

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Sculptor Charter School	District Name: Brevard
Principal: Patricia O’Sullivan	Superintendent: Dr. Brian Bingelli
SAC Chair: Joan Osier	Date of School Board Approval: 09/26/2011

Student Achievement Data:

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

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

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

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

Highly Qualified Administrators

List your school’s highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Patricia O’Sullivan	BS Elementary Education from Bridgewater State University, MA, Education from	12	9	Principal of Sculptor Charter School In 2010-2011 Grade A, Reading Mastery 90%, Math Mastery 80%, Science Mastery 71%, Writing Mastery 98%, Sculptor Charter School missed AYP by 1 percentage in our white sub group and 9 percentage points in our economically disadvantaged subgroup.

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		<p>Framingham State University, Post Graduate Modified Core Certificate in Educational Leadership from University of Central Florida Certification: Elementary Education: 1-6, Educational Leadership-All</p>			<p>In 2009-2010 Grade A, Reading Mastery 88%. Math Mastery 82%, Writing Mastery 81%, Science Mastery 75%, Sculptor Charter School has made Annual Yearly Progress every year under this principal's leadership.</p> <p>2008-2009: Grade A. Reading Mastery 87%, Math Mastery 78%, Writing Mastery, 89%, Science Mastery 53%. AYP: YES</p> <p>2007-2008: Grade A. Reading Mastery 82%, Math Mastery 72%, Writing Mastery 86%, Science Mastery 55%. AYP: YES</p> <p>2006-2007: Grade A. Reading Mastery 80%, Math Mastery 65%, Writing Mastery 83% AYP: YES</p> <p>2005-2006: Assistant Principal Sculptor Charter School Grade A. Reading Mastery 80%, Math Mastery 69%, Writing Mastery 88% AYP: YES</p> <p>2004-2005: Grade A. Reading Mastery 78%, Math Mastery 75%, Writing Mastery 78%, AYP: YES</p> <p>2003-2004 Grade A. Reading Mastery 83%, Math Mastery 77%, Writing Mastery 84%, AYP: YES</p> <p>2002-2003 Grade A. Reading Mastery 83%, Math Mastery 83%, Writing Mastery 73%, AYP: YES</p> <p>2001-2002 Grade A. Reading Mastery 83%, Math Mastery 76%, Writing Mastery 83%, AYP: YES school in 2008-2009. Grade A, 85% Mastery in Reading</p>
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Assistant Principal	Reneé Bernhard	BA from the University of Pittsburgh, Major: Speech Communications/Business Management, MA from the University of Central Florida, Major: Elementary Education, Post Graduate Modified Core Certificate from the University of Central Florida in Educational Leadership, Certified: Elementary Education 1-6, Primary Education, K-3, Educational Leadership, All Levels	11	5	<p>Assistant Principal Sculptor Charter School In 2010-2011 Grade A, Reading Mastery 90%, Math Mastery 80%, Science Mastery 71%, Writing Mastery 98%, Sculptor Charter School missed AYP by 1 percentage in our white sub group and 9 percentage points in our economically disadvantaged subgroup.</p> <p>2009-2010: Grade A, Reading Mastery 88%. Math Mastery 82%, Writing Mastery 81%, Science Mastery 75%, Sculptor Charter School has made Annual Yearly Progress every year under this Assistant Principal's leadership.</p> <p>2008-2009: Grade A. Reading Mastery 87%, Math Mastery 78%, Writing Mastery, 89%, Science Mastery 53%. Sculptor Charter School has made Annual Yearly Progress every year under this Assistant Principal's leadership.</p> <p>2007-2008: Grade A. Reading Mastery 82%, Math Mastery 72%, Writing Mastery 86%, Science Mastery 55%. AYP: YES</p> <p>2006-2007: Grade A. Reading Mastery 80%, Math Mastery 65%, Writing Mastery 83% AYP: YES</p>
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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.

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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)

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. Regular Meetings of new teachers with the principal	Principal	On-going	
2. New teachers are partnered with mentors in the school's mentoring program	Assistant Principal/Mentor teachers	On-going	
3. Solicit teachers from Teacher-Teachers.com	Principal	As needed	
4. Solicit referrals from current staff.	Principal	As needed	

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
Jacqueline Flynn	Temporary Educator's: Elementary Education K-6, Business Education 6-12	Guidance Counselor	Mrs. Flynn has been accepted into the Master's degree in Counseling Program at the University of Central Florida. She has completed courses in her Master's Degree in Counseling at the University of Central Florida. Mrs. Flynn has been partnered with the school's Assistant Principal and Principal.

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Rosemarie Field	Professional Educator's English 6-12	7th/8 th Grade Language Arts - ESOL	Mrs. Field is taking courses and is on track to add ESOL endorsement to her certificate.
Deborah Cardamone	Professional Educator's Elementary Ed 1-6	Grade 2 - ESOL	Mrs. Cardamone is taking courses and is on track to add ESOL endorsement to her certificate.
Mary Beth Mittauer	Professional Educator's Elementary Ed 1-6	Grade 2 - ESOL	Mrs. Mittauer is taking courses and is on track to add ESOL endorsement to her certificate.

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
34	3% (1)	17% (6)	65% (22)	15% (5)	30% (10)	100% (34)	14% (5)	6% (2)	59% (20)

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
Merrill Rich	Carolyn Freier – 3 rd Grade Teacher	As Carolyn's teammate, Mrs. Rich can be a wealth of knowledge and support. In addition, Mrs. Rich is strong in classroom management, which is usually a challenge for a first year teacher. Mrs. Rich can help Carolyn with this immediately, so she starts off the year strong.	Conferencing, observing, modeling, coaching and collaborative planning

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Patricia Bean	Jessica Kafuka – Middle School Science	Mrs. Bean has extensive experience with logistics, classroom management and middle school years’ programs. She will provide needed resources and support to this experienced teacher new to our school.	Conferencing, observing, modeling, coaching and collaborative planning
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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
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs

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Head Start
Adult Education
Career and Technical Education
Job Training
Other

Response to Instruction/Intervention (RtI)

School-Based RtI Team

Identify the school-based RtI Leadership Team.

Principal/Principal's Designee: Provides a common vision for the use of data-based decision making, ensures the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures professional development to support RtI, and communicates with parents regarding school based RtI plans.

Primary, Intermediate, and Middle School Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education Teachers: Participates in Student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers.

Instructional Coach (Reading): Provides guidance on the K-12 reading plan, facilitates and supports data collection activities, assists in data analysis provides professional development and technical assistance to teachers, supports the implementation of Tier1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.

Technology Specialist: Supports staff with technology necessary to manage and display data.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction.

School Counselor: Participates in collection, interpretation, and analysis of data, facilitates development of intervention plans, provides support; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation.

Student Services Personnel, e.g. Social Worker: As needed, continues to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

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

The RtI Team will meet bi-monthly (more as needed) to engage in the following activities:

Review screening data and link to instructional decisions.

Review progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

The team will identify professional development needs and resources.

The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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 meet with the school Advisory Council (SAC) and principal to help develop the school improvement plan. The team will provide data on Tier 1, 2, and 3 targets and academic and social-emotional areas that need to be addressed.

On-going district RtI professional development will help us to build an effective partnership.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District common assessment writing prompts, District Benchmark tests (math, science). District designed Behavior data collection.

Progress monitoring: PMRN, FAIR, Mathscore.com

Mid Year: FAIR, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of Year: FAIR, FCAT, Mathscore.com, District common assessment writing prompts, District Benchmark tests (math, science). District designed Behavior data collection.

Frequency of Data Days: Further training by our district will enable us to assess the frequency of data analysis needed.

Describe the plan to train staff on RtI.

The district's professional development on RtI is on-going. Sculptor's Counselor and Principal; will provide on-going professional development at staff meetings.

The district has RtI coaches who are available to work with Sculptor staff as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

A. **Principal and Administrators (Patricia O'Sullivan/Reneé Bernhard)**-Be a literacy leader, create a positive

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atmosphere and high expectations for literacy learning across the curriculum, analyze and disseminate student data, create and take part in opportunities for Professional Development, Support staff, create parent involvement, celebrate accomplishments

- B. **Reading Coach/Expert (Donna Spooner)**-Model processes of literacy and love of reading, assist the principal in leading the Reading Leadership Team, assist and advise teachers in appropriate teaching strategies to improve literacy learning, analyze student data to monitor literacy progress, promote literacy and celebrate successes.
- C. **Content Area Teachers**-Guide students toward literacy acquisition using literacy strategies in the content area, use a variety of activities, multiple symbol systems, different ways of learning, relate content to the student's world, participate in professional development for literacy acquisition in the content areas.
- D. **All teachers**-Develop teaching plans that reflect nonnegotiable expectations for daily practice, implement non-negotiables for daily practice, participate in professional development, communicate positively about literacy learning across the content areas, engage parents in literacy learning across the content areas, and model the love of reading.
- E. **Library Assistant (Teddi Brandon)**-Request appropriate materials, provide access to the library to students, conduct book talks on a variety of literature, provide materials for students and teachers, model the love of reading.

With the development of Professional Learning Communities (PLC), the Literacy Leadership Team will meet every other month to determine goals and instructional focus to bring to our PLCs.

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

See above

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

This year's initiative will be a strong Language Arts and Writing Program K-8.

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NCLB Public School Choice

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

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

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

****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.

All Math, Language Arts, History, and Science teachers will attend training with the district in teaching reading strategies to all students. Our Reading coach, Donna Spooner, will push into Middle school classes to model Best Practices in the teaching of reading strategies for Middle School teachers.

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**High Schools Only*

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in reading			1.1.	1.1.	1.1.	1.1.	1.1.
Reading Goal #1:			Not all teachers implementing the PLC philosophy with fidelity.	During Pre-planning and on-going through out the year staff will receive professional development in implementing Professional Learning Communities (PLC)	Principal, Assistant Principal, Reading Coach, teacher leaders	Minutes from PLC meetings will be required to be turned into administration.	Agenda/Minutes
<i>In grades 3-8, 94% of students will achieve proficiency (FCAT Level 3) on 2012 FCAT Reading..</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>92% (279) of students achieved proficiency in Reading.</i>	<i>94% (292) of students will achieve proficiency in Reading</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Choosing and Implementing interventions – learning curve	Keeping with the PLC philosophy, an all school approach to reading achievement: Social Studies, Math, Science, and the Activities and Electives will infuse reading benchmarks in lesson plans and instructional delivery.	Principal, Assistant Principal, Reading Coach, MESH subject area teachers, activity and Elective teachers	PLCs will review Fair data and identify academic strengths and challenges, brainstorm teaching strategies and interventions and developing intervention plans for RtI instruction with the help of our Reading Coach.	2012 FCAT Reading Data collected will monitor successes.
			1.3.	1.3.	1.3.	1.3.	1.3.

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			Time to implement interventions with fidelity.	RtI weekly PLC meetings will monitor assessment data and assign groups of student to targeted instruction.	RtI Individual Problem Solving Team	The RtI Individual Problem Solving Team will review and analyze RtI teams' data to ensure students are progressing and/or receiving additional interventions.	2012 FCAT Reading
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading			2.1.	2.1.	2.1.	2.1..	2.1.
Reading Goal #2:			Data is collected and used to identify needs and assess growth.	Determined by baseline data, e.g., FCAT scores and classroom assessments, students will participate in enrichment activities during grade level RtI time.	Principal, Assistant Principal, Reading Coach, Classroom teachers	Review Fair data with teachers During PLCs and with RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions and developing intervention plans.	2012 FCAT Reading
54% (164) of students will achieve above proficiency (FCAT Level 4 and 5) in Reading.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	51% (155) of students achieved above proficiency (FCAT Levels 4 & 5) in Reading	54% (164) students will achieve above proficiency (FCAT Levels 4 & 5) in Reading					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading			3.1.	3.1.	3.1.	3.1.	3.1.
Reading Goal #3:			Lack of time to focus solely on areas of weakness.	In the PLC, the RtI grade level teams use baseline data to screen and group students and identify interventions that address areas of strength and challenges.	Classroom teachers and RtI Leadership Team.	Review Fair data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions and developing intervention plans.	2012 FCAT Reading RtI Team data
73 % (223) of students will make learning gains in Reading on 2011 FCAT Reading.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	70% (213) of students made learning gains in	73% (223) of students will make learning gains in					

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	<i>Reading</i>	<i>Reading</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading			4.1	4.1.	4.1.	4.1.	4.1.
<u>Reading Goal #4:</u>			Ensuring adequate personnel to address individual needs at each grade level.	In the PLCs, RtI grade level teams and Reading Coach use baseline data to screen and group students and identify areas of strength and challenges.	Classroom teachers and RtI Leadership Team.	Review Fair data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions and developing intervention plans.	2012 FCAT Reading RtI data
85% (26/30) of students in the lowest 25% will make learning gains in Reading							
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	76% (23/30) of students in the lowest 25% made learning gains in Reading	85% (26/30) of students in the lowest 25% will make learning gains in Reading					
			4.2.	4.2.	4.2.	4.2.	4.2.
			Teachers in non-reading subjects may need more support for teaching reading.	Within the PLC, RtI grade level Teams, with support from the Reading Coach, target weaknesses and strengths.	Classroom teachers and RtI Leadership Team.	The RtI Individual Problem Solving Team will review and analyze RtI teams' data to ensure students are progressing and/or receiving additional interventions	2012 FCAT Reading RtI data
			4.3	4.3.	4.3.	4.3.	4.3.

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Reading Goal #5C:						
N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	N/A	N/A.				
			5C.2.	5C.2.	5C.2.	5C.2.
			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: Economically Disadvantaged	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D:						
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.3.	5D.3.	5D.3.	5D.3.

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

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BEST Training	All Faculty	Principal and Assistant Principal	School- Wide	October 7, 2011 February 20, 2012	Common Grading Policy from each Team Common formative Assessment from each Team	Principal and Assistant Principal Products turned in – end of year.

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
Open Court	Core Curriculum	Budget	\$3770.00
			Subtotal: \$3,770.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Education City	On-line Research-based Program	School Budget & SAC Funds	\$1,440.00
			Subtotal: \$1,440.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Core Knowledge	Core Curriculum	PTO	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Grand Total: \$6,710.00

End of Reading Goals

Mathematics Goals

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* 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 Mathematics Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
<i>86% (261) students will achieve proficiency in Math on 2012 FCAT Math</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	Sufficient staff to lead small groups and sufficient time	Implement PLCs, Math Department Meetings and school wide RtI time in the student day. Provide additional small group instruction in areas of weakness and areas of success using teaching staff, teacher assistants, and activity teachers. Provide remediation classes for Level 1 and 2 students in grades 6-8.	Principal, Assistant Principal, teachers and teacher assistants	Review common assessment data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions, and developing intervention plans.	2012 FCAT Math Common formative assessments, Formative Progress Monitoring assessments and Summative assessments
	<i>80% (246) of students achieved proficiency in Math</i>	<i>86% (261) students will achieve proficiency in Math.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2. 2
			Follow through at home	Within PLCs, use data collected from benchmark assessments to determine which students would benefit from the use of mathscore.com within regular instructional day, RtI time, and at home to increase proficiency in all mathematics strands and provide enrichment. Provide incentives for work at home.	Principal, Assistant Principal, technology teacher, teachers and teacher assistants	Review common mathscore assessment data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions, and developing intervention plans.	2012 FCAT Math Mathscore assessment data
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students achieving above proficiency (Levels 4 and 5) in mathematics Mathematics Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
38% (116) of students will achieve above proficiency in Math on 2012 FCAT Math.	2011 Current Level of Performance:* 36%(108) of students achieved above proficiency in Math	2012 Expected Level of Performance:* 38% (116) of students will achieve above proficiency in Math.	Student follow through at home	Within PLCs, determine which students will be provided with the opportunity to use mathscore.com within regular instructional day, RtI time, and at home to increase proficiency in all mathematics strands and provide enrichment. Provide incentives for work at home.	Principal, Assistant Principal, technology teacher, teachers and teacher assistants	Review common mathscore assessment data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions, and developing intervention plans.	2012 FCAT Math Mathscore assessments
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3:			3.1.	3.1.	3.1.	3.1.	3.1.
65% (28/43) of students will make Learning Gains	2011 Current Level of Performance:* 59%(25/43) of students made Learning Gains in Mathematics	2012Expected Level of Performance:* 65% (28/43)	Sufficient staff to lead small groups and sufficient time	PLC implementation and school wide RtI time in the student day. Provide additional small group instruction in areas of weakness and areas of success using teaching staff, teacher assistants, and activity teachers.	Principal, Assistant Principal, teachers and teacher assistants	Review of common assessment data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions, and developing intervention plans.	2012 FCAT Math Common Assessments
			3.2.	3.2.	3.2.	3.2.	3.2.

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		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
4. Percentage of students in Lowest 25% making learning gains in mathematics		4.1.	4.1.	4.1.	4.1.	4.1.	
Mathematics Goal #4:		Sufficient staff to lead small groups or one-on-one sessions and sufficient time	Implement school wide RtI time in the student day. Provide additional small group instruction in areas of weakness and areas of success using teaching staff, teacher assistants, and activity teachers.	Principal, Assistant Principal, teachers and teacher assistants	Review common assessment data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions, and developing intervention plans.	2012 FCAT Math Common assessments	
80% (53/66) will make Learning Gains in mathematics	<u>2011 Current Level of Performance:*</u>						<u>2012 Expected Level of Performance:*</u>
	76% (50/66) of students in Lowest 25% made Learning Gains in mathematics						80% (53/66) will make Learning Gains in mathematics
		4.2.	4.2.	4.2.	4.2.	4.2.	
		Student follow through at home	Within the PLC, determine best use of mathscore.com within regular instructional day, RtI time, and at home to increase proficiency in all mathematics strands and provide enrichment. Provide incentives for work at home.	Principal, Assistant Principal, technology teacher, teachers and teacher assistants	Review common mathscore assessment data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions, and developing intervention plans.	2012 FCAT Math Mathscore assessments	
		4.3.	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5A. Student subgroups not making Adequate	Mathematics Goal #5A: Ethnicity	5.A.1.	5.A.1	5.A.1	5.A.1.	5.A.1	
		Sufficient staff to lead	Implement school wide	Principal, Assistant	Review common	2012 FCAT Math	

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Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	(White, Black, Hispanic, Asian, American Indian)		small groups or one-on-one sessions and sufficient time	RtI time in the student day. Provide additional small group instruction in areas of weakness and areas of success using teaching staff, teacher assistants, and activity teachers.	Principal, teachers and teacher assistants	assessment data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions, and developing intervention plans.	Common assessments
86% (211) of White students will make Adequate Yearly Progress on the 2012 Math FCAT	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	21% (51) of White students did not make Adequate Yearly Progress in mathematics	86% (211) of White students will make Adequate Yearly Progress					
		5.A.2. Student follow through at home	5.A.2. Within the PLC, determine best use of mathscore.com within regular instructional day, RtI time, and at home to increase proficiency in all mathematics strands and provide enrichment. Provide incentives for work at home.	5.A.2. Principal, Assistant Principal, technology teacher, teachers and teacher assistants	5.A.2. Review common mathscore assessment data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions, and developing intervention plans.	5.A.2 2012 FCAT Math Mathscore assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Mathematics Goal #5B: English Language Learners (ELL)		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	Mathematics Goal #5C: Students with Disabilities (SWD)		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
N/A	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	Mathematics Goal #5D: Economically Disadvantaged		5.D.1.	5.D.1	5.D.1	5.D.1.	5.D.1
			Sufficient staff to lead small groups or one-on-one sessions and sufficient time	Implement school wide RtI time in the student day. Identify the Economically Disadvantaged students who did not make Adequate Yearly Progress.	Principal, Assistant Principal, teachers and teacher assistants	Review common assessment data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching	2012 FCAT Math Common assessments
85% (50/59) of Economically	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					

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<p><i>Disadvantaged students will make Adequate yearly Progress in Mathematics on the 2012 FCAT Mathematics Assessment.</i></p>	<p>29% (17/59) of Economically Disadvantaged students did not make Adequate Yearly Progress in Mathematics</p>	<p>85% (50/59) of Economically Disadvantaged students will make Adequate Yearly Progress in Mathematics</p>		<p>Provide additional small group instruction in areas of weakness and areas of success using teaching staff, teacher assistants, and activity teachers. Math Team meets at least monthly to review and progress monitor this group.</p>		<p>strategies and interventions, and developing intervention plans.</p>	
			<p>5.D.2.</p> <p>Student follow through at home</p>	<p>5.D.2.</p> <p>Within the PLC, determine best use of mathscore.com within regular instructional day, RtI time, and at home to increase proficiency in all mathematics strands and provide enrichment. Provide incentives for work at home. Meet with parents to provide information and teaching tips on how to help at home.</p>	<p>5.D.2.</p> <p>Principal, Assistant Principal, technology teacher, teachers and teacher assistants</p>	<p>5.D.2.</p> <p>Review common mathscore assessment data with teachers and RtI teams to ensure teachers are identifying academic strengths and challenges, brainstorming teaching strategies and interventions, and developing intervention plans.</p>	<p>5. D.2.</p> <p>2012 FCAT Math, Mathscore.com assessment data</p>
			<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Contact Meeting dissemination	All Grades/Math	Marla Tyson	School-Wide	On-going	Minutes from Math Team Meetings	Principal/Assistant Principal
Math Professional Development Offerings	Selected teachers	District	Mathematics Teachers	On-going	Dissemination of information at Faculty Staff Meetings	Principal/Assistant Principal

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
enVision Math	Research based/district adopted math series K-5	School Budget	\$17,290
			Subtotal: \$17,290
Technology			
Strategy	Description of Resources	Funding Source	Amount
Mathscore.com	Research based on-line progress monitoring, remediation tool and acceleration too	School Budget	\$1,300.00
Projectors in 6 classrooms	Technology tool to interface with the enVision Math Program	PTO and Donations	\$6,000.00
			Subtotal: \$7,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District provided Professional Development Math	Professional Development	District	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$18,590.00

End of Mathematics Goals

Science Goals

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

SCIENCE GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in science			1.1.	1.1.	1.1	1.1.	1.1.
Science Goal #1:			Different students	Utilize hands-on laboratory experiments, minds-on activities to guide instruction. Students will have practice in science process skills, critical thinking, application of the science concepts and communicating what they know about those concepts.	Christine Quam, Russ Quam, Cheryl Vanatta, Jessica Kafuka, Andrea Cotrell, Principal and Assistant Principal	Common Formative Assessments, District Benchmark tests, lab reports, Classroom walkthroughs and monitoring lesson plans	Common formative assessments, Benchmark tests, 2012 FCAT Science
<i>75% (74) of students will achieve proficiency (FCAT Level 3 or above) in Science on 2012 FCAT Science</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>70% (70) of students achieved proficiency (FCAT Level 3 or above) in Science.</i>	<i>75% (74) of students will achieve proficiency (FCAT Level 3 or above) in Science.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2:			Different students	PLCs will determine Enrichment groups using FCAT data during RtI time expand on the following: Utilize hands-on laboratory experiments, minds-on activities to guide instruction. Students will have practice in science process skills, critical thinking, application of the science concepts and communicating what they know about those concepts.	Christine Quam, Russ Quam, Cheryl Vanatta, Jessica Kafuka, Andrea Cotrell, Principal and Assistant Principal	Common Formative Assessments, District Benchmark tests, lab reports, Classroom walkthroughs and monitoring lesson plans	2012 FCAT Science Common assessments, Benchmark tests
<i>31% (31) of students will achieve above proficiency (FCAT Levels 4 & 5) in Science on 2012 FCAT Science.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>29% (29) of students achieved above proficiency (FCAT Levels 4 & 5) in Science.</i>	<i>31% (31) of students will achieve above proficiency (FCAT Levels 4 & 5) in Science.</i>					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Hands-on/Inquiry Learning	All Grades, Science- Middle school	District Professional Development and Science contact Meetings	School-Wide teachers of Science	On-going and monthly staff meetings	Presentations from Staff Meetings, minutes from contact meetings	Principal, Assistant Principal

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
Science adopted textbooks for 7 th /8 th Grade	Research based delivery of instruction	School Budget	\$4,207.00
District donated science textbooks and resources/ Elementary	Research based delivery of instruction	District Donated	\$0.00

Subtotal: \$4,207.00

Technology

Strategy	Description of Resources	Funding Source	Amount
Projector in Middle School Science Lab	Technology tool to provide resources for integrating technology in the classroom	School Budget	\$1,000.00
Brain POP	On-line Program	SAC Funds & School Budget	\$2,100.00

Subtotal: \$3,100.00

Professional Development

Strategy	Description of Resources	Funding Source	Amount
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District provided Professional Development	Professional Development District Level	District	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$7,307.00

End of Science Goals

Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing			1.1. Different students	1.1. During PLCs, the team will focus on "The Planning Process" and the use of Thinking Maps. All students will use a graphic organizer.	1.1. Kaylin Herholz, Jessica Wright, Ro Field, Principal, Assistant Principal	1.1. Thinking Maps/graphic organizers, and assess with common formative assessments. Writing products assessed with the 6.0 Writing Rubric	1.1 2012 Florida Writes Exam Thinking Maps/Graphic Organizers
Writing Goal #1:							
97% (101) will make Adequate Yearly Progress in writing on the 2012 FCAT Writing Assessment	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	95% (99) of students made Adequate Yearly Progress in Writing	97% (101) will make Adequate Yearly Progress in Writing					
			1.2. Different students	1.2. In the PLCs, teams will review common writing assessment data and identify students that will benefit from Small Group	1.2. Kaylin Herholz, Marla Tyson, Kathy Graf, Ro Field, Jessica Wright, Principal, Assistant	1.2. Common assessments on products from Targeted skills lessons	1.2. 2012 Florida Writes Exam Common assessments

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

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		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:	Writing Goal #2C: Students with Disabilities (SWD)	2C.1.	2C.1.	2C.1.	2C.1.	2C.1.
N/A	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
		2C.3.	2C.3.	2C.3.	2C.3.	2C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	Writing Goal #2D: Economically Disadvantaged	2D.1.	2D.1.	2D.1.	2D.1.	2D.1.
N/A	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2D.2.	2D.2.	2D.2.	2D.2.	2D.2.

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		2D.3.	2D.3.	2D.3.	2D.3.	2D.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
Developing and enriching writing skills	4 th /6 th /8 th	Kaylin Herholz, Ro Field, Jessica Wright	4 th Grade teachers and teacher assistants 6 th and 8 th Grade teachers	Daily	Writing Products/Common Rubrics	Principal/Assistant Principal Principal Writing Contact

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

Attendance Goal(s)

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1:			Communicable disease, e.g. flu, unavoidable family needs	Within the PLCs, RtI Process, screening through classroom teachers/attendance data, Tier I interventions, e.g., teacher conference with parents/caregiver, Progress monitor attendance, Tier II interventions, e.g., counselor meets with student (if appropriate) and student referred to Individual Problem Solving Team (IPST) to	Classroom teachers, Counselor, Principal, Assistant Principal	Analysis of attendance data and interventions	Attendance Data in database
<i>Sculptor will reduce its excessive absences by 5%(23 students) and its excessive tardies by 2% (12) in 2012.</i>	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
	95.72% (468)	97%(472)					
	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					
	25%(120)	20%(97)					
2011 Current Number of Students with	2012 Expected Number of Students with						

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	Excessive Tardies (10 or more)	Excessive Tardies (10 or more)		develop an action plan, Tier II intervention, e.g. IPST refers student to administration to explore interventions.			
	6%(31)	4%(19)					
			1.2. Communicable disease, e.g. flu, unavoidable family needs	1.2. Continue to be vigilant in teaching students to wash hands and cover mouth when coughing etc.	1.2. All staff	1.2. Analysis of attendance data and interventions	1.2.. Attendance Data in database
			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
RtI Process	K-8	Counselor	School-Wide	On-going all year	PLC/RtI meetings	Principal, Assistant Principal

Attendance Budget (Insert rows as needed)

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

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

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

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)		Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1:		1.1	1.1.	1.1.	1.1.	1.1.
Sculptor will decrease its In-school suspension by 1% (7) and out of school suspension by 2%(8) in 2011	2011 Total Number of In-School Suspensions	Providing interventions with fidelity	Within the PLC, identify areas of concern, target interventions through the RtI process. Design data collection. Collect data and assess intervention success.	Counselor, Principal, Assistant Principal, teachers	Decline in number of in and out of school suspensions	Discipline database (referrals)
	2% (10) In-School suspensions	2012 Expected Number of In-School Suspensions				
	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School				
	2%(10) students Suspended In-School	2012 Expected Number of Students Suspended In-School				
	2011 Number of Out-					

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	of-School Suspensions	Number of Out-of-School Suspensions					
	<i>8% (43) Out-of-School suspensions</i>	<i>6% (34) Out-of-School suspensions</i>					
	2011 Total Number of Students Suspended Out- of- School	2012 Expected Number of Students Suspended Out- of-School					
	<i>6% (30) students Suspended Out-of-School</i>	<i>4% (20) students Suspended Out-of-School</i>					
			1.2 Fidelity in implementing the Love and Logic Approach	1.2. Love and Logic Approach -- Raising Responsible students	1.2. Whole school staff	1.2. Decline in number of in and out-of-school suspensions	1.2. Discipline database (referrals)
			1.3. Student buy-in	1.3. Counseling Program --- teaching people how to treat one another, take ownership of the problem, what are the cause and effect of your actions.	1.3. Counselor, students, teachers, Principal and Assistant Principal	1.3. Decline in number of in and out-of-school suspensions	1.3. Discipline database (referrals)

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
Bullying/Harassment Education	K-8	Jackie Flynn	School-Wide	Monthly	Discipline Referrals	Principal, Assistant Principal, Counselor
Love and Logic	K-8	Patricia O'Sullivan, Reneé Bernhard	School-Wide	Monthly	Discipline Referrals	Principal, Assistant Principal, Counselor

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Suspension Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Love and Logic Professional Development	Administration provided materials and instruction already at school	None Needed	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

DROPOUT PREVENTION GOAL(S)	Problem-solving Process to Dropout Prevention
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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>		1.1.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	2011 Current Dropout Rate:*	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.	1.2.
		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

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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. Loss of jobs at Kennedy Space Center/loss of students and families.	1.1. Continue to market school. Continue to communicate through our website and volunteer page opportunities to	1.1. Principal, Assistant Principal, Counselor, PTO Board	1.1. Monitor volunteer hours in VIPS and sign up sheets from school events	1.1. VIPS Program and School Sign-UP sheets.

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<i>Sculptor will increase volunteer participation by 5% (11,098.5 volunteer hours)</i>	2011 Current level of Parent Involvement:*	2012 Expected level of Parent Involvement:*		participate in school. Continue to talk with parent groups about the proven benefit of volunteering and the positive effect on student achievement.			
	10,756.75 hours logged by parents and family members of 451 students	11,098.5 hours logged by parents and family members					
			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
PTO and Staff Meetings/Parent Volunteering	School-Wide	Principal/PTO Board/Volunteer Coordinator	School-Wide	On-going	Volunteer Hours in Data Base	Principal/PTO President/Volunteer Coordinator

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Communicate Volunteer Needs	Volunteer Website	None needed	\$0.00
Subtotal: \$0.00			
Total:			

End of Parent Involvement Goal(s)

Additional Goal(s)

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

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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>	2011 Current Level :*	2012 Expected Level :*					
	<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.	

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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

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

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			Subtotal:
			Total:

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total: \$6,710.00
Mathematics Budget	Total: \$24,590.00
Science Budget	Total: \$7,307.00
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals	Total:
	Grand Total: \$38,607.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2. when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status					
<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input checked="" 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.

The School Advisory Council (SAC) has an important function at Sculptor Charter School. The following are some of the functions of SAC:
Reach out to the community to obtain support and partnerships
Support and encourage participation in school events
Assist in the development of the School Improvement Plan
Come to consensus with staff on the distribution of School Recognition Funds
Support the mission and vision of Sculptor Charter School

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Describe projected use of SAC funds.	Amount
School Advisory Council funds will be used to meet goals set in the School Improvement Plan	\$2,430.00