> <p>5A.2.5 Administration, classroom teachers, Title I teacher</p> <p>5A.2.6 Technology Specialist</p> <p>5A.2.7 Administration</p>	<p>5A.2.2 Parent feedback</p> <p>5A.2.3 Meeting notes</p> <p>5A.2.4 ASP Enrollment forms</p> <p>5A.2.5 Home School Connection monitoring tool</p> <p>5A.2.6 Parent feedback</p> <p>5A.2.7 Classroom observation</p>	<p>5A.2.2 Sign-in Sheets</p> <p>5A.2.3 Attendance records</p> <p>5A.2.4 ASP attendance records</p> <p>5A.2.5 Teacher observation</p> <p>5A.2.6 Edline account activation and FCAT Explorer/FOCUS usage reports</p> <p>5A.2.7 IPPAS</p>
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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	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:	Mathematics Goal #5B: English Language Learners (ELL) N/A		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A
	N/A	N/A					
N/A			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:	Mathematics Goal #5C: Students with Disabilities (SWD) N/A		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A
	N/A	N/A					

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			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5D:</u>	Mathematics Goal #5D: Economically Disadvantaged <u>N/A</u>		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
	N/A		N/A	N/A	N/A	N/A	N/A
N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	N/A	N/A					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			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
Next Generation Sunshine State Standards	All grade levels & subjects	District Math Resource Teacher	School-wide	October 2011	PLC Meetings	Principal
B.E.S.T. Module IV	All grade levels & subjects	Building Team Trainers	School-wide	October 2011	Classroom observation & PLC meetings	Administration
B.E.S.T. Modules V & VI	All grades & subjects	Building Team Trainers	School-wide	February 2012	Classroom observation & PLC meetings	Administration
Technology Integration	All grade levels & subjects	District Technology Integrators	School-wide	September 2011- May 2012	Classroom observation	Administration
RtI Model	All Grade Levels	RtI Leadership Team and Administration	School-wide	September 2011 – May 2012	PLC Meetings and IPST and RtI Leadership Team follow-up meetings	Administration and RtI Leadership Team

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
Small Group Mathematics Instruction	After school mathematics instruction	ASP	\$5,500
Teacher Resources	AIMS, Promise Modules, and Teacher reference materials on student centered mathematics	ASP	\$250

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Subtotal:\$5,750			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:\$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development will be provided by building and district personnel			
Subtotal:\$0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Transportation	Brevard Public Schools bus & driver	Title I	\$1,000
Subtotal:\$1,000			
Total:\$6,750			

End of Mathematics Goals

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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. Limited exposure to a scientific environment.	1.1.1 Participate in Lagoon Quest program to increase science-based experiences in 4 th grade. 1.1.2 Expand the duration of the Zoo School program for 5 th Grade students at Brevard Zoo to increase real-life biological experiences. 1.1.3 Participate in Zoo School Family Night offering families a free night of experiences with the animals at the zoo sponsored by the Brevard Zoo. 1.1.4 Participate in Space Week program to increase space related scientific knowledge in 6 th grade. 1.1.5 Include one high-interest science book in the Take Home Book bag for grades K – 3 to build science vocabulary and knowledge.	1.1.1 Administration & Classroom Teachers 1.1.2 Administration & Classroom Teachers 1.1.3 Administration & Classroom Teachers 1.1.4 Administration & Science Contact 1.1.5 Title I Teacher	1.1.1 Classroom discussions, activities and journals. 1.1.2 Classroom discussions 1.1.3 Family and student feedback 1.1.4 Student-led discussions 1.1.5 Parent participation forms	1.1.1 District required Pre and Post Tests for Lagoon Quest 1.1.2 District required assessments; Differentiated Assessments 1.1.3 Attendance Record 1.1.4 DA Assessments 1.1.5 Number of completed forms returned
Science Goal #1:							
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	71% (79 students)	75% (93 students)					
See Data Analysis/Rationale on page 12							

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				<p>1.1.6 Provide parent workshop to increase student participation in Science Fair.</p> <p>1.1.7 Provide Academic Support Program (ASP) to 6th grade students, who scored Level 1 or 2 in science in 2011, and 5th grade students in need of additional focus on the NGSSS.</p> <p>1.1.8 Incorporate hands-on science in production of plays and musicals.</p>	<p>1.1.6 Administration & Science Contact</p> <p>1.1.7 Administration</p> <p>1.1.8 Science Contact & Music Department</p>	<p>1.1.6 Sign-in sheets</p> <p>1.1.7 ASP Science enrollment forms</p> <p>1.1.8 Student feedback</p>	<p>1.1.6 Number of Science Fair projects</p> <p>1.1.7 ASP Science Attendance records</p> <p>1.1.8 Plays & musicals</p>
			<p>1.2. Limited exposure to hands-on scientific inquiries.</p>	<p>1.2.1 Provide mobile science laboratory to increase opportunities for hands-on scientific experiments in the classroom linked to Professional Growth Plans and data analysis.</p> <p>1.2.1 Provide video conferencing experiences, and simulations utilizing 21st Century technology.</p>	<p>1.2.1 Administrator, Classroom Teachers, & Data Team</p> <p>1.2.2 Classroom Teachers</p>	<p>1.2.1 Laboratory Notebooks</p> <p>1.2.2 Lesson Plans</p>	<p>1.2.1 Formative Assessments</p> <p>1.2.2 Unit Tests & Differentiated Accountability (DA) Assessments.</p>
			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 science			2.1. Limited student engagement in daily lessons.	2.1.1 Increase student-led discussions of real world problem solving situations through quality questioning. 2.1.2 Provide additional scientific experimentation that targets NGSSS through hands-on minds-on experiences.	2.1.1 Classroom Teachers 2.1.2 Science Contact, & Classroom Teachers	2.1.1 Classroom observation 2.1.2 Lesson Plans	2.1.1 Instructional Personnel Performance Appraisal System (IPPAS) 2.1.2 DA progress monitoring
Science Goal #2:							
<i>See Data Analysis/Rationale on page 12</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	22% (22 students)	24% (30 students)					
			2.2. Limited exposure to real world scientific experiences.	2.2.1 Provide workshops presented by Harris engineers on physical science, robotics and consultation on higher level scientific experimentation. 2.2.2 Increase the number of opportunities for students to participate in Lego Robotics and District Science Fairs.	2.2.1 Principal and Science Contact 2.2.2 Administration	2.2.1 Student participation in programs 2.2.2 LEGO Robotics teams and representatives at the District Science Fairs	2.2.1 Science Projects with completed scientific method. 2.2.2 Participation records
			2.3	2.3	2.3	2.3	2.3

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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
B.E.S.T. Module IV	All grade levels & subjects	Building Team Trainers	School-wide	October 2011	Classroom observations, PLC Meetings	Administration
B.E.S.T Modules V & VI	All grades & subjects	Building Team Trainers	School-wide	February 2012	Classroom observations, PLC Meetings	Administration
Technology Integration	All grade levels & subjects	District Technology Integrators	School-wide	September 2011- May 2012	Use of Technology in the Classroom	Administration
Next Generation Sunshine State Standards	All grade levels & subjects	District Science Resource Teacher	School-wide	October 2011	PLC Meetings	Administration
Integration of NGSSS into Zoo School	5 th Grade	Zoo Staff	5 th Grade Teachers	July – December 2011	PLC Meetings	Administration

Science Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Soaring Eagle take-home book bag Program (Science books)	Books and materials for Take Home Book Bags for grades K through 3	Title I	\$10,000 (included in Reading budget)
Hands-on science experiments	Replacement of consumable materials for portable science lab	SAC	\$1,000
Hands-on science materials	Materials to reinforce NGSSS	ASP	\$154
Additional instructional strategies	Instructor for ASP science	ASP	\$600
Family Involvement in Science	Zoo Night	General School Funds	\$600
			Subtotal:\$2,354

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Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
All Professional Development will be provided by Building and District Personnel			
			Subtotal:\$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0
			Total:\$2,354

End of Science Goals

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Writing Goal

* 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 Limited experience including all of the components needed to create a 4.0 or higher piece of writing.	1.1.1 Develop grade level writing focus skills through PLC's	1.1.1 Grade Level Team Leaders	1.1.1 Focus Skills	1.1.1 District Writing Prompts				
Writing Goal #1:				1.1.2 Incorporate all grade level focus skills into the school's writing focus continuum, linked to individual PGPs.	1.1.2 Classroom Teachers	1.1.2 Classroom observation	1.1.2 IPPAS				
<i>Enter narrative for the goal in this box.</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*									
	84% (102 students) Scored at Level 4	88% (84 students) Scoring at Level 4 <i>Note: fewer students in 4th grade</i>									
	1.1.3 Expand writing instruction to include more emphasis on writing conventions.							1.1.3 Classroom Teachers	1.1.3 Lesson Plans	1.1.3 IPPAS	
	1.1.4 Use Document Cameras to display published writing samples, model the writing process and presentation of mentor text.							1.1.4 Classroom Teachers	1.1.4 Classroom observation and review of writing samples	1.1.4 District Writing Prompts	
	1.1.5 Increase the use of rubrics for authentic scoring by both students and teachers.							1.1.5 Administration	1.1.5 Lesson Plans	1.1.5 District Writing Prompts	
1.1.6 Expand the use of			1.1.6 Classroom	1.1.6 Student Writing	1.1.6 Number of books						

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				Eagle Press Book Publication to include all primary classrooms. 1.1.7 Increase emphasis on writing across the content areas in the intermediate grades.	Teacher 1.1.7 Administration	1.1.7 Lesson Plans	published 1.1.7 Student writing samples
			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.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	N/A	N/A	N/A	N/A	N/A
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:						
<i>Enter narrative for the goal in this box.</i>			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B: <i>Enter narrative for the goal in this box.</i>	Writing Goal #2B: English Language Learners (ELL)		2B.1.	3B.1.	2B.1.	2B.1.	2B.1.
	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>	N/A	N/A	N/A	N/A	N/A
			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: <i>Enter narrative for the goal in this box.</i>	Writing Goal #2C: Students with Disabilities (SWD)		2C.1.	2C.1.	2C.1.	2C.1.	2C.1.
	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>	N/A	N/A	N/A	N/A	N/A
			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

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2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	Writing Goal #2D: Economically Disadvantaged		2D.1. N/A	2D.1. N/A	2D.1. N/A	2D.1. N/A	2D.1. N/A
<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>					
			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
B.E.S.T. Module IV	All grade levels & subjects	Building Team Trainers	School-wide	October 2011	Classroom observation & PLC meetings	Administration
B.E.S.T Modules V & VI	All grades & subjects	Building Team Trainers	School-wide	February 2012	Classroom observation & PLC meetings	Administration
Writing Focus Skills	All grade levels	District Writing Resource Teacher	Kindergarten – 6 th Grade	September 2011	Student work samples	Administration
Technology Integration	All grade levels & subjects	District Technology Integrators	School-wide	September 2011 - May 2012	Classroom observation	Administration

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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
			Subtotal:\$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development will be provided by Building and District personnel.			
			Subtotal:\$0
Other			
Strategy	Description of Resources	Funding Source	Amount
Eagle Press - in-house publishing of student work	Materials and supplies	General School Funds	\$900
			Subtotal:\$900
			Total:\$900

End of Writing Goals

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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 Attendance Goal #1:		1.1.No mandatory attendance requirements for Pre-K Handicapped and VPK students.	1.1 Closely monitor attendance of Pre-K Handicapped and VPK students, offering home support strategies to help maintain consistent attendance.	1.1. Guidance Counselor & Attendance Clerk	1.1. Monitor daily attendance reports	1.1. Monthly attendance reports	
Maintain an average daily attendance rate of at least 95%, while decreasing the number of students with excessive absences and tardies.	2011 Current Attendance Rate:*						2012 Expected Attendance Rate:*
	<i>Annual Average Daily Attendance Rate 95.13%</i>						<i>Annual Average Daily Attendance Rate 95.50%</i>
	2011 Current Number of Students with Excessive Absences (10 or more)						2012 Expected Number of Students with Excessive Absences (10 or more)
	35% (315 students)						28% (254 students)
	2011 Current Number of Students with Excessive Tardies (10 or more)						2012 Expected Number of Students with Excessive Tardies (10 or more)
	14.9% (135 students)	10% (91 students)					
		1.2. Providing instructional setting for many other Health Impaired and medically fragile students	1.2. Closely monitor attendance of Exceptional Education students offering home support strategies to help maintain consistent attendance.	1.2. Classroom Teacher, ESE Guidance Counselor	1.2. Monitor daily attendance reports	1.2. Monthly attendance reports	
		1.3 Students not consistently arriving to school on-time.	1.3.1 Offer incentive programs for students who do have consistent, on-time attendance to decrease excessive tardies	1.3. Guidance Department	1.3. Monitor daily attendance	1.3. Monthly attendance reports	

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			and absences, tied to Positive Behavior Support Program (PBS) 1.3.2 Counsel with students and parents regarding importance of starting the school day on time, offering suggestions and support to those who have specific barriers preventing them from meeting this goal.	1.3.2 Administration & Guidance Department	1.3.2 Meeting notes	1.3.2 Individual attendance records
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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
Coordinated School Health Plan	All grades	Guidance Department	School-wide	September 2011 - May 2012	Monitor all department aspects of the plan	Guidance Department
Positive Behavior Support Plan	All grades	PBS Team	School-wide	August 2011- May 2012	Classroom observations	PBS Team

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

Attendance Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
Decrease the number of tardies	Incentive program for attendance	General School Funds	\$500
Decrease the number of tardies & absences	Eagle Bucks Reward	General School Funds	\$300

Subtotal:\$800

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:\$0

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Professional Development will be offered by the school-based PBS Team			

Subtotal:\$0

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:\$0

Total:\$800

End of Attendance Goals

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Suspension Goal(s)

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

SUSPENSION GOAL(S)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Reduction in availability of positive role models or mentors	1.1.1 Develop Positive Behavior Support (PBS) Tier I incentive program. 1.1.2 Explicitly teach desired behaviors 1.1.3 Work with RtI grade level PLCs to develop appropriate intervention strategies and behavior plans for Tier II and Tier III students, associated with PBS. 1.1.4 Increase number of mentors available for at-risk students through connections with retired teachers and business partners. 1.1.5 Work with community outreach centers in Booker T. Washington neighborhood (D.O.C.K.) and Wickham Club Apartments to provide mentors at their sites.	1.1.1 PBS Team 1.1.2 PBS Team & Classroom Teachers 1.1.3 RtI Leadership Team & PBS Team 1.1.4 Guidance Department 1.1.5 Administration	1.1.1 PBS Surveys 1.1.2 Classroom observation 1.1.3 Tracking RtI process 1.1.4 Tracking RtI process 1.1.5 Meeting Notes	1.1.1 Staff & Parent feedback 1.1.2 Instructional Performance Appraisal System 1.1.3 RtI Plan & Behavior plans 1.1.4 School-based mentoring program 1.1.5 Community-based mentoring program
Suspension Goal #1:							
<i>Dr. W.J. Creel School will decrease the number of suspensions and the number of students suspended both in and out of school.</i>	2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions					
	53 in-school suspensions	45 in-school suspensions					
	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School					
	0.04% (37 students)	0.03% (30 students)					
	2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions					
	28 of-of-school suspensions	20 out-of-school suspensions					
	2011 Total Number of Students Suspended Out- of- School	2012 Expected Number of Students Suspended Out- of-School					
0.02% (14 students)	0.011% (10 students)						

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				1.1.6 Provide continuous lessons on anti-bullying strategies to all students.	1.1.6 Guidance Department	1.1.6 Student-led discussions	1.1.6 Pre & Post Surveys
				1.1.7 Provide both out-of-school athletic activities and in-school engaging activities that increase student time spent in appropriately structured activities.	1.1.7 Physical Education Department	1.1.7 Student Participation	1.1.7 Attendance records
				1.1.8 Offer support to families experiencing behavior issues with their student.	1.1.8 Administration & Guidance Department	1.1.8 Family feedback	1.1.8 Decreased suspensions of counseled students
				1.1.9 Offer support to parents through school-based and district parenting workshops.	1.1.9 Title I Teacher	1.1.9 Parent feedback	1.1.9 Attendance records
			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
Positive Behavior Support	All grades & subjects	PBS Team	School-wide	August 2011 – May 2012	Classroom observation & PLC meetings	Administration & PBS Team
RtI Behavioral Interventions	All grades & subjects	RtI Leadership Team	School-wide	September 2011 - May 2012	PLC meetings on RtI interventions	Administration & Guidance Department

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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
Behavioral Interventions	Resource book on Behavioral Interventions	SAC	\$400
Academic Interventions	Resource book on Academic Interventions	SAC	\$400
			Subtotal:\$800
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0
			Total:\$800

End of Suspension Goals

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

Dropout Prevention Goal(s)

N/A for Elementary Schools

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				
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:						
1. 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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1.	1.1.	1.1.	1.1.	1.1.
Dr. W.J. Creel School's <u>Title I Parental Involvement Plan</u> serves as the School Improvement Plan's <u>Parent Involvement Goal</u> and is available through Brevard Public School's website.	2011 Current level of Parent Involvement:* Enter numerical data for current level of parent involvement in this box.	2012 Expected level of Parent Involvement:* Enter numerical data for expected level of parent involvement in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Edline/GradeQuick Training	All grade levels	District Technology Integrators	School-wide	September 2011	Edline webpage and use of GradeQuick to generate report cards	Technology Specialist and Administration
RtI Behavioral Interventions	All grades & subjects	RtI Leadership Team	School-wide	September 2011 - May 2012	PLC meetings on RtI interventions	Administration
Use of Student Daily Planners	All grade levels	Principal, Team Leaders	School-wide	August 2011	Observations of Planner Usage	Principal, Grade Level/Team Leaders

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

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
Soaring Eagle Home Book Bag Program	Books to expand & replace damaged books	Title I	\$10,000 (Included in Reading budget)
			Subtotal:\$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:\$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development will be provided by Building and District personnel			
			Subtotal:\$0
Other			
Strategy	Description of Resources	Funding Source	Amount
Home-School Communication	Electronic Sign	General School Funds	\$18,350
			Subtotal:\$18,350
			Total:\$18,350

End of Parent Involvement Goal(s)

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Additional Goal(s)

No Additional Goals are required.

* 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
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:							
<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

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

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:

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)

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

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$27,395
Mathematics Budget	Total:\$6,750
Science Budget	Total:\$2,354
Writing Budget	Total:\$900
Attendance Budget	Total:\$800
Suspension Budget	Total:\$800
Dropout Prevention Budget	Total:\$0
Parent Involvement Budget	Total:\$18,350
Additional Goals	Total:\$0
	Grand Total:\$57,349

2011-2012 School Improvement Plan (SIP)-Form SIP-1
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 checked="" type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> N/A

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

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.

Describe projected use of SAC funds.	Amount