

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 FAMU DRS School Improvement Plan (SIP)

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: FAMU DRS	District Name: FAMU DRS
Principal: Joan McGlockton/ Sandra Grant	Superintendent: Patricia Hodge
SAC Chair: Emmanuel Uwabi	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school's 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/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Joan Bell McGlockton	Masters- Educational Leadership	1	10	
Principal	Sandra Grant	Masters – Educational Leadership	10	1	

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Instructional Coaches

List your school's 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/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. 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/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Math	Randall Austin	Masters Educational Leadership	1	4	
Reading	Zelee Barnes	Masters Educational Leadership	0	4	
Literacy	Stephanie McCall-Davis		10	1	

Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Professional Development	Patricia West	Ongoing
2. Tuition Waiver	Patricia West	Ongoing
3.		
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	Both teachers are certified in field, however they are teaching at the high school level and their certification is for middle school.

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
42	2% (1)	43% (18)	30%(13)	24%(10)	33%(14)	100%	10%(4)	0%	19%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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
R. Anderson	S. Mitchell	Veteran teacher in grade level	New Teacher Program, Coaching

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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 FAMU DRS will coordinate federal, state, and local funds to align to the schools objectives and to assist in meeting No Child Left Behind requirements. Since FAMU DRS has not made Adequate Yearly Progress (AYP), students at the school are eligible to receive Supplemental Education Services (SES). These services will provide students the opportunity to participant in after school tutorials for additional academic support. Title I funds will be utilized to provide support in reading through a reading specialist pull -out model.
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II These funds will be utilized to provide professional development activities for teacher and a principal including Marzano’s teaching strategies, using data to direct instruction, reading in the content areas and lesson study. In addition, Title II Part A funds will also be utilized to assist teachers and principals at FAMU DRS to become highly qualified.
Title III N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) FAMU DRS will utilize Supplemental Academic Instruction (SAI) funds to assist in academic intervention for increased studentachievement by providing supplemental reading and math instruction in throughout the school year.
Violence Prevention Programs N/A
Nutrition Programs FAMU DRS is an active participant in the National Food Lunch Program to ensure that all eligible students (free and/or reduced lunch) are afforded a nutritional breakfast and lunch during the school day.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education Carl A. Perkins and Garrett A. Morgan- Through various courses and programs, career and technical education is offered to FAMU DRS students. Carl A. Perkins state funds are utilized for the College of Engineering, Sciences, Technology and Agriculture (CESTA) Academy to enhance student awareness and participation in STEM programs and to assist students to become industry certified in biotechnology. Garrett A Morgan Federal funds are also utilized for the FAMU DRS Transportation Academy to increase student awareness of STEM programs; particularly in the areas of transportation and engineering. Students partner with businesses, organizations and university professors to bring career and technical education opportunities into their high school setting.

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Job Training
N/A
Other

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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. School Level Administrators Select General Education Teachers (Elementary and Secondary) Exceptional Educational Teacher Behavior Specialist Instructional Coaches School Psychologist: This is a contracted service position. Speech Language Pathologist: This is a contracted service position.</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Leadership Team will meet bi-weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RTI problem-solving process is used in developing and implementing the SIP? The RTI leadership team was recently formed at FAMU DRS. The Exceptional Education Teacher and the RTI Specialist provided data to the principals on Tier 1, 2, and 3 targets. They continue to provide the staff with professional development as new information is available.</p>
MTSS Implementation
<p>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. Progress Monitoring and Reporting Newtork (PMRN), Florida Assessment of Instruction in Reading (FAIR); Florida comprehensive Assessment Test (FCAT); Pearson SuccessMaker; Curriculum Based Measurement Midyear: Florida Assessment of Instruction in Reading (FAIR); End of year: Florida Assessment of Instruction in Reading (FAIR) FCAT</p>
<p>Describe the plan to train staff on MTSS. Professional development was provided during the summer professional development academy. teachers' common planning time and small sessions will occur throughout the year.</p>
<p>Describe the plan to support MTSS. Updates to policy and procedures will be provided to teachers during teachers' common planning time and small sessions will occur throughout the year at faculty meetings.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). The LLT consist of: Reading Coach, Instructional Coach, School Level Administrators, Media Specialist, Professional Development Coordinator, two elementary teachers and two secondary teachers.</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet twice a month to review the data and progress of our students. The purpose of these meetings is to analyze school reports, share successful strategies, plan new programs and modifications to existing programs that will give all students the best opportunities for success. We will also model and demonstrate lessons, coaching, and guided weekly meetings.</p>

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What will be the major initiatives of the LLT this year?
Incorporate the Common Core Standards into Science, Social Studies, Math and Science

Public School Choice

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

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

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

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

Pre-school students entering kindergarten:

- Will be screened by the state's readiness test.
- Will attend an orientation for new students and parents.
- All students must submit an application for enrollment.
- Kindergarten teachers will meet with all new parents to discuss the curriculum and other activities.
- Parents will also be encouraged to participate in parent activities at school.

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Each student in Grades 6-8 will have a separate course in reading that integrates reading strategies with content from the core areas. In addition, content area teachers are trained in NG-CARPD strategies.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

The school offers applied technology courses through Business Education and CESTA where students study concepts and then apply these concepts through hands on activities.

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?

The Guidance Counselor monitors each student's course of study. The Counselor meets with the students and their parents to discuss course selection and opportunities for accelerated placement opportunities. Dual Enrollment opportunities are also discussed with our high performing students. This is done throughout the school year.

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](#).

Increase the number of students taking Advanced Placement (AP) Economics and English. Increase the number of AP courses offered.

Discuss Dual Enrollment Opportunities for students. Provide the PSAT for all students in ninth through eleventh grade students. This will enable the identification students, through the utilization of the AP potential Report, who are able to take more rigorous classes. Provide one on one counseling for

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students selecting college credit courses to capitalize on preparation for post secondary

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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Unclear expectations concerning the new scoring for FCAT 2.0	1A.1. Provide professional development on the new scoring techniques and the changes in achievement levels	1A.1. Administration and instructional coaches	1A.1. Teacher pre and post- test on FCAT Scoring and understanding of achievement levels	1A.1. Pre and post Test
Reading Goal #1A: <i>Increase the reading proficiency of students in grades 3 – 10 as indicated by their performance on the FCAT 2.0</i>	2012 Current Level of Performance:* <i>42% of the students that tested on the FCAT Reading Assessment met or exceeded the required proficiency level.</i>	2013 Expected Level of Performance:* <i>52% of the students that take the FCAT Reading Assessment will met or exceeded the required proficiency level</i>					
			Insufficient coaching and support of reading program in elementary level	Provide more structured access to coaching provide assistance and coaching in benchmark analysis and monitoring	School Level Principals, Superintendent, Instructional Coaches	collection of data from mini assessments, data talks, school wide data analysis; coaches logs; lesson plans	logs, lesson plans student data, benchmark analysis
			1A.3. Changes in scoring will reduce the number of students achieving levels 4 and 5	1A.3. Increase rigor by using reading strategies with higher order questioning and problem solving techniques	1A.3. All teachers of reading Instructional Coaches School Principals	1A.3. collection of data from mini assessments, data talks, school wide data analysis;	1A.3. Student data Bench mark analysis
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: <i>N/A We currently have no students participating in the alternate assessments for reading.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					

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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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			Mixed ability levels within one class	Differentiate instruction to include enrichment activities as well as remedial activities, use differentiated assessments	Teachers, Instructional coaches, school administrators	School administrators will review lesson plans, Instructional coaches will work with teachers to create differentiated lessons, progress monitoring mini assessments; evaluation of student achievement data for leveling of classes, data talks	lesson plans; classroom walkthrough data, student data, mini assessment data
Reading Goal #2A: <i>Increase the number of students in grades 3 – 10 who score a level 4 or 5 on the FCAT 2.0</i>	2012 Current Level of Performance:* <i>15% of the students that tested on the FCAT Reading Assessment achieved a level 4 or 5</i>	2013 Expected Level of Performance:* <i>Increase the number of students that achieve a level 4 or 5 on the FCAT Reading Assessments by 15%</i>					
				Instructional focus on average to below average students	Differentiation of curriculum and strategies to ensure the teaching of students at all instructional levels	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: <i>N/A We currently have no students participating in the alternate assessments for reading.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
				2B.2.	2B.2.	2B.2.	2B.2.

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Mixed Ability Levels in one classroom	3A.1. Increase the instructional support to classroom teachers by increased collaboration between FAMU and DRS	3A.1. Instructional Coaches School Principals Title 1 Coordinator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
Reading Goal #3A: Increase the number of students making learning gains on the reading portion of the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>67% of the students tested made learning gains in reading</i>	<i>Increase the number of students making learning gains in reading by 10%</i>					
			3A.2 Mixed Ability Levels in one classroom	Differentiate instruction to include enrichment activities as well as remedial activities, use differentiated assessments	Teachers, Instructional coaches, school administrators	School administrators will review lesson plans, Instructional coaches will work with teachers to create differentiated lessons, progress monitoring mini assessments; evaluation of student achievement data for leveling of classes, data talks	lesson plans; classroom walkthrough data, student data, mini assessment data
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: <i>N/A We currently have no students participating in the alternate assessments for reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

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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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			Non- Identification of the lowest performing students	Determine through the evaluation of student achievement data the lowest performing students	Teacher, instructional coaches, school administrators, Superintendent	Evaluate Progress monitoring data; and benchmark assessment data to determine progress	Student achievement data; progress monitoring data; benchmark assessment data
Reading Goal #4A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students, identified as being in the lowest 25th percentile in reading, that show a year’s growth of learning gains in reading.	<i>16% of the students that tested on the FCAT Reading Assessment achieved a level 1.</i>	<i>FAMU DRS will decrease the number of students that score a level 1 on the Reading FCAT by 10%</i>					
			Lack of a strategic, focused plan for remediating identified students	When students have been identified, create an academic improvement plan that includes focused instruction and progress monitoring	Teachers, instructional coaches, school administrators, Superintendent	Evaluate Academic improvement plans and progress monitoring data to determine the movement of lowest performing students	Academic improvement plans and progress monitoring data
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A We currently have no students participating in the alternate assessments for reading.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.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	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		BA.2 Students with disabilities are overlooked or blend into the inclusion class	Differentiate instruction to individualize learning for students with disabilities, use differentiated assessments	Teachers, Instructional coaches, school administrators	School administrators will review lesson plans, Instructional coaches will work with teachers to create differentiated lessons, progress monitoring mini assessments; evaluation of student achievement data for leveling of classes, data talks	Lesson plans; classroom walkthrough data, student data, mini assessment data	
Reading Goal #5D:	<u>2012 Current Level of Performance:*</u>						<u>2013 Expected Level of Performance:*</u>
Increase the number of students, identified as a Student with Disabilities that show a year’s growth of learning gains in reading.	<i>30% of students identified as a Student with Disability made 1 year’s growth in reading on the reading portion of the FCAT.</i>						<i>Increase the number of Students with Disabilities that make a year’s growth in reading by 20%</i>
		5D.2. Students with disabilities are unable to demonstrate mastery with traditional assessments	5D.2. use differentiated assessments that allow students with varying abilities to show what they know	5D.2. Teachers, Instructional coaches, school administrators	5D.2. Instructional coaches will work with teachers to create differentiated assessments	5D.2. student data, assessment data	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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	
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5E.1. A lack of resources that prohibit student success.	5E.1. Monitor all student’s capacity to complete assignments especially those done at home	5E.1. Teachers, Instructional coaches, school administrators	5E.1. Teachers will monitor the completion of homework assignments and projects. Teachers and coaches will work to minimize the number of assignments that require external resources.	5E.1. student data, assessment data	
Reading Goal #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students, identified as economically disadvantaged that	<i>47% of students identified as economically disadvantaged made 1 year’s growth on the reading portion of the FCAT</i>	<i>Increase the number of economically disadvantaged Students that make a year’s growth in reading by 10%</i>					

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show a year's growth of learning gains in reading.		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Understanding The FCAT 2.0	All Teachers	Instructional Coaches	School - Wide	September Early Release	IPDP Conversation; Department Meetings	School level administrators, instructional coaches
Using data for differentiation	All	Instructional Coaches; School level Administrators	All reading teachers	Sept - Dec	Coaching, observations;	School level administrators, instructional coaches
NG-CARPD	Content Area teachers	Trainer	Content Area teachers	Sept. - October	Coaching, Observations, lesson plans	School level administrators, instructional coaches

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Reading Budget (Insert rows as needed)

Include only school 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
Pearson SuccessMaker	supplemental Academic program	DRS Trust	\$23,000
			Subtotal: 23,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NG_CARPD			3,000
PLC _ Book Study	Purchase of Books	Title II	3,000
			Subtotal: 6,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

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Elementary School Mathematics Goals

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

Elementary 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
IA. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			Misalignment of the curriculum	Instructional Focus Calendars	School Level Principals; Superintendent	Monitoring of instruction, evaluation of lesson plans, classroom walkthroughs, classroom evaluations	Lesson plans; instructional focus calendar, data talks, walkthrough feedback
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the mathematic proficiency of students in grades 3 – 5 as indicated by their performance on the FCAT 2.0</i>	<i>26% of the students that tested on the FCAT Mathematics Assessment achieved a level 3.</i>	<i>Increase the number of students that achieve a level 3 on the FCAT Mathematics Assessments by 10%.</i>					
			Lack of monitoring of academic achievement	Assessment calendar	School Level Principals, Instructional Coaches	collection of data from mini assessments, data talks, school wide data analysis	data collection schedule, data talks, data walls
			Lack of pre-requisite skills (readiness)	Utilize re-teaching strategies as necessary. Prepare students for changes in statewide assessment through regular use of assessment format. Incorporate daily practice through the use of Pearson a supplemental tutorial Administer pre- test to determine current levels of performance Differentiate curriculum to meet students needs	Instructional Coach, School administration	collection of data from pre-test, analyze data, evaluate student data, data talks	data collection schedule, data talks, data walls

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
#1B:							
<i>N/A We currently have no students participating in the alternate assessments for mathematics.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Elementary School Mathematics Goals

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

Elementary 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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the mathematic proficiency of students in grades 3 – 5 as indicated by their performance on the FCAT 2.0</i>	<i>26% of elementary students scored a level 3 on the mathematics portion of the FCAT</i>	<i>FAMU DRS will increase the number of students scoring a level 3 by 10%</i>					
			Students' lack of test taking skill and strategies	Incorporate test taking skills into instruction Incorporate the use of testing tools into classroom assessments	Teachers, Instructional coaches, school administrators	School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new strategies on student assessments; evaluation of student achievement data to determine effectiveness	lesson plans; classroom assessment data, student data
			1A.3. lack of pre-requisite skills (readiness)	1A.3. Incorporate daily practice through the use of Pearson a supplemental tutorial	1A.3. Teachers, Instructional coaches, school administrators	1A.3. School administrator will review lesson plans to determine the incorporation of strategies in the lessons,	1A.3. lesson plans; classroom assessment data, student data
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<i>N/A We currently have no students participating in the alternate assessments for mathematics.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		IB.2.	IB.2.	IB.2.	IB.2.	IB.2.	
		IB.3.	IB.3.	IB.3.	IB.3.	IB.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			3A.2 Mixed Ability Levels in one classroom	Differentiate instruction to include enrichment activities as well as remedial activities, use differentiated assessments	Teachers, Instructional coaches, school administrators	School administrators will review lesson plans, Instructional coaches will work with teachers to create differentiated lessons, progress monitoring mini assessments; evaluation of student achievement data for leveling of classes, data talks	lesson plans; classroom walkthrough data, student data, mini assessment data
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the mathematic proficiency of students in grades 3 – 5 as indicated by their performance on the FCAT 2.0</i>	<i>8% of the students that tested on the FCAT Mathematics Assessment achieved a level 4 or 5.</i>	<i>Increase the number of students that achieve a level 4 or 5 on the FCAT Mathematics Assessments by 10%.</i>					
			Instructional focus on average to below average students	Differentiation of curriculum and strategies to ensure the teaching of students at all instructional levels	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A We currently have no students participating in the alternate assessments for mathematics.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the mathematic proficiency of students in grades 3 – 5 as indicated by their performance on the FCAT 2.0</i>	<i>48% of the elementary students tested made learning gains on the math portion of the FCAT.</i>	<i>Increase the number of students that make learning gains on the FCAT Mathematics Assessments by 10%.</i>					
			Students' lack of test taking skill and strategies	Incorporate test taking skills into instruction Incorporate the use of testing tools into classroom assessments	Teachers, Instructional coaches, school administrators	School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new strategies on student assessments; evaluation of student achievement data to determine effectiveness	lesson plans; classroom assessment data, student data
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A We currently have no students participating in the alternate assessments for mathematics.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			Non- Identification of the lowest performing students	Determine through the evaluation of student achievement data the lowest performing students	Teacher, instructional coaches, school administrators, Superintendent	Evaluate Progress monitoring data; and benchmark assessment data to determine progress	Student achievement data; progress monitoring data; benchmark assessment data
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the mathematic proficiency of students in grades 3 – 5 as indicated by their performance on the FCAT 2.0	26% of the students that tested on the FCAT Mathematics Assessment achieved a level 1	Decrease the number of students that achieve a level 1 on the FCAT Mathematics Assessments by 20%.					
			Lack of a strategic, focused plan for remediating identified students	When students have been identified, create an academic improvement plan that includes focused instruction and progress monitoring	Teacher, instructional coaches, school administrators, Superintendent	Evaluate Academic improvement plans and progress monitoring data to determine the movement of lowest performing students	Academic improvement plans and progress monitoring data
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A We currently have no students participating in the alternate assessments for mathematics.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: <i>Increase the mathematic proficiency of Students With Disabilities in grades 3 – 5 as indicated by their performance on the FCAT 2.0</i>	2012 Current Level of Performance:* <i>60% of the SWD students that tested on the FCAT Mathematics Assessment made learning gains.</i>	2013 Expected Level of Performance:* <i>Increase the number of SWD students that make learning gains on the FCAT Mathematics Assessments by 10%.</i>	Instructional focus on average to below average students	Differentiation of curriculum and strategies to ensure the teaching of students at all instructional levels	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
			Students' lack of test taking skill and strategies	Incorporate test taking skills into instruction Incorporate the use of testing tools into classroom assessments	Teachers, Instructional coaches, school administrators	School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new strategies on student assessments; evaluation of student achievement data to determine effectiveness	Lesson plans; classroom assessment data, student data
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	1A.3. Students not prepared to take assessments	1A.3. Increase opportunities for students to take practice assessments	1A.3. Teachers, Instructional coaches, school administrators	1A.3. Teachers and coaches will review assessment and to determine effective use of strategies.	1A.3. Mini assessments; Benchmark Assessments; data analysis		

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Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
<i>Increase the mathematic proficiency of economically disadvantaged Students in grades 3 – 5 as indicated by their performance on the FCAT 2.0</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		5E.2.	5E.2. Provide afterschool test taking practice	Teachers, instructional coaches, school administrators	Teachers and coaches will review assessment and to determine effective use of strategies.	Mini assessments; Benchmark Assessments; data analysis
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

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End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School 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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the mathematic proficiency of students in grades 6-8 as indicated by their performance on the FCAT 2.0</i>	<i>16% of middle school students that tested on the FCAT Mathematics Assessment achieved a level 3</i>	<i>Increase the number of students that achieve a level 3 on the FCAT Mathematics Assessments by 10%.</i>					
			Students' lack of test taking skill and strategies	Incorporate test taking skills into instruction Incorporate the use of testing tools into classroom assessments	Teachers, Instructional coaches, school administrators	School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new strategies on student assessments; evaluation of student achievement data to determine effectiveness	Lesson plans; classroom assessment data, student data
			1A.3. Students not prepared to take assessments virtually	1A.3. Increase opportunities for students to take practice assessments on computer	1A.3. Teachers, Instructional coaches, school administrators	1A.3. Teachers and coaches will review assessment and to determine effective use of strategies.	1A.3. Mini assessments; Benchmark Assessments; data analysis
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>N/A We currently have no students participating in the alternate assessments for mathematics.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			Instructional focus on average to below average students	Differentiation of curriculum and strategies to ensure the teaching of students at all instructional levels	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
<i>Increase the mathematic proficiency of students in grades 6-8 as indicated by their performance on the FCAT 2.0</i>	<i>1% of middle school students that tested on the FCAT Mathematics Assessment achieved a level 4 or 5</i>	<i>Increase the number of students that achieve a level 4 or 5 on the FCAT Mathematics Assessments by 10%.</i>					
			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
			Students' lack of test taking skill and strategies	Incorporate test taking skills into instruction Incorporate the use of testing tools into classroom assessments	Teachers, Instructional coaches, school administrators	School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new strategies on student assessments; evaluation of student achievement data to determine effectiveness	lesson plans; classroom assessment data, student data
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
<i>N/A We currently have no students participating in the alternate assessments</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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<i>for mathematics.</i>		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
<u>Mathematics Goal #3A:</u> <i>Increase the mathematic proficiency of students in grades 6-8as indicated by their performance on the FCAT 2.0</i>	<u>2012 Current Level of Performance:*</u> <i>26% of middle school students that tested on the FCAT Mathematics Assessment achieved a level 1</i>	<u>2013 Expected Level of Performance:*</u> <i>Increase the number of students that achieve a level 4 or 5 on the FCAT Mathematics Assessments by 10%.</i>					
			Instructional focus on average to below average students	Differentiation of curriculum and strategies to ensure the teaching of students at all instructional levels	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u> <i>N/A We currently have no students participating in the alternate assessments for mathematics.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			Lack of a strategic, focused plan for remediating identified students	When students have been identified, create an academic improvement plan that includes focused instruction and progress monitoring	Teacher, instructional coaches, school administrators, Superintendent	Evaluate Academic improvement plans and progress monitoring data to determine the movement of lowest performing students	Academic improvement plans and progress monitoring data
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the mathematic proficiency of students in grades 6-8 as indicated by their performance on the FCAT 2.0</i>	<i>35% of middle school students that tested on the FCAT Mathematics Assessment achieved a level 1</i>	<i>Decrease the number of students that achieve a level 1 on the FCAT Mathematics Assessments by 20%.</i>					
			Non- Identification of the lowest performing students	Determine through the evaluation of student achievement data the lowest performing students	Teacher, instructional coaches, school administrators, Superintendent	Evaluate Progress monitoring data; and benchmark assessment data to determine progress	Student achievement data; progress monitoring data; benchmark assessment data
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A We currently have no students participating in the alternate assessments for mathematics.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			Instructional focus on average to below average students	Differentiation of curriculum and strategies to ensure the teaching of students at all instructional levels	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
<u>Mathematics Goal #5D:</u> <i>Increase the mathematic proficiency of students in grades 6-8 as indicated by their performance on the FCAT 2.0</i>	<u>2012 Current Level of Performance:*</u> <i>80% of the SWD students in middle school made learning gains on the math portion of the FCAT</i>	<u>2013 Expected Level of Performance:*</u> <i>Increase the number of SWD students that make satisfactory gains on the FCAT Mathematics Assessments by 10%.</i>					
		Students' lack of test taking skill and strategies	Incorporate test taking skills into instruction Incorporate the use of testing tools into classroom assessments	Teachers, Instructional coaches, school administrators	School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new strategies on student assessments; evaluation of student achievement data to determine effectiveness	lesson plans; classroom assessment data, student data	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	Students not prepared to take assessments virtually	Increase opportunities for students to take practice assessments on computer	Teachers, Instructional coaches, school administrators	Teachers and coaches will review assessment and to determine effective use of strategies.	Mini assessments; Benchmark Assessments; data analysis		
<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<i>Increase the mathematic proficiency of students in grades 6-8 as indicated by their performance on the FCAT 2.0</i>	<i>30% of the economically disadvantaged students in middle school made learning gains on the math portion of the FCAT</i>	<i>Increase the number of economically disadvantaged students that make satisfactory gains on the FCAT Mathematics Assessments by 10%.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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End of Middle School Mathematics Goals

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC 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 scoring at Achievement Level 3 in Algebra 1.			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
Algebra 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the mathematic proficiency of students enrolled in Algebra as indicated by their performance on the Algebra End of Course Exam</i>	<i>34% of students enrolled in Algebra that tested on the Algebra End of Course Exam achieved a level 3</i>	<i>Increase the number of students that achieve a level 3 on the Algebra End of Course Exam by 20%.</i>					
			Lack of pre-requisite skills (readiness)	Utilize re-teaching strategies as necessary. Prepare students for changes in statewide assessment through regular use of assessment format. Administer pre- test to determine current levels of performance Differentiate curriculum to meet students needs	Teachers Instructional Coaches, School administration	collection of data from pre-test, analyze data, evaluate student data, data talks	data collection schedule, data talks, data walls
			1.3. Lack of pre-requisite skills (readiness)	1.3. Use the ALEKS Instructional Supplement to tutor students in pre-requisite skills	1.3. Teachers, Instructional Coaches, School administration	1.3. collection of data from pre-test, analyze data, evaluate student data, data talks	1.3. data collection schedule, data talks, data walls

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			Lack of pre-requisite skills (readiness)	Use the ALEKS Instructional Supplement to tutor students in pre-requisite skills	Teachers, Instructional Coaches, School administration	collection of data from pre-test, analyze data, evaluate student data, data talks	data collection schedule, data talks, data walls
Algebra Goal #2: <i>Increase the mathematic proficiency of students enrolled in Algebra as indicated by their performance on the Algebra End of Course Exam</i>	2012 Current Level of Performance:* 2% of students enrolled in Algebra that tested on the Algebra End of Course Exam achieved a level 4 or 5	2013 Expected Level of Performance:* Increase the number of students that achieve a level 4 or 5 on the Algebra End of Course Exam by 10%.					
			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
			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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			Students' lack of test taking skill and strategies	Incorporate test taking skills into instruction Incorporate the use of testing tools into classroom assessments	Teachers, Instructional coaches, school administrators	School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new strategies on student assessments; evaluation of student achievement data to determine effectiveness	lesson plans; classroom assessment data, student data
Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the mathematic proficiency of students enrolled in Algebra as indicated by their performance on the Algebra End of Course Exam</i>	<i>53% of SWD students enrolled in Algebra that tested on the Algebra End of Course Exam achieved a level 1 or 2</i>	<i>Increase the number of SWD students that achieve a level 4 or 53 on the Algebra End of Course Exam by 10%.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			Students not prepared to take assessments virtually	Increase opportunities for students to take practice assessments on computer	Teachers, Instructional coaches, school administrators	Teachers and coaches will review assessment and to determine effective use of strategies.	Mini assessments; Benchmark Assessments; data analysis
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the mathematic proficiency of students enrolled in Algebra as indicated by their performance on the Algebra End of Course Exam</i>	<i>66% of economically disadvantaged students enrolled in Algebra that tested on the Algebra End of Course Exam achieved a level 1 or 2.</i>	<i>Increase the number of economically disadvantaged students that achieve proficiency on the Algebra End of Course Exam by 10%.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.

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		BE.3.	BE.3.	BE.3.	BE.3.	BE.3.
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End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC 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 scoring at Achievement Level 3 in Geometry.			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the mathematic proficiency of students enrolled in Geometry as indicated by their performance on the Geometry End of Course Exam</i>	<i>75% of students enrolled in Geometry that tested on the Geometry End of Course Exam scored in the lowest third</i>	<i>Increase the number of students that achieve a level 3 on the Algebra End of Course Exam by 20%.</i>					
			Lack of pre-requisite skills (readiness)	Utilize re-teaching strategies as necessary. Prepare students for changes in statewide assessment through regular use of assessment format. Administer pre- test to determine current levels of performance Differentiate curriculum to meet students needs	Teachers Instructional Coaches, School administration	collection of data from pre-test, analyse data, evaluate student data, data talks	data collection schedule, data talks, data walls
			1.3. Lack of pre-requisite skills (readiness)	1.3. Use the ALEKS Instructional Supplement to tutor students in pre-requisite skills	1.3. Teachers, Instructional Coaches, School administration	1.3. collection of data from pre-test, analyse data, evaluate student data, data talks	1.3. data collection schedule, data talks, data walls

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End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	all		All Math Teachers	Fall Semester	Coaches and Administrator Walkthrough	Administrators
ALEKS	Secondary		Secondary math Teachers	1 st Quarter	Coaches and Administrator Walkthrough	Coaches, Administrators

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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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
ALEKS	Supplemental Tutorial	DRS Trust	6,000
Pearson	Supplemental Tutorial	DRS Trust	11,000
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle 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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			Misalignment of the curriculum	Instructional Focus Calendars	School Level Principals; Superintendent	Monitoring of instruction, evaluation of lesson plans, classroom walkthroughs, classroom evaluations	Lesson plans; instructional focus calendar, data talks, walkthrough feedback
Science Goal #1A: <i>Increase the Science proficiency of students that tested science FCAT as indicated by their performance on the Science FCAT Exam</i>	2012 Current Level of Performance:* <i>34% of students that tested science FCAT scored a level 3 or higher</i>	2013 Expected Level of Performance:* <i>Increase the number of students that achieve a level 3 or higher on the FCAT Science Exam by 20%.</i>					
			Lack of monitoring of academic achievement	Assessment calendar	School Level Principals, Superintendent, Instructional Coaches	collection of data from mini assessments, data talks, school wide data analysis	data collection schedule, data talks, data walls
			Existing deficiencies in prior knowledge of incoming students	Re-teaching, extension, and mini-assessments activities will be used to address weaknesses in science strands.	Instructional Coach, Science Department Chair, Science classroom teacher, and school administrator	Analyze results of mini-assessments throughout the year in collegial discussions to determine need for re-teaching, extension, etc	Formative in-class mini-assessments.
			1.3. Students have a low retention of content	1.3. Increase hands on labs provided in the classroom	1.3. Teachers, Instructional coaches, school administrators	1.3. School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new strategies on student assessments; evaluation of student achievement	1.3. lesson plans; classroom assessment data, student data

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						data to determine effectiveness	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>N/A We currently have no students participating in the alternate assessments for science.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			Instructional focus on average to below average students	Differentiation of curriculum and strategies to ensure the teaching of students at all instructional levels	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
Science Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>Increase the Science proficiency of students that tested science FCAT as indicated by their performance on the Science FCAT Exam</i>	<i>5% of students that tested science FCAT scored a level 4 or 5</i>	<i>Increase the number of students that achieve a level 4 or 5 or higher on the FCAT Science Exam by 20%.</i>					
			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
			Mixed ability levels within one class	Differentiate instruction to include enrichment activities as well as remedial activities, use differentiated assessments	Teachers, Instructional coaches, school administrators	School administrators will review lesson plans, Instructional coaches will work with teachers to create differentiated lessons, progress monitoring mini assessments; evaluation of student achievement data for leveling of classes, data talks	lesson plans; classroom walkthrough data, student data, mini assessment data
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
<i>N/A We currently have no students participating in the alternate assessments for science.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC 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 scoring at Achievement Level 3 in Biology 1.			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the Science proficiency of students enrolled in Biology as indicated by their performance on the Biology End of Course Exam</i>	<i>34% of students enrolled in Geometry that tested on the Geometry End of Course Exam scored in the lowest third</i>	<i>Increase the number of students that achieve a level 3 on the Biology End of Course Exam by 20%.</i>					
			Students' lack of test taking skill and strategies	Incorporate test taking skills into instruction Incorporate the use of testing tools into classroom assessments	Teachers, Instructional coaches, school administrators	School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new strategies on student assessments; evaluation of student achievement data to determine effectiveness	lesson plans; classroom assessment data, student data
			1.3. Students have a low retention of content	1.3. Increase hands on labs provided in the classroom			

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			Instruction at low levels of rigor	Increasing the level of rigor in classroom instruction	Instructional Coaches School Level Administrator	Teachers and coaches will review assessment and evaluate lesson plans to determine effective use of strategies.	Mini assessments; Benchmark Assessments; lesson plans; data analysis and data talks
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>	Students' lack of test taking skill and strategies	Incorporate test taking skills into instruction Incorporate the use of testing tools into classroom assessments	Teachers, Instructional coaches, school administrators	School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new strategies on student assessments; evaluation of student achievement data to determine effectiveness	lesson plans; classroom assessment data, student data
			1.3. Students have a low retention of content	1.3. Increase hands on labs provided in the classroom	1.3. Teachers, Instructional coaches, school administrators	1.3. School administrator will review lesson plans to determine the incorporation of strategies in the lessons, Instructional coaches will work teachers to evaluate the use of new	1.3. lesson plans; classroom assessment data, student data

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					strategies on student assessments; evaluation of student achievement data to determine effectiveness	
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End of Biology 1 EOC Goals

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Science Professional Development

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	All	Coaches	All Science Teachers	1st Quarter	Coaches, Administrator walkthrough	administrators
STEM Strategies	Secondary	FAMU	All Science Teachers	Summer	Coaches, Administrator walkthrough	administrators

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
Increase hands on labs	Purchase of lab materials and supplies	DRU Trust	9,000
			Subtotal: 9,000.00
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: 9,000.00

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End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (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
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			Lack of a cohesive, school wide writing program	Create a school wide writing plan that provides focused skills at each grade level.	school administrators, classroom teachers and instructional coach	School Level administrators and Reading Coach will create and distribute writing plan. Evaluation of lesson plans, classroom walk through data and student progress data will determine effectiveness.	Classroom walkthrough data, lesson plans and student data
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students that meet the required proficiency level on the FCAT Writing Assessment.	80% of the students that tested on the FCAT Writing Assessment met or exceeded the state's proficiency requirement.	85% of the students that take the FCAT Writing Assessment will met or exceeded the state's proficiency requirement.					
			Insufficient writing instruction in content areas	Use QUICK Writes strategies Introduce short and extended response questions on exams Require journal writing and/or other reflective writing to gauge student mastery of the content.	school administrators, classroom teachers and instructional coach	Evaluation of lesson plans, classroom walk through data and student progress data will determine effectiveness.	Classroom walkthrough data, lesson plans and student data
			Outdated Curriculum maps for the writing curriculum	Use the Common Core Standards to develop new curriculum maps for writing.	Writing literacy Committee; School administrators	Writing literacy Committee will create and distribute Curriculum maps. Evaluation of lesson plans, classroom walk through data and student progress data will determine effectiveness.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<p><i>N/A We currently have no students participating in the alternate assessments for writing.</i></p>	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
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Writing Professional Development

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Documents for Writing	all	Department Chair	All Teachers	1 st Quarter	Coaches, Administrator walkthrough	Administrators
Common Core	all	Department Chair	All Teachers	1 st Quarter	Coaches, Administrator walkthrough	Administrators

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
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common core	DOE Training	DOE Grant	2,000
			Subtotal: 2,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Total:

End of Writing Goals

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Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (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			Student/Parent apathy toward start time of school day.	Parent notification of excessive tardiness via technology (e-mail and phone resources)	Dean of Students, 1st period teachers, Attendance Clerk	Identify the number of absences/tardies through Pinnacle, Parent-Teacher conferences	Overall Attendance verification through Pinnacle software and visual confirmation.
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
<i>Increase the daily attendance rate.</i>	<i>The current attendance rate for FAMU DRS is 96%</i>	<i>Increase the daily attendance rate by 2%</i>					
<i>Increase the number of students that are seated in class prior to the late bell.</i>	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>10% of FAMU DRS Students have excessive tardies</i>	<i>Decrease the number of students with excessive tardies by 5%</i>					
			Consistent school-wide enforcement of school attendance policy	Parent notification of excessive tardiness via technology (e-mail and telephonic resources)	Dean of Students, 1st period teachers, Attendance Clerk	Identify the number of absences/tardies through Pinnacle, Parent-Teacher conferences	Overall Attendance

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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
Parent Contact	Personnel making phone calls	DRS Trust	N/A
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use call-out system to notify parents of absences	Purchase of call out system	DRS TRust	1200.00
			Subtotal: 1200
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 1200

End of Attendance Goal

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:
STEM Budget	Total:
	Grand Total:

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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"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

School Advisory Council (SAC)

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 members 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 the measures being taken to comply with SAC requirements.

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Describe the activities of the SAC for the upcoming school year.

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Describe the projected use of SAC funds.	Amount

