FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Poinciana Elementary School	District Name: Monroe
Principal: Steven W. Vinson	Superintendent: Mr. Mark Porter
SAC Chair: Liz Manaher	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.

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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	Steven W. Vinson	Bachelor of Arts in Geography, University of South Florida; Master of Science Degree in Educational Leadership, Florida State University	8	8	2011-2012: Grade A Florida Report Card - Reading Mastery: 62% Math Mastery: 66% Science Mastery: 62% Writing Mastery: 81% 2010-2011: Grade A Florida Report Card - Reading Mastery: 82% Math Mastery: 86% Science Mastery: 57% AYP: 90% Writing Mastery: 87% 2009-2010: Grade A Florida Report Card - Reading Mastery: 87% Math Mastery: 82% Science Mastery: 56% Writing Mastery: 82% AYP: 97% 2008-2009: Grade A: Reading Mastery: 85%, Math Mastery: 81%, Science Mastery: 50%, Writing Mastery: 90%. AYP: 100%. 2007-2008: Grade A: Reading Mastery: 85%, Math Mastery: 84%, Science Mastery: 47%, Writing Mastery: 78%. AYP: 95%, SWD did not make AYP in math. 2006-2007: Grade A: Reading Mastery: 87%, Math Mastery: 87%, Science Mastery: 53%, Writing Mastery: 91%. AYP: 87%, SWD did not achieve in Reading, Hispanic and ED sub-groups did not achieve in Reading and Math. 2005-2006: Grade A: Reading Mastery: 89%, Math Mastery: 82%, Writing Mastery: 93%. AYP: 100%. 2004-2005: Grade A: Reading Mastery: 78%, Math Mastery: 78%, Writing Mastery: 97%. AYP: 100%.
Assistant Principal	N/A				

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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)
Reading/Math /Writing	Lesley Finigan	Bachelor of Arts, Elementary Education, Nova University; National Board Certified Teacher	22	8	2011-2012: Grade A Florida Report Card - Reading Mastery: 62% Math Mastery: 66% Science Mastery: 62% Writing Mastery: 81% 2010-2011: Grade A Florida Report Card - Reading Mastery: 82% Math Mastery: 86% Science Mastery: 57% AYP: 90% Writing Mastery: 87% 2009-2010: Grade A Florida Report Card - Reading Mastery: 87% Math Mastery: 82% Science Mastery: 56% Writing Mastery: 82% AYP: 97% 2008-2009: Grade A: Reading Mastery: 85%, Math Mastery: 81%, Science Mastery: 50%, Writing Mastery: 90%. AYP: 100%. 2007-2008: Grade A: Reading Mastery: 85%, Math Mastery: 84%, Science Mastery: 47%, Writing Mastery: 78%. AYP: 95%, SWD did not make AYP in math. 2006-2007: Grade A: Reading Mastery: 87%, Math Mastery: 87%, Science Mastery: 53%, Writing Mastery: 91%. AYP: 87%, SWD did not achieve in Reading, Hispanic and ED sub-groups did not achieve in Reading and Math. 2005-2006: Grade A: Reading Mastery: 89%, Math Mastery: 82%, Writing Mastery: 93%. AYP: 100%. 2004-2005: Grade A: Reading Mastery: 78%, Math Mastery: 78%, Writing Mastery: 97%. AYP: 100%.

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<u>Effective and Highly Effective Teachers</u>

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

Description of Strategy	Person Responsible	Projected Completion Date
1. District New Teacher Program	Christina McPherson	June 2013
2. Mentor Program for new teachers	Mentor Teacher	June 2013
3. Quarterly meetings with Principal and Academic Learning	Steve Vinson	June 2013
4. Professional Development	Academic Learning Team	June 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
39	2.56%	20.5% (8)	35.89% (14)	43.58% (17)	33.3% (13)		10.3% (4)	15.4% (6)	89.74% (35)

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
Sarah Garr	Randi Malone	Grade Level/Proximity	Follow the MCSD Beginning Teacher/Mentoring Program

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Additional Requirements

*Coordination and Integration-***Title I Schools Only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A Title I funds are utilized to support students and parents by providing additional resources and opportunities that assist in promoting student success. It also provides an Academic/Reading Coach, ELL Teacher and ESE Teacher who assist classroom teachers with instructional strategies, works with struggling students, attends meetings and provides educational opportunities for parents. A coordinator oversees the paperwork and coordinates all Title I Activities. Parental involvement is paramount to student success, and we promote involvement with the School-Parent Compact that is signed by all Title I parents, and they are encouraged to attend SAC and PTA meetings, student performances and curriculum events. Fast Forword Reading Program.
Title I, Part C- Migrant
Title I, Part D
Title II Title II Funds are utilized to support professional development and efforts for staff to become or remain infield and effective. Funds are expended for numerous initiatives including bonuses for teachers who complete the Reading and ESOL Endorsement, support from a Professional Development Contact at school site, stipends for professional development, materials and supplies for training sessions, and reimbursement of testing fees and courses to remain or become infield, effective teachers.
Title III Title III provides resources and support for students who are English Language Learners and the teachers of those students. Poinciana has bilingual paraprofessionals and a teacher who are responsible for supporting ELL students through small group and in class support. Parent Liason Ebenson Michelin.
Title X- Homeless Administration oversees the students who are identified as homeless. Services include school supplies, backpacks, qualifying for free/reduced lunch without application, referrals, CHIPS contact in every school, and assistance with referrals to outside agencies if applicable.
Supplemental Academic Instruction (SAI) SAI dollars are prioritized according to specific needs of students failing to achieve academically and advance as expected according to the district's Student Progression Plan. Specialized dropout prevention programs are funded according to articulated needs and program outcomes. In addition, every school, including charter schools, have an SAI dollar amount allocated for staffing academic support and intervention according to the needs of the school and the documented success of current initiatives. At Poinciana, the use of the SAI dollars in school-based allocations are being used for salary/benefits of a Classroom Teacher to help lower class size. Guidance Counselor is also supplied through SAI funds.
Violence Prevention Programs Poinciana is committed to providing a safe and secure environment that encourages learning. One strategy is to utilize behavior shaping programs to ensure a safe-school climate which include Positive Behavior Support and Professional Crisis Management. Another strategy is to provide students with Character Education Lessons to ensure that students have opportunities to learn the skills necessary to be good decision makers. Students are provided curriculum in character education, Learning For Life, that aides in the students' core developmental on fundamental life issues. Programs offered that promote positive character include: Service Projects

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Assemblies Anti-Bullying Programs Character Education Classes Positive Behavior Support program
Nutrition Programs The Monroe County School Health Advisory council collaborates with MCSD to ensure students and families are provided information to make healthy decisions both at school and at home regarding nutrition and physical activity. MCSD offers a balanced school breakfast and lunch program with access to free and reduced pricing for students-in-need. Poinciana adheres to and implements the nutrition requirements stated in the District Policies.
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other Parental Involvement Parents have an open invitation to visit the school to inquire about parent resources, available programs and/or student progress. We promote the increase of parental engagement/involvement through developing the Title I Parental Involvement Policy, School Improvement Plan and attendance at the Title I Orientation Meeting, Open House and other activities in order to comply with Title I requirements. Confidential services, as needed, will be provided to any students in a homeless situation. In an attempt to increase the achievement of the lowest performing subgroups, initiatives such as parent conferences, provision of at home materials, student interventions such as remedial tutorials and books for home use will be afforded to Title I families.

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Per the MCSD Problem Solving and Response to Instruction Implementation Plan, each school will create a school-based RtI leadership team with the following required members: Administrative Team: Steve Vinson, Principal, provides for a common vision for the use of data-based decision-making, ensures the implementation of RtI through team building, needs assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation and communicates with parents regarding school-based RtI plans and activities. General Education Teachers: (Primary and Intermediate): Lynly Curry (primary) and Renee Ullom(intermediate), provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Special Education Teacher (SWD): Sabrina Grassi, participates in student data collection and observations, integrates core instructional activities/materials into Tier 1,2 and 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Instructional Coach: Lesley Finigan provide guidance on K-12 reading plan, facilitate and support data collection activities; assist in data analysis, provide professional development and technical assistance to teachers regarding instructional planning, supports the implementation of tier 1 intervention plans. They identify systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies, assist with whole school progress monitoring screenings that provide early intervening services for children considered at risk, collaborate with teachers in the design and implementation for progress monitoring, data collection and data analysis, participate in the design and delivery of professional development and provide support for assessment and implementation monitoring. ELL Teacher: Meagan Pierce, educates the team on the role language acquisition plays in curriculum, assessment and instruction, assists in screening, facilitates development of intervention plans and data-based decision making and provides assistance for problem solving activities. Speech Language Pathologist: Susan Hartzell, educates the team in the role language acquisition plays in curriculum, assessment, and instruction, assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language acquisition skills.
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 RtI leadership team will focus meetings around the question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and in our students? Our School-Based RtI Leadership Team meets to plan for and implement Problem Solving/Response to Instruction (PS/RtI) school-wide. We are fully implementing PS/RtI, with the School-Based RtI Leadership Team, in conjunction with grade level teams, responsible for routinely reviewing Tier 1, 2 and 3 data and using that data to inform the problem solving process that will be used to ensure student success at every tier. The team also ensures treatment fidelity/integrity by providing the support necessary to teachers and staff for all instruction and intervention plans developed through the problem solving process. The team will meet twice a month or as needed to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the classroom level to identify students who are meeting/exceeding benchmarks, at moderate or high risk for not meeting benchmarks then based on that information, the team will identify professional development and resources, collaborate, problem solve, share effective practices, evaluate implementation and practice new processes and skills to share with teachers of Tier 2 and 3 students. Any member of the RtI team can assist a teacher with the following activities: complete a referral packet, describe interventions, participate in parent conferences to determine further interventions or progress on current evaluations as well as if the student will move forward in the evaluation process. RtI team members can meet with grade level meetings to share best practices and discuss student progress.
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 team will be involved with the creation and monitoring of the SIP by reviewing the implementation of the SIP, analyzing the school-wide data, development of the RTI portion of the plan, assisting with organization and development of Tier 1, 2, 3 services, and monitoring the progress of the plan. If changes are needed, these are processed through the BLPT and presented to SAC for input. All groups review the plan in the spring and make recommendations for the new SIP based on data from the FAIR, Performance Matters, Harcourt Assessments and FOCUS mini-assessments monitoring as well as FCAT data.
MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline Data: FAIR in Reading; Performance Matters in Reading, Math and Science; Writing pre-assessment; FCAT data from previous year; STAR Reading Progress Monitoring: Reading – FAIR; Performance Matters; FOCUS mini-assessments; Fluency Assessments and FCAT Simulations (grades 3-5) Mid-Year: FAIR, Performance Matters; Writing Assessment End of Year: FAIR, FCAT, Performance Matters and end of year assessments in Reading, Math, Science core curriculum, STAR Reading Frequency of Data Days: Quarterly with ALT team; monthly with grade level
Describe the plan to train staff on MTSS. Professional development will be provided during faculty meetings or in small group sessions throughout the year and also through PD360. We will seek sessions in RTI: Problem-Solving Model – Graphing Data, Implementing and Sustaining Problem Solving/RTI and RTI challenges to Implementation Data Based Decision Making and Supporting and Evaluating Interventions to be provided by the district RTI coaches.
Describe the plan to support MTSS. Master schedule will provide necessary time for meeting, planning, and necessary training.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Steve Vinson - Principal Lesley Finigan - Academic Coach Meagan Pierce- ELL Teacher Sabrina Grassi - ESE/Reading Specialist/ESE Resource Teacher Becky Fraga- Media Specialist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets quarterly to review school-wide reading and writing data and the progression of school-wide literacy initiatives. Literacy based initiatives and goals are adjusted based on the data. Professional Development is provided in areas indicated in the data.
What will be the major initiatives of the LLT this year? Progress monitoring data will analyzed to determine major initiatives that will be in addition to fluency and comprehension, both areas of need as indicated by the previous year's testing data and the new composition of the 2.0 FCAT Assessment. We will also continue our focus on differentiated instruction, with the Lesson Study approach to build instructional integrity in lessons. Our Literacy initiatives include a focus on the Renaissance Program through setting individualized AR reading goals, school goals and creating opportunities for parents to participate in the program. We also participate in the Book It program and the Superintendent's Young Readers Award program. The CWT process will be utilized to insure appropriate instructional techniques are being utilized to achieve higher literacy rates throughout the school. For the parent-school connection, we will reinstate the monthly curriculum/Family Reading nights.

Public School Choice

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

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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.

Poinciana works together with district personnel and local pre-school directors to share information regarding curriculum standards, social-emotional target levels, and health/safety issues in order to increase readiness to start school. Our VPK class provides students with readiness skills that are monitored throughout the year through the Galileo system. Events such as parent information meetings, Kindergarten Round-Up, an early kindergarten registration and school tour event, and Pre K ESE transitional IEP meetings are held each Spring. Teachers, parents, staffing specialists, and representatives from community agencies such as the Early Learning Coalition of Miami-Dade/Monroe as well as Easter Seals and Wesley House Family Services work together to assess and plan for the needs of the individual student to ensure a smooth transition and positive start to Kindergarten. MCSD has a formal agreement with the Early Learning Coalition of Miami-Dade/Monroe and Wesley House Family Services.

There is a meet the teacher day before classes begin, giving the parents an opportunity to become familiar with the school, staff and teachers. An Open House is held when the new school year begins giving the parents the opportunity to become familiar with the curricular programs.

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 Lack of prerequisite skills	1A.1. DI infused lessons Small group instruction Support in class for remediation	1A.1. Steve Vinson Lesley Finigan	1A.1. Mini-assessments	1A.1. Harcourt Middle and End of Year Tests FAIR Performance Matters (PM)
Reading Goal #1A: 72% of the students in grades 3-5 will achieve a Level 3 or higher on the 2013 FCAT Reading Test.	2012 Current Level of Performance:* 62% (161)	2013 Expected Level of Performance:* 72% (205)					
			1A.2. Time to analyze data and differentiate instruction	1A.2. Conduct grade level Data Meetings after each Progress Monitoring period	1A.2. Academic Learning Team (ALT)	1A.2. Minutes of meeting/Student Data Sheets	1A.2. FCAT Test Data
			1A.3. Lack of English language proficiency of ELL students	1A.3. Specific ELL resource time and programs to enhance language skills; Use of ELL strategies in classroom	1A.3. Classroom teacher ELL designee	1A.3. Evaluation of language improvement	1A.3. ELL program reports/CELLA test

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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: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			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 in reading.			2A.1. Providing adequate time for extension/enrichment instruction.	2A.1. Prescriptive schedules that include a designated time for extension instruction for students in grades K-5.	2A.1. Steve Vinson	2A.1. Classroom Walk-Through (CWT) and Lesson Plans	2A.1. FCAT Results
Reading Goal #2A: 40% of the students will achieve a level 4 or 5 on the 2013 FCAT Reading Test.	2012 Current Level of Performance:* 37% (97)	2013 Expected Level of Performance:* 40% (114)					
			2A.2. Providing opportunities for enrichment.	2A.2. Differentiated Homework, Class work	2A.2. Classroom Teachers	2A.2. Homework grades	2A.2. Homework Grades
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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 reading.			Lack of attendance and/or having excessive tardies	Random recognition of students that are present and on time; quarterly attendance recognition breakfasts	Steve Vinson	Attendance/grade checks	Attendance records
Reading Goal #3A: 70% of the students will make learning gains on the 2013 FCAT Reading Test	2012 Current Level of Performance:* 52% (89)	2013 Expected Level of Performance:* 70% (123)					
			Lack of English language proficiency of ELL students	Specific ELL resource time and programs to enhance language skills; Use of ELL strategies in classroom	ELL designee Classroom teacher	Evaluation of language improvement	ELL program reports/CELLA test
			Reduction in support staff and Reading Coach.	Implement a specific resource.	Steve Vinson	Progress Monitoring Assessments 1 ,2 & 3; Classroom Walk-Through (CWT)	Performance Matters Reports
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			Training needed to move to a full implementation of the RtI process and Tiered Instruction	Tiered Instructional delivery in the form of whole class, small group and individual instruction including Differentiated Instruction at all grade levels.	Administration; RTI Committee	RtI meetings and intervention implementations; CWT's	RtI Minutes, Graphs/Data; Lesson Plans
Reading Goal #4: 65% of the struggling students will make learning gains on the 2013 FCAT Reading Test.	2012 Current Level of Performance:* 55% (23)	2013 Expected Level of Performance:* 65% (28)					
			Appropriate planning and instruction from all teachers with lowest 25% students	Bi-Weekly RTI meetings using the problem solving steps in the RTI process based on student current data	RTI Team Classroom teacher	CWT Lesson Plan Checks Monitoring student data	FAIR Performance Matters Results of Mini-assessments
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	65%	73%	76%	78%	81%	84%
Reading Goal #5A: In 2011, 68% of the students were proficient. The data below shows our growth model. By 2017, 79% of our students will be proficient.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			All ethnic subgroups (except white): The primary anticipated barrier with ethnic subgroups overlaps with the ELL group. Targeted language instruction, precise Problem Solving processes and high-quality instruction must be in place to support Reading	Utilize the Tiered Instructional delivery system, which develops from data collection and review at each RTI meeting, and the Problem Solving approach to develop a solid instructional plan that is reviewed and adjusted often, based on the student(s) response to intervention.	ESOL teacher, Academic Coach, Classroom Teacher, Administration	Weekly Lesson Plan review, progress monitoring student data reviews followed by Classroom walkthroughs.	Progress Monitoring and other assessments review (FAIR, Performance Matters, FOCUS), Problem Solving meetings focused on student achievement data.	
Reading Goal #5B: The current level of performance for the various groups represents the following: all subgroups met the reading target except our white subgroup. However, they did making reading gains	2012 Current Level of Performance:* White: 73% Black: 42% Hispanic: 58%	2013 Expected Level of Performance:* White: 78% Black: 55% Hispanic: 71%						
			Tier 1, 2 and 3 instructional plans developed at the RTI meetings must be carried out by educational professionals at the classroom level.	Documentation of student progress, both individual and small group, must occur and the ongoing Problem Solving Process must occur to insure consistent positive Response to Intervention.	Academic Coaches, Administration.	Weekly Lesson Plan review, progress monitoring student data reviews followed by Classroom walkthroughs.	Progress Monitoring and other assessments review (FAIR, Performance Matters, FOCUS), Problem Solving meetings focused on student achievement data.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			The anticipated barrier includes a distinct need for targeted language instruction, precise Problem Solving processes and high-quality instruction must be in place to support Reading Goal #5B.	In order to meet the goal, the language instruction must be targeted to meet student needs and delivered efficiently. This will occur during periods of the day when the students are being serviced by ESOL teachers, as well as in the classroom, by the classroom teacher. Careful monitoring and tiered instructional delivery is vital to the process.	ESOL teacher, Classroom teacher, Academic coaches, Administrator.	Weekly Lesson Plan review, progress monitoring student data reviews followed by Classroom walkthroughs, Targeted observations.	Progress Monitoring and other assessments review (FAIR, Performance Matters, FOCUS), Problem Solving meetings focused on student achievement data.
Reading Goal #5C: The percent of ELL students below grade level in reading in 2012 was 89% (11).	2012 Current Level of Performance:* 11% (2)	2013 Expected Level of Performance:* 25% (6)					
			Resources needed to support Haitian Creole Students	Continue to find translators that can make home connections and translate instructional materials. Continue to acquire print materials as they become available.	ELL Teachers	Parent Conference--and inventory of materials available to parents	Climate Surveys and group discussions with Haitian families
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			Lack of Pre-requisite skills.	Tiered Instructional delivery in the form of whole class, small group and individual instruction will be used in the form of the Differentiated Instruction model throughout the school. Intervention blocks to address gaps in curriculum; and use of the grade level inclusion teacher to support the DI and IEP goals.	Classroom teacher, ESE teacher	Weekly Lesson Plan review, progress monitoring student data reviews followed by Classroom walk-through. Targeted observations Review of IEP goals	Progress Monitoring and other assessments review (FAIR, Performance Matters, FOCUS), Problem Solving meetings focused on student achievement data. FCAT Scores
Reading Goal #5D: 33% of our SWD students will score in the proficient range of the 2013 FCAT Reading	2012 Current Level of Performance:* 10%(3)	2013 Expected Level of Performance:* 33% (7)					

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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
5E. Economically Disadvantaged students not making satisfactory progress in reading.			Lack of parental support in the home for supplemental practice	Parent Education Nights; after school tutorial; extended hours computer lab and library.	Admin, Title I Coordinator, Academic Coach	Attendance records, Teacher/Parent feedback	FCAT Test Scores; Report Card grades
Reading Goal #5E: 61% of all Economically Disadvantaged students will score a level 3 or higher on the FCAT reading assessment.	2012 Current Level of Performance:* 50% (51)	2013 Expected Level of Performance:* 61% (83)					
			Working families and time to support instruction at home.	After school intervention class to facilitate academic support	Principal	CWTs Grade Level meetings-teacher feedback	Grades FCAT Scores

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
High Yield Strategies	K-5	Reading Coach	K-5 Classroom Teachers	on-going	Lesson Plans; CWT	Administration/Reading Coach
RTI	K-5	Lynly Hill	All teachers	Aug. 2011-June2012	RTI Interventions/Data	Administration/RTI Team Members
ELL Strategies	K-5	Meagan Pierce	School-wide	on-going	lesson plans data	Steve Vinson
Differentiated Instruction	K-5	District Reading Coordinator	K-5 Classroom teachers	on-going	CWTs Lesson Plans	Steve Vinson

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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
FCAT Test Prep	Florida Ready	Discretionary	$3000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer Based Individual Instruction	Brain Pop	Discretionary Fund	$1650.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
High Yield Strategies	Supplies	Discretionary	$200
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		Reduction in personnel to work individually or in small groups to assist students	Reinforce strategies that grade level teachers should be using based on their population of ELL students	ELL Teachers	Progress Monitoring Observations	CELLA Scores
CELLA Goal #1: In all grade levels, we will score a minimum of 50% proficient on the listening/speaking portion of the CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking: K – 0% (0) 1 – 33% (4) 2 – 47% (8) 3 – 13% (1) 4 – 50% (4) 5 – 33% (1)					
		Students come to our school from varying countries with vastly different levels of educational experiences and readiness.	Use of introductory software to support newcomers.	Technician and ELL Teachers	Data Reports	CELLA Scores
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		Poor attendance or long trips to native countries that create learning gaps	Work with parents to impress the importance of regular school attendance	Guidance Counselor	Attendance Records	FCAT Scores
CELLA Goal #2: During 2013 school year, we will see an increase in reading proficiency in all grades levels by 5%	2012 Current Percent of Students Proficient in Reading: K – 0% (0) 1 – 25% (3) 2 – 18% (3) 3 – 0% (0) 4 – 13% (1) 5 – 33% (1)					

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

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		Reduction in personnel-- difficult to provide strategic interventions in all classrooms.	Use of intervention blocks to co-teach students from multiple teachers.	ELL Teachers	Data Chats Progress Monitoring	CELLA Writing scores
CELLA Goal #3: During the 2013, all grade levels will increase proficiency in writing by 5%.	2012 Current Percent of Students Proficient in Writing : K – 0% (0) 1 – 42% (5) 2 – 12% (2) 3 – 0% (0) 4 – 13% (1) 5 – 33% (1)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA 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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			Time for Professional Development Reduction in personnel to adequately support initiative	Create a Professional Learning Community (PLC) to study the 22 Components of Great Teaching by Charlotte Danielson. Initiate Lesson Study for the cadres (4-5 teachers); (2-3 teachers) and (K-1) with an emphasis on "marking the text" to increase comprehension and to guide children to making sense of the essential ideas within the text.	Steve Vinson Lesley Finigan	Minutes of meetings and teacher feedback CWTs to see the components and strategies being implemented. Authentic student work samples that show effective use of marking the text.	FCAT Scores Increased achievement on Performance Matters from baseline to end of year results
Mathematics Goal #1A: 75% of our students will score a level 3 or higher on the 2013 FCAT Mathematics Test.	2012 Current Level of Performance:* 67% (156)	2013 Expected Level of Performance:* 75% (214)					
			Integration of Common Core Standards Change of FCAT 2.0 format	1.1. Continued training in series. Continue to infuse SUMS curriculum to supplement Core Instruction. Use of Destination Math to reinforce skills.	District coordinator Principal Classroom teacher	Ensure that teachers are using materials offered in the adopted text. Check plan books/CWT Grade level data meetings. PM data	Beginning, middle and end of year assessment. End of unit tests Grade level assessments linked to New Generation Sunshine State Standards. (Performance Matters) Benchmark assessment used to monitor student progress and predict success of FCAT FCAT data in grades 3-5

		Absenteeism and tardies that break the continuity of instruction	Teachers will monitor and report students that fall into these categories. Recruit students who are not attending regularly or on time into leadership role such as safety patrol or TV news to encourage attendance	Classroom Teacher	Review of weekly attendance Teacher SST Referrals	Pinnacle Reports Grades FCAT Scores
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* / 2013 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.*					
		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.			Transition to newly adopted textbook. Using NGSS Standards Change of FCAT 2.0 format	Continued training in series. Implementing the enrichment strategies found in the text Differentiated instructional groups that allow for extension of curriculum.	Principal Classroom teacher	Ensure that teachers are using materials offered in the adopted text. Solicit parent involvement by calling home and having events at school that educate parents on the current academic expectations. Check plan books/CWT Differentiated instruction Grade level data meetings.	Beginning, middle and end of year assessments. End of unit tests Enrichment kit from Harcourt Math Benchmark assessment used to monitor student progress and predict success on FCAT FCAT Scores
Mathematics Goal #2A: 45% of our students will score a level 4 or higher on the 2013 FCAT Mathematics Test.	2012 Current Level of Performance:* 40% (104)	2013 Expected Level of Performance:* 45% (128)					
			Planning time required to create extension and enrichment activities.	Grade level common planning. Differentiated instructional groups with grade level rotations.	Grade level teachers.	Check plan books/CWT Differentiated instruction Grade level data meetings.	Benchmark assessment used to monitor student progress and predict success on FCAT FCAT Scores
			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.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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.			Time needed to identify deficient math strands.	Small, flexible groups in order to teach targeted strands.	Principal	Check plans /pacing guides	Beginning, middle and end of year assessment test
Mathematics Goal #3A: 70% of students will make learning gains on the 2013 FCAT Math.	2012 Current Level of Performance:* 57% (93)	2013 Expected Level of Performance:* 70% (124)		Common planning time for grade levels.	Classroom Teacher	CWTs Grade level data meetings Targeted skills assessment	Benchmark assessment used to monitor student progress and predict success on FCAT FCAT Scores
			Additional time needed for grade level activities or enrichment.	Extension Groups offered to high performing students to maintain high levels of performance	Grade level teachers	Grade level data meetings Targeted skills assessment	Performance Matters Assessments FCAT Scores
			Diverse student population that requires extensive differentiation of instruction	Use of Accelerated Math (AM) ELO Program that addresses skills acquisition	Principal	Targeted skills assessment	FCAT Scores
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			Using New FCAT 2.0--Next Generation Standards. Switching over to Common Core State Standards	Differentiated grouping in mathematics to address student needs. Professional development for teachers of the new format and standards. Orientation for parents and students as to the changes and expectations. After school program to provide instructional support. Use of Accelerated Math Program to set and track appropriate learning goals for students.	Academic Coach Principal	Progress Monitoring of skill acquisition through Accelerated Math, Performance Matters and Harcourt Assessments	Performance Matters Focus Assessments FCAT Scores
Mathematics Goal #4: The percent of students making learning gains will increase to 85% (37).	2012 Current Level of Performance:* 73% (30)	2013 Expected Level of Performance:* 85% (37)					
			Pre-requisite skills needed.	Use of ELO program to scaffold necessary skills in a pre-teaching model and then reinforce the skills per the pacing guide. Differentiated classroom groups with each grade level during the daily intervention block.	Grade Level Teachers Academic Coach	Progress Monitoring of skill acquisition through Accelerated Math, Performance Matters and Harcourt Assessments CWTs	Performance Matters Focus Assessments FCAT Scores

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	65%	73%	76%	78%	81%	84%
Mathematics Goal #5A: We will use the state provided AMOs to close the achievement gap.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			Many of our Black and Hispanic students have limited language acquisition.	Incorporate visual cues and learning aides into instruction. Build academic vocabulary	Classroom Teachers ELL teachers	Progress monitoring testing CWTs Monthly data meetings	FCAT Scores	
Mathematics Goal #5B: We have set the following targets for our subgroups in 2013: White (84%); Black (53%); and Hispanic (77%)	2012 Current Level of Performance:* White: 80% Black: 41% Hispanic: 60%	2013 Expected Level of Performance:* White: 84% Black: 53% Hispanic: 77%						
			Pre-requisite skills needed.	Use ELO Program to pre-teach and remediate skill deficiencies	Academic Coach	CWTs in ELO Data Meetings to track progress	FCAT Scores	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			Pre-requisite skills needed.	ELO Program after school Differentiated learning groups Intervention blocks to teach prerequisite skills	Classroom Teachers ELL teachers	Progress Monitoring Data	FCAT Scores
Mathematics Goal #5C: 46% (11) of our ELL students will score a level 3 or higher on the FCAT.	2012 Current Level of Performance:* 21% (3)	2013 Expected Level of Performance:* 46% (11)					
			Lack of home-school connection due to language issues.	Use of bilingual staff to facilitate communication and share academic expectations with parents. Parent Language Academy	Principal	Parent Conferences	Climate Surveys
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			Pre-requisite skills needed.	Intervention Blocks during the day to reinforce skills. ELO Program to reinforce skills and to teach pre-skills needed for the pacing guide.	Grade level inclusion teachers	Lesson Plans CWTs	FCAT Scores
Mathematics Goal #5D: 48% (10) of our students with disabilities will score a level 3 or higher on the FCAT Math Test.	2012 Current Level of Performance:* 33% (10)	2013 Expected Level of Performance:* 48% (10)					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			Pre-requisite skills needed.	Tiered instructional delivery in the form of whole class, small group and individual instruction will be provided in the form of our school-wide differentiated model. Intervention blocks as part of the daily schedule to address gaps in the curriculum; Use of the grade level inclusion teacher and paraprofessional to facilitate the DI model and IEP goals.	Classroom Teacher, ESE Teacher, and Principal	Weekly lesson plan review, progress monitoring, student data chats, CWTs and targeted observations. Review of IEP goals Monthly data meetings	Progress Monitoring and other assessments FCAT Scores
Mathematics Goal #5E: 61% (93 students) of our grade 3-5 students will score at or above Level 3 on the 2013 FCAT Math Test.	2012 Current Level of Performance:* 52% (53)	2013 Expected Level of Performance:* 66% (90)					

End of Elementary School Mathematics Goals

Mathematics Professional Development

<table>
<tr>
<th colspan="7">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.</th>
</tr>
<tr>
<th>PD Content/Topic and/or PLC Focus</th>
<th>Grade Level/ Subject</th>
<th>PD Facilitator and/or PLC Leader</th>
<th>PD Participants (e.g., PLC, subject, grade level, or school-wide)</th>
<th>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</th>
<th>Strategy for Follow-up/Monitoring</th>
<th>Person or Position Responsible for Monitoring</th>
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<tr>
<td>PD Content /Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td>
<td>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
</tr>
<tr>
<td>FCAT 2.0/Common Core Implementation--depth and rigor</td>
<td>3-5 (FCAT)

K-2 (CC)</td>
<td>Lesley Finigan</td>
<td>school-wide and grade level</td>
<td>Faculty meetings/grade level meetings</td>
<td>CWTs

Lesson Plans</td>
<td>Principal</td>
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</table>

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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
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC-Common Core/FCAT 2.0 standards	Supplies	Discretionary	$200
			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]).

<table>
<tr>
<th colspan="3">Elementary and Middle Science Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<td colspan="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:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="3">1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</td>
<td>Prerequisite knowledge/vocabulary needed.</td>
<td>Teachers will incorporate Science Fusion Interactive computer instruction/lessons in class</td>
<td>Science Teachers</td>
<td>Passing grades on Unit Tests/FOCUS data</td>
<td>Unit Tests Data
FCAT Scores
Progress Monitoring</td>
</tr>
<tr>
<td rowspan="3">Science Goal #1A:

65% of the students in grade 5 will achieve a Level 3 or higher on the 2013 FCAT 2.0 science test.</td>
<td>2012 Current Level of Performance:*</td>
<td>2013 Expected Level of Performance:*</td>
<td rowspan="3"></td>
<td rowspan="3"></td>
<td rowspan="3"></td>
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</tr>
<tr>
<td>62% (55)</td>
<td>65% (53)</td>
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</tr>
<tr>
<td colspan="3"></td>
<td>Time allotted for remediation</td>
<td>Intensive session to review and remediate concepts K-3</td>
<td>Intensive Instructors</td>
<td>Portfolios</td>
<td>Test and Science grades</td>
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<tr>
<td colspan="3"></td>
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</tr>
<tr>
<td colspan="3">1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</td>
<td>1B.1.</td>
<td>1B.1.</td>
<td>1B.1.</td>
<td>1B.1.</td>
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<tr>
<td rowspan="2">Science Goal #1B:

Enter narrative for the goal in this box.</td>
<td>2012 Current Level of Performance:*</td>
<td>2013 Expected Level of Performance:*</td>
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<td rowspan="2"></td>
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<tr>
<td>*Enter numerical data for current level of performance in this box.*</td>
<td>*Enter numerical data for expected level of performance in this box.*</td>
</tr>
<tr>
<td colspan="3"></td>
<td>1B.2.</td>
<td>1B.2.</td>
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</tr>
</table>

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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.			Need for Materials	online website to incorporate Science Fusion/Think Central	Classroom teachers	Lesson Plans and interactive science lessons	FCAT Science Test (3-5) Teacher made tests (K-2)
Science Goal #2A: 25% of fifth grade students will score a level 4 or 5 on the 2013 FCAT 2.0 science test.	2012 Current Level of Performance:* 15% (13)	2013Expected Level of Performance:* 25% (20)					
			Implementation of new science series: Science Fusion	Training for new series Collaboration among grade levels Interactive Science Lessons	Steve Vinson Classroom teachers	Lesson Plans CWT	FCAT Science Test Unit test grades
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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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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
Science Kit Implementation	K-5	District Science Coordinator	faculty meetings grade level meetings	Early release days after-school	Lesson Plans CWTs Grade level minutes	Principal

Science Budget (Insert rows as needed)

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

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End of Science Goals

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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. Writing Goal #1A: 85% of the students in grade 4 will score proficient on the FCAT Writing Test.	2012 Current Level of Performance:* 83% (85)	2013 Expected Level of Performance:* 85% (96)	1A.1. Lack of time in the day to adequately cover writing skills.	1A.1. Prescriptive schedule that includes identified time for writing	1A.1. Steve Vinson	1A.1. CWT to ensure writing time is being utilized; monitoring of teacher schedules	1A.1. School wide writes data to determine increase in student performance
			1A.2. Implementing New Writing Plan	1A.2. Develop and create new school-wide writing plan/training	1A.2. Renee Ullom Megan Pierce Jill Gilmartin	1A.2. Quarterly Meetings	1A.2. Writing Portfolios
			1A.3. Lack of students prerequisite vocabulary/ writing skills	1A.3. Implementation of new writing plan/training	1A.3. Classroom teachers 4th grade team	1A.3. School-wide writes Lesson Plans	1A.3. FCAT Writing Scores
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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
2012-13 Writing Plan	K-5	R. Ullom	K-5 classroom teachers	9/2012	Quarterly Meetings	Renee Ullom

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
Use of Electronic Writing Program	E-Folio	Discretionary	$735.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC - Creation and implementation of new writing plan	School Writing Plan / Lucy Caulkins	none	$1000.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

	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			Parental Complacency	Parent Notification with NTI/Conferences at targeted times	Steve Vinson, Principal Daliana Goins, Guidance Counselor	Attendance Monitoring/Connect Ed phone calls	Principal Viewer
Attendance Goal #1: Average Daily Attendance will increase to 97% for the 2012-2013 school year.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	96% (595)	97% (601)					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	29% (181)	28% (174)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	18% (113)	17% (105)					
			Transient Populations	Recognition of perfect attendance	Steve Vinson	Attendance reports at end of each grading period	Attendance Reports

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Attendance 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
Curriculum Night outlining important skills and attendance on regular basis	K-5	Mr. Vinson Mrs. Grassi	Parents	October	Sign-in sheets Parent Conferences	Title 1 Coordinator

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
Perfect Attendance Breakfast/Awards	Breakfast food/Award Ribbons	Discretionary/Daycare Funds	$500.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Attendance reports	Pinnacle		$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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

End of Attendance Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal(s)

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

<table>
<tr>
<th colspan="3">Suspension Goal(s)</th>
<th colspan="5">Problem-solving Process to Decrease Suspension</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">**1. Suspension**</td>
<td>Student recognition of acceptable behavior</td>
<td>Implement Character Education Lessons in classrooms</td>
<td>Classroom Teachers/Steve Vinson</td>
<td>Lesson Plans</td>
<td>Suspension Reports</td>
</tr>
<tr>
<td rowspan="4">Suspension Goal #1:

The number of students suspended in or out of school will decrease by 5% and the number of incidents of in and out of school suspension will decrease by 5%</td>
<td>2012 Total Number of In –School Suspensions</td>
<td>2013 Expected Number of In- School Suspensions</td>
<td rowspan="4"></td>
<td rowspan="4"></td>
<td rowspan="4"></td>
<td rowspan="4"></td>
<td rowspan="4"></td>
</tr>
<tr>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>2012 Total Number of Students Suspended In-School</td>
<td>2013 Expected Number of Students Suspended In -School</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td rowspan="5"></td>
<td>2012 Total Number of Out-of-School Suspensions</td>
<td>2013 Expected Number of Out-of-School Suspensions</td>
<td rowspan="2"></td>
<td rowspan="2"></td>
<td rowspan="2"></td>
<td rowspan="2"></td>
<td rowspan="2"></td>
</tr>
<tr>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>2012 Total Number of Students Suspended Out- of- School</td>
<td>2013 Expected Number of Students Suspended Out- of-School</td>
<td rowspan="3"></td>
<td rowspan="3"></td>
<td rowspan="3"></td>
<td rowspan="3"></td>
<td rowspan="3"></td>
</tr>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td colspan="2"></td>
</tr>
<tr>
<td colspan="3"></td>
<td>Students entering with at risk behavior</td>
<td>RTI Training on behavioral interventions</td>
<td>RTI and Academic Coaches/Classroom teachers</td>
<td>SST Minutes/Tier 2-3 Interventions</td>
<td>SST Minutes</td>
</tr>
<tr>
<td colspan="3"></td>
<td>Time allotted for focus on positive behavior</td>
<td>PBS program implementation/Student recognition for positive behavior</td>
<td>School Staff</td>
<td>PBS Activities/Data and Student Recognition Programs - STAR, Awards, Students of Month</td>
<td>Report of number of students recognized</td>
</tr>
</table>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension 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
PBS System	K-5	PBS Committee	K-5	on-going	PBS data	Steve Vinson PBS Committee

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Model Positive Behavior	PBS Program	School/PTA	$3,000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Document PBS	SWIS	Discretionary	$250.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:
	Total:

End of Suspension Goals

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Last year, 100% of students had one or more parents/guardians attend at least two school activities.	2012 Current Level of Parent Involvement:* 100% (620)	2013 Expected Level of Parent Involvement:* 100% (615)	Time for parents to connect to school	Offer curriculum activities at various times during the year	Administration/ Teachers	Sign in attendance sheets/parent survey	Survey/attendance sheets
			Language barriers	Offer information in other languages as often as possible. Offer informal opportunities for parents to participate in school activities.	Administration/Academic Coach	Attendance at informal activities/exit surveys	Attendance rosters

Parent Involvement 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

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

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Our needs assessment shows that 67% of all 3-5 are proficient in math. Additionally 57% of our students made overall learning gains in math; and 73% of our low 25% also made gains. The area of concern is that of science where only 62% of our students were proficient. Our STEM Goal 1: We will maintain or improve our math performance, and raise our proficiency in science to 75%.	Teachers lack content knowledge to effectively teach science skills. PD offerings to increase	Content area training on grade level standards.	Principal District Science Coordinator	Progress Monitoring data FOCUS Data	FCAT Scores
	Teachers and students are lacking in technology skills to utilize the abundance of resources available. PD offerings to increase	Infuse technology PD for teachers into our PD Model--Use PD 360 During Media time, focus on technology skills for students.	School TRT Principal	CWTs Data Chats	FCAT Scores Usage Reports
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM 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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $4850.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total: 200.00
Science Budget	
	Total:
Writing Budget	
	Total: $1735.00
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:$500.00
Suspension Budget	
	Total: $3250.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$10535.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

Are you reward school? ☒Yes　　　☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- 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.

Describe the activities of the SAC for the upcoming school year.
The SAC will review and monitor the implementation of the 2012-2013 School Improvement Plan. Members will actively participate in creating a Needs
Assessment to determine the needs of parents as well as the training most appropriate and most appealing. Using the school-based management model,
parents will be trained in shared decision-making and the role of SAC. They will also have input in the selection and implementation of programs, fund-
raisers and school-wide activities. Finally, the SAC will have input in reviewing and modifying the School SIP and Parent Involvement Plan and the parent
input and climate survey for 2011-2012 school year. This datum and overall academic data will be used by the SAC in the formation of the 2013 School

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Improvement Plan.

Describe the projected use of SAC funds.	Amount