

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability



## School Improvement Plan (SIP)

### Form SIP-1

Proposed for 2010-2011

2010 – 2011 SCHOOL IMPROVEMENT PLAN

**PART I: SCHOOL INFORMATION**

School Name: Ocean Palms Elementary School	District Name: St. Johns County
Principal: Elizabeth A. Wierda	Superintendent: Dr. Joseph Joyner
SAC Chair: Tracy Williams	Date of School Board Approval:

**Student Achievement Data:**

The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

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	Elizabeth A. Wierda	B.S. in Special Education, Masters Degree in Educational Leadership	1	12	Ocean Palms has been an A School for the past 16 years. AYP was met in 2010
Assistant Principal	Melisa Norwich	B.S. in Special Education Masters Degree in Educational Leadership	2	6	Ocean Palms has been an A School for the past 16 years AYP was met in 2010

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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.

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)
All subject areas.	Kim Susice, Instructional Literacy Coach	B.S in Elementary Education	1	1	First grade teacher at Cunningham Creek Elementary School, the highest performing school in St. Johns County in 2010. Ranked 17 <sup>th</sup> in the state of Florida.

**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. Utilization of District PATS Hiring Authority	Principal	ongoing	
2. Only teachers who are highly qualified and meet the NCLB’s requirements are hired.	Principal	ongoing	
3.			
4.			

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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
N/A			

***Staff Demographics***

Please complete the following demographic information about the instructional staff in the school who is teaching at least one academic course.

\*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
46	2% (1)	13%(6)	39% (18)	46% (21)	27% (14)	100%	4% (2)	17% (8)	59% (30)

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**Teacher Mentoring Program**

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Each new teacher to Ocean Palms Elementary School is assigned an experienced Mentor, who will assist the new teacher in all day to day aspects of the job.	Taylor Beamer: Linda Goodwin Julie Richmond: Ashley McCormick Blake Zitiello: Tracy Williams Bonnie Palmer: Misty Case Laurie Harrah: Becky Lake Christine Gracy: Stacy Norman Debbie Dykes: Kelly Powell Amanda Owens: Elizabeth Skiba	We are utilizing our Team Leaders and our Instructional Literacy Coach to mentor our new teachers to Ocean Palms as well as those teachers who have switched grade levels.	We will meet monthly with the mentees and bi-monthly with the mentors and mentees.  Part of our meeting will include a book talk entitled “What Great Teachers do Differently”. We will discuss strategies for effective teaching, challenges and solutions for success.

**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

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Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

***Response to Instruction/Intervention (RtI)***

<b>School-Based RtI Team</b>
Identify the school-based RtI Leadership Team:  Katie Bridges School Psychologist, Sandi Watson Guidance Counselor, Betsy Wierda Principal, Melisa Norwich Assistant Principal, Josie Bokowski Behavioral Specialist, Alice Shaughnessy ESE Instruction, Rebecca Medrano ESE Instruction, Kim Susice, Instructional Literacy Coach.
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 process for the meetings is to discuss any student concerns brought forward by the teachers. Teachers submit their Referral packets which we use for the weekly team discussion along with a review of the student's cum files. An educational plan is formulated if needed, including intervention strategies where appropriate. Parents are invited at appropriate times and District involvement is solicited as needed.

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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 Leadership Team will focus meetings around one question: "How do we develop as instructional leaders in order to bring out the best in our schools, our teachers, and in our students?"

The team meets once a week to engage in the following activities:

Review universal screening data and links to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, or are at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources.

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

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

### 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.

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

Describe the plan to train staff on RtI.

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid- September and in November. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings and develop an action plan for professional growth as needed.

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***Literacy Leadership Team (LLT)***

**School-Based Literacy Leadership Team**

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

Principal : Betsy Wierda  
Assistant Principal : Melisa Norwich  
Kindergarten: Ashley McCormick  
First Grade: Linda Goodwin  
Second Grade: Elizabeth Skiba  
Third Grade: Kelly Powell  
Fourth Grade: Mollie Magill  
Fifth Grade: Misty Case  
ESE: Jill Jette  
Administration: Jenny Boone  
Guidance: Sandi Watson  
Instructional Literacy Coach: Kim Susice

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

The LLT will meet monthly to review FAIR testing and ThinkLink results to identify learning needs and trends within the school population. In addition, monthly meetings will be held to identify learning needs of specific SWD/ESE students. The literacy coach will also coordinate a before school program to teach Read Naturally to the lower 25% of the student population. Instructional strategies will be discussed and our professional development calendar adjusted as needed.

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

The major initiatives of the Literacy Team will be to analyze data, identify strengths and gaps in the achievement of our student school wide, by grade level and individually, and to develop research based strategies that will impact student achievement. This team will meet monthly to discuss strategies that were implemented and the success of those strategies. The team will continue to monitor and adjust these strategies to continue to meet the needs of the students.

Read Naturally Comprehension Lab used with lower 25% of SWD/ESE students in before school programs.

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***NCLB Public School Choice***

Notification of School in Need of Improvement (SINI) Status

*Attach a copy of the Notification of SINI Status to Parents*

Public School Choice with Transportation (CWT) Notification

*Attach a copy of the CWT Notification to Parents*

Supplemental Educational Services (SES) Notification

*Attach a copy of the SES Notification to Parents*

***\*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.

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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.

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

**Guiding Questions to Inform the Problem-Solving Process**

- Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
  - Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
  - Based on a comparison of 2009 FCAT data and 2010 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
  - What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2011 FCAT?
  - For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
  - For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
  - For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?
- 
- What percentage of students made learning gains?
  - What was the percent increase or decrease of students making learning gains?
  - What are the anticipated barriers to increasing the percentage of students making learning gains?
  - What strategies will be implemented to increase and maintain proficiency for these students?
  - What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- 
- What percentage of students in the lowest 25% made learning gains?
  - What was the percent increase or decrease in the lowest 25% of students making learning gains?
  - What are the anticipated barriers to increasing learning gains in the lowest 25%?
  - What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- 
- Which student subgroups did not meet AYP targets?
  - What are the anticipated barriers to increasing the number of subgroups making AYP?
  - What strategies will be used to ensure students make AYP?
- 
- What clusters/strands, by grade level, showed a decrease in proficiency?
  - How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
  - How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
- 
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
  - How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
  - How often will data chats be held at each of the following levels: teacher/student; teacher/administration?

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- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring are utilized to identify students in need of RtI Tier 3 intensive intervention?

\* 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
<b>1. Students achieving proficiency (FCAT Level 3) in reading</b>			SWD/ESE students unable to make progress; or students who have not been identified in a timely manner.	1. Progress Monitoring Classroom 2. Read Naturally 3. Think Link 4. FAIR Testing	Literacy Coach and LA teachers	Tracking of assessment results	FAIR testing / Think Link
<u>Reading Goal #1:</u>							
To increase our level of performance in reading proficiency by 1%.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	25	26					
			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
			Gaps in Student achievement	Consistent school wide remediation and effective classroom differentiation.	Principal , Literacy Coach and classroom teachers.	Formative and summative assessment.	DRA, Running Records, Accelerated Reader, Think Link
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</b>			High achieving students have difficulty maintaining gains within the test structure.	1. Think Link 2. FAIR Testing 3. UNRAAVEL 4. Larry Bells Twelve Testing Vocabulary Words	Classroom Teachers	Progress Monitoring	FCAT Practice tests Series given on a bi-weekly basis
<u>Reading Goal #2:</u>							
Goal: To increase our proficiency level in reading by 1%.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	69	70					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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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					
<b>3. Percentage of students making Learning Gains in reading</b> <u>Reading Goal #3:</u>			Gaps in student learning behavior.	Ingoing school wide remediation.	Principal and Literacy Coach	Formative and summative assessment	DRA, Running Records, Think Link					
<b>The percentage of children making learning gains will increase by 3%.</b>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	High achieving students have difficulty maintaining gains within the test structure.	1.FCAT Practice Workbooks 2. Implementation of the Readers workshop model in every classroom. 3. Ongoing professional development in effectively teaching reading strategies.	Classroom Teachers  All Ocean Palms Stakeholders.	Progress Monitoring	FCAT Practice tests Series given on a bi-weekly basis					
	72	75										
								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:			Gaps in student reading ability.	Ongoing remediation and effective classroom differentiation.	Principal, Literacy Coach, classroom teachers.	Formative and summative assessment.	Think Link, DRA and Running Records.					
<b>4. Percentage of students in Lowest 25% making learning gains in reading</b> <u>Reading Goal #4:</u>			SWD/ESE students unable to make progress; or students who have not been identified in a timely manner.	Progress Monitoring	Classroom teacher	Assessment results	FAIR					
Students in lowest 25% will increase their level of performance by 3%.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*										
	68	71										
								4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier Learning gaps within our students.	Strategy Ongoing remediation and effective classroom differentiation.	Person or Position Responsible for Monitoring Principal, Literacy Coach	Process Used to Determine Effectiveness of Strategy Formative and Summative assessment.	Evaluation Tool DRA, Running Records, Think Link		
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b>  Reading Goal #5A:	<b>Reading Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)	n/a	n/a	n/a	n/a	n/a	
N/A	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
	5A.2.	5A.2.					
5A.3.	5A.3.	5A.3.	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
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5B:</u>	<b>Reading Goal #5B: English Language Learners (ELL)</b>		5B.1. n/a	5B.1 n/a.	5B.1. n/a	5B.1. n/a
	<b>Enter narrative for the goal in this box.</b>	2010 Current Level of Performance: *	2011 Expected Level of Performance: *			
		<b>Enter numerical data for current level of performance in this box.</b>	<b>Enter numerical data for expected level of performance in this box.</b>			
		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
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5C:</u>	<b>Reading Goal #5C: Students with Disabilities (SWD)</b>		5C.1.	5C.1.	5C.1.	5C.1.
	<b>Enter narrative for the goal in this box.</b>	2010 Current Level of Performance: *	2011 Expected Level of Performance: *			
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <b>Reading Goal #5D:</b> <b>Goal: To increase our proficiency level in reading by 1%.</b>	<b>Reading Goal #5D: Economically Disadvantaged</b>		5D.1. High achieving students have difficulty maintaining gains within the test structure.	5D.1. classroom differentiation. 1. Think Link 2. FAIR Testing 3. UNRAAVEL 4. Larry Bells Twelve Testing Vocabulary Words	5D.1. Literacy Coach and classroom teachers. Classroom Teachers	5D.1. assessment. Progress Monitoring	5D.1. Link FCAT Practice tests Series given on a bi-weekly basis
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	2.2.	2.2.	2.2.	2.2.	2.2.
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	2.3	2.3	2.3	2.3	2.3
			5D.2. Anticipated Barrier	5D.2. Strategy	5D.2. Person or Position	5D.2. Process Used to Determine	5D.2. Evaluation Tool
		5D.3. Gaps in student learning behavior.	5D.3. Ingoing school wide remediation.	5D.3. Responsible for Monitoring Principal and Literacy	5D.3. Effectiveness of Strategy Formative and summative	5D.3. DRA, Running Records, Think Link	

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					Coach	assessment	
<b>3. Percentage of students making Learning Gains in reading</b>			High achieving students have difficulty maintaining gains within the test structure.	1.FCAT Practice Workbooks 2. Implementation of the Readers workshop model in every classroom. 3. Ongoing professional development in effectively teaching reading strategies.	Classroom Teachers  All Ocean Palms Stakeholders.	Progress Monitoring	FCAT Practice tests Series given on a bi-weekly basis
Reading Goal #3:							
The percentage of children making learning gains will increase by 3%.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	72	75					
			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  Gaps in student reading ability.	Strategy  Ongoing remediation and effective classroom differentiation.	Person or Position Responsible for Monitoring  Principal, Literacy Coach, classroom teachers.	Process Used to Determine Effectiveness of Strategy  Formative and summative assessment.	Evaluation Tool  Think Link, DRA and Running Records.
<b>4. Percentage of students in Lowest 25% making learning gains in reading</b>			SWD/ESE students unable to make progress; or students who have not been identified in a timely manner.	Progress Monitoring	Classroom teacher	Assessment results	FAIR
Reading Goal #4:							
Students in lowest 25% will increase their level of performance by 3%.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	68	71					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier  Learning gaps within our students.	Strategy  Ongoing remediation and effective classroom	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool  DRA, Running Records,

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			differentiation.	Principal, Literacy Coach	Formative and Summative assessment.	Think Link
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b>	<b>Reading Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)	n/a	n/a	n/a	n/a	n/a
<u>Reading Goal #5A:</u>						
N/A	2010 Current Level of Performance:*	2011 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>				
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

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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
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> Reading Goal #5B:	<b>Reading Goal #5B: English Language Learners (ELL)</b>		5B.1. n/a	5B.1 n/a.	5B.1. n/a	5B.1. n/a
	Enter narrative for the goal in this box.	2010 Current Level of Performance: *	2011 Expected Level of Performance: *			
		Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.			
		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
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> Reading Goal #5C:	<b>Reading Goal #5C: Students with Disabilities (SWD)</b>		5C.1.	5C.1.	5C.1.	5C.1.
	Enter narrative for the goal in this box.	2010 Current Level of Performance: *	2011 Expected Level of Performance: *			
		Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.			
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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			
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5D:</u>	<b>Reading Goal #5D: Economically Disadvantaged</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.			
	<table border="1"> <tr> <td>2010 Current Level of Performance:*</td> <td>2011 Expected Level of Performance:*</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> </table>	2010 Current Level of Performance:*	2011 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>	5D.2.	5D.2.	5D.2.	5D.2.
2010 Current Level of Performance:*	2011 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>								
<i>Enter narrative for the goal in this box.</i>		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.			

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Effective Teaching Strategies by Robert Marzano  Kagan Strategies  Readers and Writers Workshop  Implementation of Data Notebooks ( Student owned learning)			All Ocean Palms Teachers in grades k-5 will participate in the professional development areas listed.  These areas have been deemed as critical need areas through the analyzing of statewide assessment and a variety of formative assessment at each grade level.	Teachers will participate in rotating "WOW Wednesday Professional Development session lasting approximately 3 hours each. Topics will include those listed and grade levels will be trained as a group via the Principal, Assistant Principal and the Instructional Literacy Coach.	Follow-up will be on-going	Principal will oversee the monitoring process throughout the school year.

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

Literacy Based Books of the Month						

**Reading Budget**

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	Available Amount
Comprehension	Read Naturally	District Budget , PTO	3,000.00
Fluency	Teacher Tools	District Budget , PTO	2,000.00
			<b>Subtotal: 5,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Access Increased for student use.	LCD's, Document Cameras, and InComputing laptop setups	Grant money from local business Capital monies, PTO	40,000.00
			<b>Subtotal: 40,000.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
On-going professional reading for all OP stakeholders	Professional Reading	Title 2 Monies District Funding	3,000.00
			<b>Subtotal: 3,000.00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano WOW Wednesdays, PLC's and Research Sessions	Books, Substitutes as needed.	District Funding Title 2 Funds	5000.00
			<b>Grand Total: 8,000.00</b>

## 2010-2011 School Improvement Plan (SIP)-Form SIP-1

### End of Reading Goals

### Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

#### Guiding Questions to Inform the Problem-Solving Process

- Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
  - Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
  - Based on a comparison of 2009 FCAT data and 2010 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
  - What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2011 FCAT?
  - For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
  - For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
  - For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?
- What percentage of students made learning gains?
  - What was the percent increase or decrease of students making learning gains?
  - What are the anticipated barriers to increasing the percentage of students making learning gains?
  - What strategies will be implemented to increase and maintain proficiency for these students?
  - What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- What percentage of students in the lowest 25% made learning gains?
  - What was the percent increase or decrease in the lowest 25% of students making learning gains?
  - What are the anticipated barriers to increasing learning gains in the lowest 25%?
  - What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- Which student subgroups did not meet AYP targets?
  - What are the anticipated barriers to increasing the number of subgroups making AYP?
  - What strategies will be used to ensure students make AYP?
- What clusters/strands, by grade level, showed a decrease in proficiency?
  - How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
  - How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
  - How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
  - How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
  - How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
  - How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

<b>MATHEMATICS GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students achieving proficiency (FCAT Level 3) in mathematics</b>			Gaps in student achievement.	Progress Monitoring, ongoing remediation and effective classroom differentiation.	Classroom Teachers, Principal and Literacy Coach.	Tracking of assessment results.	ThinkLink, Teacher made mathematics assessments.
<b>Mathematics Goal #1:</b>							
<b>The proficiency of students in mathematics will increase by 1%.</b>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	<b>26</b>	<b>27</b>					
			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
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics</b>			Gaps in student Achieving.	EnVision, Progress Monitoring,	Classroom Teachers, Principal and Literacy Coach	Ongoing tracking of assessment results.	Think Link, teacher made assessments.
<b>Mathematics Goal #2:</b>							
<b>Students will increase their math proficiency by 1%.</b>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	<b>66</b>	<b>67</b>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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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
<b>3. Percentage of students making Learning Gains in mathematics</b>			High achieving students have difficulty maintaining gains within the test structure.	Progress monitoring , differentiated learning and ongoing remediation.	Classroom Teacher, Principal and Literacy Coach.	Tracking of assessment results.	Think Link, teacher made assessments.
Mathematics Goal #3:							
<b>Students will make a 3% increase in in mathematical learning gains.</b>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	<b>58</b>	<b>61</b>					
			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
<b>4. Percentage of students in Lowest 25% making learning gains in mathematics</b>			Gaps in mathematical achievement.	Progress Monitoring, classroom differentiation, ongoing remediation.	Classroom Teacher, Principal.	Formative and Summative Assessment results	Think Link, teacher made assessments.
Mathematics Goal #4:							
<b>Students will increase mathematic learning gains by 3%.</b>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	<b>56</b>	<b>59</b>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> Mathematics Goal #5A:  N/A	<b>Mathematics Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)		N/A	N/A	N/A	N/A	N/A
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	N/A	N/A					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> Mathematics Goal #5B:  N/A	<b>Mathematics Goal #5B: English Language Learners (ELL)</b>		N/A	N/A	N/A	N/A	N/A
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	N/A	N/A					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5C:</b> <b>n/a</b>	<b>Mathematics Goal #5C: Students with Disabilities (SWD)</b>		n/a	n/a	n/a	n/a	n/a
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	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
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5D:</b> <b>n/a</b>	<b>Mathematics Goal #5D: Economically Disadvantaged</b>		n/a	n/a	n/a	n/a	n/a
	2010 Current Level of Performance:*	2011 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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<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 Workshop Model  Differentiated Instruction  Math Investigations  Math RTI researched best practice strategies  Unpacking Standards  Principals Math Club (Fluency)			All Ocean Palms Teachers in grades k-5 will participate in the professional development areas listed.  These areas have been deemed as critical need areas through the analyzing of statewide assessment and a variety of formative assessment at each grade level.	Teachers will participate in rotating “WOW Wednesday Professional Development session lasting approximately 3 hours each. Topics will include those listed and grade levels will be trained as a group via the Principal, Assistant Principal, Instructional Literacy Coach and math cadres	Follow up will be going on	Principal will oversee the monitoring process throughout the school year.

**Mathematics Budget**

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	Available Amount
Hands On Manipulatives, Professional Math books for educators.	Materials purchased for classroom use based on teacher request.	PTO, District funding	2,000.00
			<b>Subtotal: 2,000</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Individualized independent student worksheets and software programs	NComputing Laptop computers in classrooms	Grant from local business	40, 000.00
			<b>Subtotal: 40, 000.00</b>

## 2010-2011 School Improvement Plan (SIP)-Form SIP-1

Professional Development			
Strategy Ongoing professional Reading Mathematics PLC's	Description of Resources: Educational Books.	Funding Source : Title 2 funds, PTO	Available Amount : 2,000.00
			<b>Subtotal: 2,000.00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total: 44,000.00</b>

*End of Mathematics Goals*

### Science Goals

**Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.**

#### Guiding Questions to Inform the Problem-Solving Process

- Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
  - Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
  - What are the anticipated barriers to students achieving proficiency (FCAT Level 3) or above proficiency (FCAT Levels 4 or 5) on the 2011 FCAT?
- 
- What benchmarks/strands, by grade level, showed non-proficiency?
  - How will the Instructional Focus Calendar be created to address areas of improvement (benchmark(s)/strand(s))?
  - How will focus lessons be developed and revised to increase and maintain proficiency for these benchmarks/strands?
- 
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
  - How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
  - How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- 
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
  - How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
  - How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

<b>SCIENCE GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students achieving proficiency (FCAT Level 3) in science</b>			Gaps in student achievement.	Progress Monitoring, Student owned data notebooks, hands on science activities via our Science Labs	Classroom Teacher, Principal, and Science Lab Instructor.	Assessment tools, formative and summative assessment, Science lab and science teacher.	FCAT Test Prep, teacher made assessments, Think Link.
<u>Science Goal #1:</u>							
<b>Students will increase in science proficiency by 3%.</b>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<b>51</b>	<b>54</b>					
			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
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</b>			High achieving students have difficulty maintaining gains within the test structure.	1. Buckle Down Science 2. Discovery Lab 3. School Wide Science Week	Classroom Teachers, Principal and Instructional Literacy Coach.	Assessment tools, student data notebooks.	Think Link, teacher made assessments.
<u>Science Goal #2:</u>							
<b>Proficiency levels in science will increase by 3%.</b>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<b>28</b>	<b>31</b>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
PLC's surrounding Science Benchmarks  Book Talks surrounding professional literature			All Ocean Palms Teachers in grades k-5 will participate in the professional development areas listed.  These areas have been deemed as critical need areas through the analyzing of statewide assessment and a variety of formative assessment at each grade level.		Follow up will be ongoing	Principal will oversee the monitoring process throughout the school year

**Science Budget**

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	Available Amount
Fully stocked and prepared science lab	Science Materials	District Funds, PTO	1,000.00
Part-time Science Lab Instructor	Personnel	Additional Revenue	19,000.00
			<b>Subtotal: 20,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student access to research tools	LCD's, Document Cameras and NComputing laptops in classrooms	Grant from local business	40,000.00
			<b>Subtotal: 40,000.00</b>

## 2010-2011 School Improvement Plan (SIP)-Form SIP-1

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hands on Science Strategies for educators.	Workshops and in-service.	SAC Monies	19,000.00
			<b>Subtotal: 19,000.00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			<b>Grand Total:79,000</b>

### *End of Science Goals*

### **Writing Goals**

**Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.**

#### **Guiding Questions to Inform the Problem-Solving Process**

- Based on 2010 FCAT data, what percentage of students achieved Adequate Yearly Progress (AYP) (Levels 3.0 and higher)?
  - What are the anticipated barriers to students achieving AYP on the 2011 FCAT?
  - Which student subgroups did not achieve AYP targets on the 2010 FCAT?
  - What are the anticipated barriers to increasing the number of subgroups achieving AYP on the 2011 FCAT?
  - What strategies will be used to ensure students achieve AYP on the 2011 Writing FCAT?
- 
- What types of writing (narrative, expository, persuasive) by grade level, showed a decrease in writing scores?
  - How will the Instructional Focus Calendar be created to address areas of improvement for writing skills (focus, organization, support and conventions)?
  - How will focus lessons be developed and revised to increase and maintain writing scores?
- 
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
  - How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
  - How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- 
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
  - How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
  - How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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

<b>WRITING GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing</b>			SWD/ESE students unable to make progress; or students who have not been identified in a timely manner.	Writing Continuum, In-house professional development	Classroom Teacher, Instructional Literacy Coach and Principal	Quarterly Writing Prompts  Writing portfolios and student data notebooks.	Teaching team scoring prompts quarterly.
Writing Goal #1:							
<b>Students will achieve an increase in writing of 3%.</b>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	<b>83</b>	<b>86</b>					
			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
<b>2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b>			N/A	N/A	N/A	N/A	N/A
Writing Goal #2A:							
<b>Writing Goal #2A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)							
N/A	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	N/A	N/A					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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
<b>2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <u>Writing Goal #2B:</u> <b>n/a</b>	<b>Writing Goal #2B: English Language Learners (ELL)</b>		N/A	N/A	N/A	N/A	N/A
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	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
<b>2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <u>Writing Goal #2C:</u> <b>N/A</b>	<b>Writing Goal #2C: Students with Disabilities (SWD)</b>		N/A	N/A	N/A	N/A	N/A
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	N/A.	N/A.					
			2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
		2C.3.	2C.3.	2C.3.	2C.3.	2C.3.	

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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				
<b>2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <u>Writing Goal #2D:</u> <b>n/a</b>	<b>Writing Goal #2D:                      Economically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A				
	<table border="1"> <tr> <td>2010 Current Level of Performance:*</td> <td>2011 Expected Level of Performance:*</td> </tr> <tr> <td>N/A</td> <td>N/A</td> </tr> </table>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	N/A	N/A					
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*								
N/A	N/A									
	2D.2.	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
Implementation of Researched Based Framework (Writers' Workshop)  Diagnosing Instruction through the collection of data  Conferencing  PLC around professional literature  Genre Studies			All Ocean Palms Teachers in grades k-5 will participate in the professional development areas listed.  These areas have been deemed as critical need areas through the analyzing of statewide assessment and a variety of formative assessment at each grade level.	Follow up will be ongoing	Principal will oversee the monitoring process throughout the school year.	

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**Writing Budget**

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	Available Amount

**Subtotal:**

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount

**Subtotal:**

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount
Writing PLC's	Professional books for educators	Title 2 Funds, PTO	1000.00

**Subtotal:**

**Other**

Strategy	Description of Resources	Funding Source	Available Amount

**Grand Total:**

*End of Writing Goals*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**Attendance Goal(s)**

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

**Guiding Questions to Inform the Problem-Solving Process**

- What was the attendance rate for 2009-2010?
- How many students had excessive absences (10 or more) during the 2009-2010 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2010-2011?
- How many students had excessive tardies (10 or more) during the 2009-2010 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2010-2011?

\* 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
<b>1. Attendance</b> <b>Attendance Goal #1:</b> <b>Ocean Palms will increase their percentage of students in attendance from 96% to 98%.</b> <b>Ocean Palms Elementary will decrease the number of students with excessive tardies by 50%.</b>		Parental Travel Plans	Communicate to parents the importance of daily attendance for all students.  Guidance Counselor involvement as needed.	Registrar and Principal	ESIS	ESIS reporting
2010 Current Attendance Rate:*	2011 Expected Attendance Rate:*					
<b>96%</b>	<b>98 %</b>					
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)					
<b>50</b>	<b>25</b>					
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)					

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

			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

**Attendance Budget**

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	Available Amount
Newsletter weekly and website updates	Paper and technology	District funds	2,000.00
			<b>Subtotal: 2,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			<b>Grand Total:2,000</b>

*End of Attendance Goals*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**Suspension Goal(s)**

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

**Guiding Questions to Inform the Problem-Solving Process**

- What was the total number of in-school suspensions for 2009-2010?
- What was the total number of out-of school suspensions for 2009-2010?
- What was the total number of students suspended in school in 2009-2010?
- What was the total number of students suspended out of school in 2009-2010?
- What are the anticipated barriers to decreasing the number of suspensions?
- What are the anticipated barriers to decreasing the number of students suspended?
- What strategies and interventions will be utilized to decrease the number of suspensions for 2010-2011?
- What strategies and interventions will be utilized to decrease the number of students suspended for 2010-2011?

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

<b>SUSPENSION GOAL(S)</b>		<b>Problem-solving Process to Decrease Suspension</b>																		
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														
<b>1. Suspension</b> Suspension Goal #1:  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>In school suspensions at Ocean Palms Elementary will decrease by 50%</b> </td> <td style="width: 50%; vertical-align: top;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">2010 Total Number of In-School Suspensions</td> <td style="text-align: center;">2011 Expected Number of In-School Suspensions</td> </tr> <tr> <td style="text-align: center;"><b>20</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;">2010 Total Number of Students Suspended In-School</td> <td style="text-align: center;">2011 Expected Number of Students Suspended In-School</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">2010 Number of Out-of-School Suspensions</td> <td style="text-align: center;">2011 Expected Number of Out-of-School Suspensions</td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;"><b>2</b></td> </tr> </table> </td> </tr> </table>		<b>In school suspensions at Ocean Palms Elementary will decrease by 50%</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">2010 Total Number of In-School Suspensions</td> <td style="text-align: center;">2011 Expected Number of In-School Suspensions</td> </tr> <tr> <td style="text-align: center;"><b>20</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;">2010 Total Number of Students Suspended In-School</td> <td style="text-align: center;">2011 Expected Number of Students Suspended In-School</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">2010 Number of Out-of-School Suspensions</td> <td style="text-align: center;">2011 Expected Number of Out-of-School Suspensions</td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;"><b>2</b></td> </tr> </table>	2010 Total Number of In-School Suspensions	2011 Expected Number of In-School Suspensions	<b>20</b>	<b>10</b>	2010 Total Number of Students Suspended In-School	2011 Expected Number of Students Suspended In-School			2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions	<b>4</b>	<b>2</b>	Lack of parental support or inconsistent classroom management	Positive Behavior Support, school wide strategies for developing student leaders and effective teaching strategies.	Behavior Specialist, Principal and Assistant Principal.	Data reflecting suspensions at year end.  Student surveys reflecting our school culture.	Suspension reports.
<b>In school suspensions at Ocean Palms Elementary will decrease by 50%</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">2010 Total Number of In-School Suspensions</td> <td style="text-align: center;">2011 Expected Number of In-School Suspensions</td> </tr> <tr> <td style="text-align: center;"><b>20</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td style="text-align: center;">2010 Total Number of Students Suspended In-School</td> <td style="text-align: center;">2011 Expected Number of Students Suspended In-School</td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">2010 Number of Out-of-School Suspensions</td> <td style="text-align: center;">2011 Expected Number of Out-of-School Suspensions</td> </tr> <tr> <td style="text-align: center;"><b>4</b></td> <td style="text-align: center;"><b>2</b></td> </tr> </table>	2010 Total Number of In-School Suspensions	2011 Expected Number of In-School Suspensions	<b>20</b>	<b>10</b>	2010 Total Number of Students Suspended In-School	2011 Expected Number of Students Suspended In-School			2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions	<b>4</b>	<b>2</b>							
2010 Total Number of In-School Suspensions	2011 Expected Number of In-School Suspensions																			
<b>20</b>	<b>10</b>																			
2010 Total Number of Students Suspended In-School	2011 Expected Number of Students Suspended In-School																			
2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions																			
<b>4</b>	<b>2</b>																			

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

	2010 Total Number of Students Suspended Out-of-School	2011 Expected Number of Students Suspended Out-of-School					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Ongoing communication for all stakeholders.	All	Principal	Entire school community	Ongoing	Attendance and Discipline Reports	Computer Operator and Principal
Love and Logic Techniques for Effective Behavior.	K-5	Principal	All instructional staff	Early Release Wednesdays	Classroom Walk-throughs and ongoing PLC's	Principal and Assistant Principal

**Suspension Budget**

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	Available Amount
n/a			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
<b>Grand Total:</b>			

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

**Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.**

**Guiding Questions to Inform the Problem-Solving Process**

- What is the current dropout rate? What strategies and interventions will be utilized to decrease the dropout rate?
- What is the current graduation rate? What strategies and interventions will be utilized to increase the graduation rate?
- What is the total number of students retained at each grade level? What strategies and interventions will be utilized to decrease the retention rate?
- What data warning systems are currently in place to identify students at risk of being retained and/or dropping out of school?
- What school-wide activities, strategies, and/or interventions are in place to support students who are at risk of being retained and/or dropping out?
- How will barriers be addressed to prevent students from experiencing course failure, lack of credit attainment, and behavioral issues impacting student achievement?

## 2010-2011 School Improvement Plan (SIP)-Form SIP-1

\* 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:							
<b>1. Dropout Prevention</b> <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>		1.1.	1.1.	1.1.	1.1.	1.1.	
<i>Enter narrative for the goal in this box.</i>	2010 Current Dropout Rate:*						
	2011 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>
	2010 Current Graduation Rate:*						2011 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

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	Available Amount
			<b>Subtotal:</b>
Technology			

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

**Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.**

**Guiding Questions to Inform the Problem-Solving Process**  
*(Title I Parent Involvement Plan may be uploaded)*

- Generally, what strategies or activities can be employed to increase parent involvement?
- How will the school correlate the parental involvement activities with student achievement?

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

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

<b>PARENT INVOLVEMENT GOAL(S)</b>			<b>Problem-solving Process to Parent Involvement</b>				
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
<b>1. Parent Involvement</b> <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			Lack of involvement due to fear or time constraints.	1. Website, 2. Alert Now 3. Marquee 4. Newsletter 5. Ongoing parent involvement/informational events	Betsy Wierda, Principal  Melisa Norwich, Assistant Principal,  Katie Reasoner, PTO President	Parent Feedback  Number of hours logged in Keep-n-track system  End of school Year Parent Survey	Year End Parent Survey
<b>Increase percentage of parent involvement from 93%-94%</b>	<u>2010 Current level of Parent Involvement:*</u>	<u>2011 Expected level of Parent Involvement:*</u>					
	<b>93 %</b>	<b>94%</b>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Volunteer Breakfast	all	PTO and Principal	All Volunteers	September, 2011	Number of Volunteer hours logged at the end of the school year.	PTO President and Principal
Volunteer Training Sessions	all	PTO and Principal	All Volunteers	Ongoing	Sign in Sheets as a guide to track attendance	PTO President and Principal

**2010-2011 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	Available Amount
Increase number of volunteers at Ocean Palms Elementary School	Monies for hospitality and training materials	PTO Budget	\$2,000.00
			<b>Subtotal: 2,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:2,000</b>

*End of Parent Involvement Goal(s)*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**Additional Goal(s)**

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

<b>ADDITIONAL GOAL(S)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Character Counts Goal</b> Character Counts Goal #1:			Student and staff participation levels.	Monthly celebrations and communications surrounding the Character Counts Pillars.  The program is designed to reach out to students and staff who exhibit school expectations with regard to Character Counts. Lottery based drawings for prizes will be held monthly to reward recipients of "Otter Tickets".	Principal and Guidance Counselor  Behavioral Specialist	Student awareness, understanding and implementation of the pillars each day at school.  Parent/Teacher Survey	Student accountable talk about the pillars and their understanding of them.  Student and staff participation Levels.
<b>Character Counts will remain a viable tool for the affective teaching of our students at Ocean Palms Elementary School.</b>	<u>2010 Current Level :*</u>	<u>2011 Expected Level :*</u>					
	<b>90%</b>	<b>90%</b>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Training of teachers on Character Counts Strategies for the school year.	All	Guidance Counselor and Principal	All Staff	August, 2011 Ongoing through communications	Classroom visits, discussions with students	Guidance Counselor and Principal

**Additional Goal(s) Budget**

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	Available Amount
Monthly celebrations of the Pillars of Character	Celebratory supplies and needed materials to post student pictures, newsletter promotion, etc.	School based budget	\$500.00
			<b>Subtotal: 500.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			<b>Subtotal:</b>

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

Other			
Strategy	Description of Resources	Funding Source	Available Amount
n/a			
			<b>Grand Total: 500.00</b>

*End of Additional Goal(s)*

**FINAL 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	Available Amount
Comprehension	Read Naturally	District Budget , PTO	3,000.00
Fluency	Teacher Tools	District Budget , PTO	2,000.00
Hands On Manipulatives Professional Math books for educators.	Materials purchased for classroom use based on teacher request.	PTO, District funding	2,000.00
Fully stocked and prepared science lab	Science Materials	District Funds, PTO	1,000.00
Part-time Science Lab Instructor	Personnel	SAC Monies	19,000.00
Newsletter weekly and website updates	Paper and technology	District funds	2,000.00
Training and Materials for Character Counts, attendance, behavior and Love and Logic training.	Celebratory supplies and school supplies. Educators handbooks as needed.	PTO, District Budget	3,500.00
			<b>Subtotal: \$32,500.00</b>

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount
Reading – Computer access Increased for student use	LCD's, Document Cameras, and NComputing laptop setups	Grant money from local business	0.00
Increase student access to research tools Computer Access Increased for student use. Individualized independent student worksheets and software programs	LCD's, Document Cameras and NComputing laptops in classrooms	Grant money from local business Capital monies, PTO	40,000.00
			<b>Subtotal:40,000</b>

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
On-going professional reading for all OP stakeholders	Professional Reading	Title 2 Monies District Funding	3,000.00
Hands on Science Strategies for educators.	Workshops and in-service.	SAC Monies	19,000.00
Writing PLC's	Professional books for educators	Title 2 Funds, PTO	1,000.00
			<b>Subtotal:23,000</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano WOW Wednesdays, PLC's and Research Sessions	Books, Substitutes as needed.	District Funding Title 2 Funds	5,000.00
			<b>Subtotal:5,000</b>
			<b>Grand Total: \$100, 500.00</b>

**Differentiated Accountability**

School-level Differentiated Accountability Compliance

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

*Attach school's Differentiated Accountability Checklist of Compliance*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**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 projected use of SAC funds.	Amount
Purchase materials for science lab	4,000
Send teachers to professional development training.	15,000

Describe the activities of the School Advisory Council for the upcoming year.
<ul style="list-style-type: none"><li>• Oversee School Improvement Plan implementation</li><li>• Reach out to community to obtain more partners</li><li>• Organize FCAT Family Night Event</li><li>• Sponsor drives to increase parent involvement</li><li>• Assist the school in creating and analyzing results of the school needs assessment survey</li></ul>