

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Castle Creek Elementary	District Name: Orange
Principal: Mr. Seth Daub	Superintendent: Dr. Barbara Jenkins
SAC Chair: Jorie Jeannides	Date of School Board Approval: January 29, 2013

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.

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

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	Seth Daub	BA: Advertising/Public Relations MEd: Educational Leadership Certification: Elem Ed, School Principal (all levels)	0	6	During the 2010-2011 school year, Jones High School made 82% AYP. Member of the Administrative team that assisted in Jones receiving a "B" grade from the Florida Department of Education. Oversaw Reading and Language Arts department at Jones High School during the 2009-2010 school year. During the 2009-2010 school year, Jones High School achieved the highest gains in moving their lowest 25% in Reading among all high schools in Orange County. Also, during the 2009-2010 school year Jones High School met 85% AYP criteria.
Assistant Principal	Monica Johnson	Ed.D Programs for Children and Youth Music(all levels) School Principal (all levels)	0	17	Assistant Principal at Legacy Middle School from 2008-2012. School Grades: 2008-2009 A; 2009-2010 A; 2010-2011 A; 2011-2012 A. During the 2011-2012 school year, oversaw 8 th grade with learning gains among 80% in Reading and Math; the highest over the four years. 8 th grade was 90% in writing at a 3.0 or higher. 8 th grade was at 46% in science FCAT, 2 points ahead of the state. Algebra EOC 98% and Geometry EOC 100% passing.

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

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)
Grades K-6	Doris Sanchez	MA- Elementary Education	2	0	<p><i>Castle Creek Elementary: 2010-2011, A (557), FCAT Level 3 and above: Reading 79%, Math 78%, Writing 77%, Science 64%, Learning Gains: Reading 67%, Math 66%, Lowest 25%: Reading 64%, Math 62%, AYP: 74% met.</i></p> <p><i>Castle Creek Elementary: 2011-2012, A (), FCAT Level 3 and above: Reading %, Math %, Writing 81%, Science 73%, Learning Gains: Reading %, Math %, Lowest 25%: Reading %, Math %, AYP: % met</i></p>

Effective and Highly Effective Teachers

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. Mentoring Program	Doris Sanchez	June 7, 2013
2. Code of Ethics Training	Doris Sanchez	June 7, 2013
3. Informal Observations	Doris Sanchez	June 7, 2013
4. Alternative Certification Program	Doris Sanchez	June 7, 2013
5. Staff Development Trainings: Common Core, Marzano Teacher Evaluation/High Probability Strategies, Response to Intervention, IMS (Instructional Management System)	Seth Daub, Monica Johnson, Doris Sanchez, Stephanie Alden, Alicia Rosado	June 7, 2013
6. Continuous Improvement Model: Data Meetings and Grade Level PLCs	Seth Daub, Monica Johnson, Doris Sanchez, Alicia Rosado Team Leaders: Shelly Austin, Carolyn Wilson, Ann Torres, Genieve Kinyon, Jorie Jennides, Kevin Williams and Stephanie	June 7, 2013

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

	Alden	
--	-------	--

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
2% (1/60)	<ul style="list-style-type: none"> • Push-in model for 1 hour 5 days a week to provide focused coaching and support/modeling of effective instructional practices. • Regularly scheduled walk-throughs • Frequent follow-ups to ensure deadlines are met. • Additional support and follow up scheduled with behavior coach. • Professional Improvement Plan will be created in collaboration with Employee Relations.

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
54	4% (2/54)	15% (8/54)	61% (33/54)	20% (11/54)	43% (23/54)	98% (53/54)	2% (1/54)	6% (3/5)	35% (19) ESOL Certified 54% (29) ESOL Endorsed 8 9% (48) ESOL Endorsed and Certified

Teacher Mentoring Program/Plan

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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
Burgoon, Becky	Martinez, Margil	To acclimate mentee with support regarding procedural knowledge of how school is organized and utilization of resources.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate
Dennis, Amber	Milmoe, Katie	Mentee was mentor’s prior intern. Continuation of providing support regarding planning and designing curriculum, classroom management strategies and Code of Ethics/Professionalism.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate
Evans, Sherri	Geronimos, Kelly	Mentee new to grade level standards. Provide support regarding grade level standards and expectations. Acclimate to team’s procedures and expectations.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate
Havicon, Angie	Moul, Kristen	Mentee is new to district. Provide support regarding OCPS, Castle Creek’s standards and expectations.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate
Havicon, Angie	Pitts, Jennifer	Mentee is new to Castle Creek. Provide support regarding OCPS, Castle Creek’s standards and expectations.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate
Havicon, Angie	Rodriguez, Maria	Mentee is new to district. Provide support regarding OCPS, Castle Creek’s standards and expectations.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate

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

Jeannides, Jorie	Iglesias, Sherry	First year teacher. Provide support regarding planning and designing curriculum, classroom management strategies and Code of Ethics/Professionalism.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate
Sanchez, Doris	Converso, Dina	New to Castle Creek and elementary grades. Provide support regarding planning and designing curriculum, classroom management strategies, Code of Ethics/Professionalism and communication with parents and colleagues.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate
Sowards, Patricia	Cassese, Patricia	Mentee is new to Castle Creek. Provide support regarding OCPS, Castle Creek's standards and expectations.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate
Williams, Kevin	Downing, Traci	First year teacher. Provide support regarding planning and designing curriculum, classroom management strategies and Code of Ethics/Professionalism.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate
Williams, Kevin	Langley, James	Mentee is new to district. Provide support regarding OCPS, Castle Creek's standards and expectations.	Weekly meetings between mentee/mentor Monthly meetings with Ms. Lerman, Mentoring Coordinator Informal Observations by mentee as appropriate

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 N/A

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

Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II N/A
Title III N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts 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.</p> <p>Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.</p> <p>Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers through such activities as co-teaching.</p> <p>Instructional Coach(es): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.</p> <p>School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.</p> <p>Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.</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?</p> <p>The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? The team will meet twice a month 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. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The team will communicate with other school teams as needed to organize, review, and continue RtI implementation.</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?</p> <p>The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier I, II, and III targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the</p>

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

development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and summarizing); and aligned processes and procedures.

MTSS Implementation

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

Baseline Data: Kindergarten: FLKRS(FALL), FAIR (FALL/Winter/Spring), DRA (Winter/Fall); Grades (1-5) FAIR (Fall/Winter/Spring), DRA (Fall/Winter/Spring); Grades 3-5: Edusoft Benchmarks (Fall/Winter), Mini-Assessments (ongoing)

Progress Monitoring: Progress Monitoring and Reporting Network, Weekly Scheduled data meetings as PLC and with Administration to discuss mini-assessments and common assessments results.

Describe the plan to train staff on MTSS.

Professional Development will be ongoing regarding Tier 1, Tier 2 and Tier 3 support. Professional development will be embedded within data meetings as well as structure PD during identified professional development days on master calendar. The focus will be on the problem-solving process and how to determine the level of support required to meet student(s)' needs.

Describe the plan to support MTSS.

The master schedule was created to support a dedicated time for additional support during interventions. The RtI Leadership team meets on an ongoing basis to address student performance. In general, students are progress monitored after initial baseline data has been established. The steps in the process are differentiated according to each case. Students not responding to small group instruction within Tier 1 are referred to the RtI team. The team devises a plan to gather additional data and reconvene after a period of 4-6 weeks. The team will make decisions based on the problem-solving process/FCIM. Depending on the severity of the case, students may go directly to the problem-solving method.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Literacy goals and strategies with fidelity, conducts monthly meetings with the Literacy Leadership Team, ensures implementation of reading intervention support and documentation, ensures adequate professional development to support reading implementation, and communicates with parents regarding school-based reading intervention plans, reading assessments and activities.</p> <p>Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers reading instruction/intervention based on student needs, collaborates with other staff to implement additional or different interventions, integrates reading materials/instruction with small group and one-on-one activities, and administers and analyzes formal assessments to help drive instruction.</p> <p>Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into one-on-one and small group instruction, and collaborates with general education teachers.</p> <p>Instructional Coach(es): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.</p> <p>Curriculum Resource Teacher: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of whole group, small group, and one-on-one intervention plans.</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The Literacy Leadership Team will focus meetings around one question: How do we develop and maintain a literacy program to bring out the best in our schools, our teachers, and in our students? The team will meet once twice each month to engage in the following activities: Review Florida Assessments for Instruction in Reading (FAIR), Edusoft, Success Maker, and Accelerated Reader (AR) 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. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The team will communicate with other school teams as needed to organize, review, and continue literacy implementation.</p>
<p>What will be the major initiatives of the LLT this year?</p> <p>The Literacy Leadership Team will assist with the implementation of the best Reading Intervention program to increase academic achievement for all Level 1 and Level 2 students using FCAT scores from the previous year. The team will provide general education teachers support with the implementation of interventions, the review of data collection, and the implementation of progress monitoring tools. The team will support teachers with the integration of AR school wide and the administration of FAIR and Edusoft. The team will also support the development and implementation of Family Reading Night and FCAT Night.</p>

Public School Choice

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

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

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

N/A

****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?

N/A

****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?

N/A

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

N/A

Postsecondary Transition

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

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

N/A

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

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. Meeting the needs of students requiring Tier 2/3 intervention beyond the classroom	1A.1. Create Master Schedule that will maximize the number of personnel available to help manage intervention block and provide additional help beyond schedule intervention block. Use data to design intervention/enrichment groups Align instructional resources with the needs of the students assigned to those groups Implement instructional focus calendar beginning in August.	1A.1. Principal Assistant Principal RTI Coordinator Curriculum Resource Teacher	1A.1. Monthly monitoring of intervention schedules Ongoing informal classroom walkthrough and targeted feedback PLC data meetings	1A.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, the percentage of students scoring at Level 3 will increase by 5%.	27% (65\241)	29% (69\241)					
			1A.2. Un-interrupted 90 minute Reading Block	1A.2. Create a master schedule that allows for a continuous 90 min block of time for reading	1A.2. Principal Assistant Principal CCT Resource CRT classroom teacher Registrar	1A.2. Monthly monitoring of intervention schedules Ongoing informal classroom walkthrough and targeted feedback	1A.2. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports

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

		1A.3. Inconsistent progress monitoring for K-2 and 3-5	1A.3. Schedule data meetings in master schedule Schedule common planning time to provide opportunities for grade level PLC.	1A.3. Principal Assistant Principal Rti Coordinator/CCT CRT classroom teachers	1A.3. Biweekly grade level PLC Agenda and minutes (K-5) Monthly data meeting agenda and minute (K-5) Ongoing informal classroom walkthrough and targeted feedback (K-5)	1A.3. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports
--	--	---	---	---	--	--

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. Instruction that does not meet the level of rigor measured by FCAT 2.0.	2A.1. Provide professional development in Common Core-CCSS (K-2) and NGSSS (3-5) that addresses higher Webb's of knowledge questioning. Schedule regular time for grade level PLC to focus on literacy. Implement Common Core elements in Reading/Language Arts to provide opportunities to apply skills and concepts in an authentic task.	2A.1. Principal Assistant Principal Rti Coordinator/CCT CRT Classroom teachers	2A.1. Professional Development Roster Biweekly grade level PLC Agenda and minutes Lesson plans Ongoing informal classroom walkthrough and targeted feedback	2A.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports
Reading Goal #2A396	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, the percentage of students scoring levels 4 and 5 will increase by 5%.	33% (79/241)	35% (84/241)					
			2A.2. Lack grade appropriate non-fiction text to meet complexity level of state assessment.	2A.2. Provide funding to purchase non-fiction reading materials in content areas.	2A.2. Principal Media Specialist Classroom/Special Area Teachers	2A.2. Budget Book Order Lesson Plan	2A.2. Monthly Circulation Reports Accelerated Reader Reports

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

		2A.3. Lack of focus on maintaining high performance levels of students at levels 4 and 5.	2A.3. Dedicate time to discuss high performing students at data meetings Utilize FCIM/PLC to develop plan to provide enrichment/maintenance of high performance	2A.3. Principal Assistant Principal CRT Classroom teachers	2A.3 Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback	2A.3. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports
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.		3A.1. Small group instruction not being provided during 90 minute Reading Block.	3A.1. Provide professional development regarding best practices in reading instruction. Provide assistance with data review to determine how to more appropriately group students for instruction. Implement instructional focus calendar beginning in August.	3A.1. Principal Assistant Principal, RtI Coordinator/CCT Curriculum Resource Teacher Special Area Teachers Classroom teachers (K-5)	3A.1. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Professional Development Roster Lesson Plan	3A.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
By June 2013, the percentage of students achieving a learning gain will increase by 5%.	79% (190/241)	83% (200/241)				
		3A.2. Inconsistent identification of students requiring Tier 2 and Tier 3 Services.	3A.2. Master Schedule developed to ensure time to intervene for each tier. Provide a continuum of services of differentiation (maintenance/enrichment) for Tier 1, interventions for Tiers 2/3 Continue to structure the RtI/Problem Solving Process to	3A.2. Principal Assistant Principal RtI Coordinator/CCT Curriculum Resource Teacher Classroom Teachers (K-5)	3A.2. Professional development regarding RtI purpose and processes. RtI Leadership Team Agenda/Minutes Monthly monitoring of intervention list	3A.2. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April)

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

			ensure timely response to literacy needs.	ESE Department	Ongoing informal classroom walkthrough and targeted feedback Observations/Checklists	Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports
		3A.3. Identified Tier 2/3 students lack of instruction with core reading program due to pull out programs.	3A.3. Master schedule created with reading and intervention scheduled concurrently.	3A.3. Principal Assistant Principal RtI Coordinator/CCT Classroom Teacher ESE Department	3A.3. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback	3A.3. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports
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.		4A.1. Inconsistent Tier II and Tier III interventions and student identification	4A.1. Master Schedule developed to ensure time to intervene for each tier. Provide a continuum of services of differentiation (maintenance/enrichment) for Tier 1, interventions for Tiers 2/3 Continue to structure the RtI/Problem Solving Process to ensure timely response to literacy needs. Implement and monitor the use of the instructional focus calendar through grade level PLC.	4A.1. Principal Assistant Principal RtI Leadership Team Curriculum Resource Teacher Classroom Teachers (K-5) ESE Department	4A.1. Professional development regarding RtI purpose and processes. RtI Leadership Team Agenda/Minutes Monthly monitoring of intervention list Ongoing informal classroom walkthrough and targeted feedback Observations/Checklists	4A.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports
Reading Goal #4: By June 2013, the percentage of the lowest 25% subgroup making a learning gain will increase by 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	84% (53/63)	88% (55/63)				
		4A.2. Identified Tier 2/3 students lack of instruction with core reading	4A.2. Master schedule created with reading and intervention scheduled	4A.2. Principal	4A.2. Biweekly grade level PLC Agenda and minutes	4A.2. FCIM Mini-Assessments/FL Ready Focus Assessments

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

		program due to pull out programs.	concurrently.	Assistant Principal RtI Coordinator/CCT Classroom Teacher ESE Department	Monthly data meeting agenda and minute Ongoing informal classroom walkthrough	biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports	
		4A.3. Small group instruction inconsistently used	4A.3. Provide professional development regarding best practices in reading instruction. Provide assistance with data review to determine how to more appropriately group students for instruction. Classroom monitoring through informal observations. Implement and monitor use of Common Core strategies learned from Core Connections professional development.	4A.3. Principal Assistant Principal, RtI Leadership Team Curriculum Resource Teacher Special Area Teachers Classroom teachers (K-5)	4A.3. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plan	4A.3 FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports	
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 79	62	65	69	72	76	79
Reading Goal #5A: The percentage of students who are non-proficient will be reduced by 50% by 2017.							

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p> <p>By June 2013, the percentage of students not making satisfactory progress in each subgroup will be reduced by 10%.</p>	<p>2012 Current Level of Performance:*</p> <p>White: 34% (43\125) Black:29% (15\51) Hispanic: 46 % (76\166) Asian:6 % (1\16) American Indian:NA</p>	<p>2013 Expected Level of Performance:*</p> <p>White: 72% Black: 61% Hispanic: 58% Asian: NA American Indian: NA</p> <p>will be proficient</p>	<p>5B.1. White: Consistency with Intervention Services within Tier I and Tier II</p> <p>Black: Consistency with intervention services within Tiers I and II</p> <p>Hispanic: Consistency monitoring of ANI and ELL Services</p> <p>Asian: American Indian: Teacher inconsistent use of data to monitor progress</p>	<p>5B.1. Provide professional development in a how to create a culturally responsive classroom through group strategies, relevant curriculum and materials reflective of diversity.</p> <p>Provide professional development on Instructional Management System (IMS) to assist with data disaggregation.</p> <p>Investigate instructional resources to meet Tier 2 needs.</p> <p>Structure a protocol for monitoring ANI</p>	<p>5B.1. Principal</p> <p>Assistant Principal</p> <p>Curriculum Resource Teacher</p> <p>Classroom Teacher</p>	<p>5B.1. Professional Development Roster</p> <p>Lesson plan</p> <p>Ongoing informal classroom walkthrough and targeted feedback</p> <p>Biweekly grade level PLC Agenda and minutes</p> <p>Monthly data meeting agenda and minute</p>	<p>5B.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly</p> <p>Yearly analysis of FCAT/CELLA Results</p> <p>Analysis of FAIR (Sept/Jan/April)</p> <p>Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests</p> <p>iObservation Reports</p> <p>Progress Book Reports</p>
			<p>5B.2. Challenges with increased mobility rates at above 32%</p>	<p>5B.2. Follow district CAI Blueprints and instructional pacing calendar.</p>	<p>5B.2. Principal</p> <p>Assistant Principal</p> <p>Curriculum Resource Teacher</p> <p>Classroom Teacher</p> <p>ESE Department</p>	<p>5B.2. Biweekly grade level PLC Agenda and minutes</p> <p>Monthly data meeting agenda and minute</p> <p>Ongoing informal classroom walkthrough and targeted feedback</p> <p>Lesson Plans</p>	<p>5B.2. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly</p> <p>Yearly analysis of FCAT/CELLA Results</p> <p>Analysis of FAIR (Sept/Jan/April)</p> <p>Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests</p> <p>iObservation Reports</p> <p>Progress Book Reports</p>
			<p>5B.3. Challenges with students in all subgroups requiring multi-services.</p>	<p>5B.3. Create Master Schedule that will prioritize the multitude of services</p> <p>Provide professional development in culturally responsive instructional strategies to meet literacy needs.</p> <p>Create protocol to monitor</p>	<p>5B.3. Principal</p> <p>Assistant Principal</p> <p>Classroom Teachers</p> <p>ESE Department</p> <p>Rtl Leadership Team</p>	<p>5B.3. Biweekly grade level PLC Agenda and minutes</p> <p>Monthly data meeting agenda and minute</p> <p>Ongoing informal classroom walkthrough and targeted feedback</p>	<p>5B.3. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly</p> <p>Yearly analysis of FCAT/CELLA Results</p> <p>Analysis of FAIR (Sept/Jan/April)</p>

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

			implementation of ANI for second language learners.		Lesson Plans Teacher Schedules	Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests Observation Reports Progress Book Reports
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.		5C.1. Lack of a structured schedule to provide additional support to students.	5C.1. Provide additional assistance to low performing students through ELL Services and/or RtI Interventions. Structure master schedule to maximize amount of personnel to provide support	5C.1. Principal Assistant Principal, RtI Coordinator/CCT Curriculum Resource Teacher Classroom teachers (K-5)	5C.1. Teacher Schedules Lesson Plans Ongoing informal classroom walkthrough and targeted feedback	5C.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests Observation Reports Progress Book Reports
Reading Goal #5C: By June 2013, the percentage of ELL students not making satisfactory progress will be reduced by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	59% (32/48) <i>were not proficient (41% were proficient).</i>	44% <i>Will be proficient</i>				
		5C.2. Lack of monitoring of ESOL strategies being utilized during instruction.	5C.2. Provide professional development on instructional strategies that support literacy achievement for second language learners. Document instructional strategies utilized to support literacy and content area learning of ELL. Utilize Success Maker and Nook Reading Applications to build literary/phonetic/phonemic awareness skills.	5C.2. Principal Assistant Principal, CCT Resource Teacher Curriculum Resource Teacher Special Area Teachers Classroom teachers (K-5)	5C.2. Lesson Plans with strategies outlined Ongoing informal classroom walkthrough and targeted feedback Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute	5C.2. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests Observation Reports Progress Book Reports
		5C.3. Inconsistent Tier II and Tier III interventions and student	5C.3. Master Schedule developed to ensure time to intervene for each	5C.3. Principal	5C.3. RtI Leadership Team Agenda/Minutes	5C.3. FCIM Mini-Assessments/FL Ready Focus Assessments

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

		Identification for English Language Learners	<p>tier.</p> <p>Provide a continuum of services of differentiation (maintenance /enrichment) for Tier 1, interventions for Tiers 2/3</p> <p>Continue to structure the RtI/Problem Solving Process to ensure timely response to literacy needs.</p>	<p>Assistant Principal,</p> <p>RtI Coordinator/CCT</p> <p>Curriculum Resource Teacher</p> <p>Classroom teachers (K-5)</p>	<p>ANI Team Minutes</p> <p>Monthly monitoring of intervention list</p> <p>Ongoing informal classroom walkthrough and targeted feedback</p> <p>Observations/Checklists</p>	<p>biweekly; Reteach biweekly</p> <p>Yearly analysis of FCAT/CELLA Results</p> <p>Analysis of FAIR (Sept/Jan/April)</p> <p>Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests</p> <p>Observation Reports</p> <p>Progress Book Reports</p>
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.		5D.1. Performance level of majority of subgroup demonstrates difficulty in the areas of reading application and vocabulary.	5D.1. Design an student schedule that provides more time for teacher directed, explicit reading instruction.	5D.1. Principal	5D.1. Lesson Plan	5D.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly
<p>Reading Goal #5D:</p> <p>By 2013, the percentage of students not making satisfactory progress will be reduced by 10%.</p>	<p>2012 Current Level of Performance:*</p> <p>76%</p> <p><i>Were not proficient</i></p> <p><i>(24% were proficient)</i></p>	<p>2013 Expected Level of Performance:*</p> <p>27%</p> <p><i>will be proficient</i></p>	<p>Utilize a variety of technology software/applications such as Success Maker / Nook to build vocabulary knowledge and reading strategies.</p>	<p>Assistant Principal,</p> <p>RtI Coordinator/CCT</p> <p>Curriculum Resource Teacher</p> <p>Classroom teachers (K-5)</p> <p>ESE Department</p>	<p>Intervention Schedule</p> <p>ESE Continuum of Services</p> <p>Ongoing informal classroom walkthrough and targeted feedback</p>	<p>Yearly analysis of FCAT/CELLA Results</p> <p>Analysis of FAIR (Sept/Jan/April)</p> <p>Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests</p> <p>Observation Reports</p> <p>Progress Book Reports</p> <p>Success Maker Reports</p> <p>Accelerated Reader Reports</p>
		5D.2. Low level of student engagement in literacy and content area lessons.	5D.2. Provide professional development on differentiating activities, assignments and homework that are relevant and appropriate.	5D.2. Principal	5D.2. Lesson Plan	5D.2. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly
			<p>Provide opportunities to integrate technology use in small group instruction—Success Maker and</p>	<p>Assistant Principal,</p> <p>RtI Coordinator/CCT</p> <p>Curriculum Resource Teacher</p>	<p>ESE Continuum of Services</p> <p>Ongoing informal classroom walkthrough and targeted feedback</p>	<p>Yearly analysis of FCAT/CELLA Results</p> <p>Analysis of FAIR</p>

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

			Nook to help build phonemes and comprehension skills,	Special Area Teachers Classroom teachers (K-5)		(Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports
--	--	--	---	---	--	--

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. Reading Goal #5E: By June 2013, the percentage of Economically Disadvantaged students not making satisfactory progress will be reduced by 10%.	2012 Current Level of Performance:* 45% (82/182) Were not proficient (55% were proficient).	2013 Expected Level of Performance:* 58% Will be proficient	5E.1. Low expectations of student performance	5E.1. Provide common planning time to focus on literacy strategies to accelerate student growth. Utilize FCIM/RtI as non-negotiable to ensure an ongoing focus on accelerated growth in the six components of literacy.	5E.1. Principal Assistant Principal, RtI Coordinator/CCT Curriculum Resource Teacher Special Area Teachers Classroom teachers (K-5)	5E.1. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans	5E.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports
			5E.2. History of poor academic performance as indicated by universal screeners—FAIR and Edusoft Benchmark assessments.	5E.2. Professional development to focus on the six components of an effective reading classroom. Grade level PLC devises a plan to support struggling students beyond small group instruction.	5E.2. Principal Assistant Principal, RtI Coordinator/CCT Curriculum Resource Teacher Special Area Teachers Classroom teachers (K-5)	5E.2. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans	5E.2. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports

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

						Progress Book Reports Accelerated Reader Reports Success Maker Reports
--	--	--	--	--	--	--

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
Common Core	K-2 Reading/Math	Doris Sanchez Shelly Austin Amber Dennis Jaclyn Simmonds	Grades K-2	Scheduled during grade level meeting dates: Tuesday biweekly	<ul style="list-style-type: none"> Professional Development Rosters Professional Development Agenda and Minutes iObservation Reports/Teacher Evaluation Lesson Plans 	Seth Daub, Principal Common Core Black Belt Team: Austin, Dennis, Simonds, Sanchez (CRT)
Common Core (Writing)	K-4 Reading/Writing	Doris Sanchez	K-4		2 half-day follow up trainings scheduled after the initial full day training date	Seth Daub, Principal Doris Sanchez, Curriculum Resource Teacher
Student Performance Effective Reading Practices	All K-5	<u>Leadership Team</u> Austin Dennis Simonds Kinyon Jeannides Williams	Grade Levels	On-going Weekly scheduled	<ul style="list-style-type: none"> Professional Development Rosters Professional Development Agenda and Minutes iObservation Reports/Teacher Evaluation Lesson Plans 	Seth Daub, Principal Leadership Team: Austin, Dennis, Torres, Kinyon, Jeannides, Williams
Literac Expectations and parent involvement	K-5	Literacy Committee	Grade Levels	4 th Wednesday of the month	<ul style="list-style-type: none"> Agenda/Minutes of committee meeting 	Seth Daub, Principal Doris Sanchez, CRT/Chairperson Rebecca Burgoon, Media/Co-Chairperson

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

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: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
Success Maker	Computer-based Program—software support	General Funds	\$3,003.00
Nooks	Purchase as tool to support Tiers 1 and 2 instructional support	Technology	\$2000.00
			Subtotal: \$5,003.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Core Connection Training	Implementation of Common Core Standards with emphasis of writing integration along with reading instruction.		\$11,000
			Subtotal:\$11,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$16,003.00

End of Reading Goals

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

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. CELLA Goal #1: By June 2013, the percentage of ELL students scoring proficient in the listening and speaking portion of CELLA will increase by 5%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> 59 out of 160 or 37% of ELL Students scored a level of proficient on the Florida Comprehensive English Language Learning Assessment (CELLA).	1.1. Lessons that lack the research-based strategies that promote listening and speaking proficiency.	1.1. Provide professional development on SIOP model as a strategy to ensure language attainment in content areas.	1.1. Principal Assistant Principal, RtI Coordinator/CCT Curriculum Resource Teacher Special Area Teachers Classroom teachers (K-5)	1.1. Lesson Plans Ongoing informal classroom walkthrough with targeted feedback Multi-Lingual Department Meeting Minutes	1.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports
		1.2. Lack of variety in differentiation strategies	1.2. Provided targeted professional development in differentiated strategies that promote student growth in listening and speaking skills.	1.2. Principal Assistant Principal, RtI Coordinator/CCT Curriculum Resource Teacher Special Area Teachers Classroom teachers (K-5)	1.2. Lesson Plans Ongoing informal classroom walkthrough with targeted feedback Multi-Lingual Department Meeting Minutes Invention/ELL services lists	1.2. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports
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.		2.1. Inconsistency in reading instruction vertically and horizontally.	2.1. Professional development in the six components of an effective reading	2.1. Principal	2.1. Lesson Plans	2.1. FCIM Mini-Assessments/FL Ready Focus Assessments

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

CELLA Goal #2: By June 2013, the percentage of ELL students scoring proficient in Reading on the CELLA will increase by 5%.	2012 Current Percent of Students Proficient in Reading:		program. Common planning time for grade level PLC to focus on strategies that promote attainment reading standards.	Assistant Principal, RtI Coordinator/CCT Curriculum Resource Teacher Special Area Teachers Classroom teachers (K-5)	Ongoing informal classroom walkthrough with targeted feedback Multi-Lingual Department Meeting Minutes Invention/ELL services lists	biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports Accelerated Reader Reports
	45 out of 160 or 28% of ELL Students scored a level of proficient on the Florida Comprehensive English Language Learning Assessment (CELLA).					

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.	2.1. Writing not explicitly taught across grade levels.	2.1. Provide professional development by Core Connection to demonstrate how to utilize writing as a tool for learning and communicating.	2.1. Principal Assistant Principal, RtI Coordinator/CCT Curriculum Resource Teacher Special Area Teachers Classroom teachers (K-5)	2.1. Lesson Plans Ongoing informal classroom walkthrough with targeted feedback Multi-Lingual Department Meeting Minutes Invention/ELL services lists	2.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports Accelerated Reader Reports
CELLA Goal #3: By June 2013, the percentage of ELL students scoring proficient in the Writing portion of the CELLA will increase by 5%.					
	41 out of 160 or 26% of ELL Students scored a level of proficient on the Florida Comprehensive English Language Learning Assessment (CELLA).				

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

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
NA			
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:\$0
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
			Total: \$0

End of CELLA Goals

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

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.			1A.1. Lack of teacher knowledge of how to develop mathematical understanding.	1A.1. Provide professional development on how to properly implement the enVision program. Utilize FASTT Math to practice fluency for basic operations (add, subtract, multiply and divide). Utilize Success Maker and enVision online resources to build conceptual understanding.	1A.1. Principal Assistant Principal Curriculum Resource Teacher (CRT) Math Leader	1A.1. Lesson Plan Ongoing classroom walkthrough with targeted feedback Observation Checklist	1A.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports FAST Math Reports
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013 the percentage of students scoring level 3 will increase by 5%.	32% (77/241)	34% (82/241)	1A.2. Lack of varied instructional techniques	1A.2. Provide professional development on research-based strategies. Utilize monthly calendar provided by math lead to vary instruction.	1A.2. Principal Assistant Principal Curriculum Resource Teacher Common Core Black Belt Team Math Leader	1A.2. Lesson Plan Ongoing classroom walkthrough with targeted feedback Observation Checklist	1A.2. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

						Success Maker Reports
		1A.3. Lack of structured progress monitoring of student performance	1A.3. Place weekly scheduled data/grade level PLC on master calendar	1A.3. Principal Assistant Principal Curriculum Resource Teacher	1A.3. Lesson Plan Ongoing classroom walkthrough with targeted feedback Biweekly grade level PLC/Monthly data meeting agenda and minutes	1A.3. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports

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.			2A.1. Lack of enriching activities and assignments to maintain high levels of performance.	2A.1. Participate in enrichment activities beyond curriculum such as the National Trimathlon, Pi day and Math Week activities.	2A.1. Principal Assistant Principal Curriculum Resource Teacher Classroom Teachers Math Leader	2A.1. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans Teacher Schedules	2A.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports
Mathematics Goal #2A: By June 2013, the percentage of students scoring an achievement level of 4 and 5 will increase by 5%.	2012 Current Level of Performance: * 26% (63/241)	2013 Expected Level of Performance: * 28% (68/241)					

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

		2A.2. Percentage of instruction at lower complexity level is greater than high complexity level (Webb's Depth of Knowledge)	2A.2. Follow district CIA Blueprint and pacing guide to ensure focus is on grade level standards. Provide common planning time to provide grade level PLC to develop questions, activities and assignments at a higher complexity levels.	2A.2. Principal Assistant Principal Curriculum Resource Teacher Classroom Teachers Math Leader	2A.2. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans Teacher Schedules	2A.2. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports
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.		3A.1. Percentage of instruction at lower complexity level is greater than high complexity level (Webb's Depth of Knowledge)	3A.1. Follow district CIA Blueprint and pacing guide to ensure focus is on grade level standards. Provide common planning time to provide grade level PLC to develop questions, activities and assignments at a higher complexity levels.	3A.1. Principal Assistant Principal Curriculum Resource Teacher Classroom Teachers Math Leader	3A.1. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans Teacher Schedules	3A.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports
Mathematics Goal #3A: By June 2013, the percentage of students making learning gains will increase by 5%.	2012 Current Level of Performance:* 70% (169/241)	2013 Expected Level of Performance:* 74% (177/241)				
			3A.2. Lack of variety of instructional differentiation strategies to promote math fluency and conceptual development.	3A.2. Provide opportunities to utilize technology to increase math fluency and concepts.	3A.2. Principal Assistant Principal	3A.2. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

			Provide common planning time to design lessons that develop concepts from the concrete to the abstract.	Curriculum Resource Teacher Classroom Teachers Math Leader	and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans Teacher Schedules	Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports
--	--	--	---	--	---	---

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. Mathematics Goal #4: By June 2013, the percentage of bottom 25% students making learning gains will increase by 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4A.1 Lack of essential components of Envision utilized in instruction	4A.1. Provide professional development in differentiation strategies such as flexible grouping, tiered instruction and activities in Envision to support academic growth. Provide common planning time for grade level PLC to discuss and plan lesson from visual learning, guided instruction, independent practice and informal assessment.	4A.1. Principal Assistant Principal Curriculum Resource Teachers Math Lead Math Committee Leadership Team	4A.1. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans Teacher Schedules	4A.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports
	65% (42/65)	68% (44/65)					
				4A.2. Inconsistent identification of struggling students	4A.2. Structure the Response to Intervention pyramid for Mathematics. Identify resources and process for each tier.	4A.2. Principal Assistant Principal Curriculum Resource Teacher Math Lead	4A.2. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

				Math Committee Leadership Team RtI Leadership Team	walkthrough and targeted feedback Lesson Plans Intervention Schedules	Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports
--	--	--	--	--	---	--

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 56		60	63	67	71	74	78
<u>Mathematics Goal #5A:</u> The percentage of students who are not proficient will be reduced by 50% by 2017.								
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.			5B.1. Inconsistent progress monitoring	5B.1. Provide professional development in Instructional Management System (IMS) to learn how to disaggregate data reports. Provide regularly scheduled PLC and data meetings to discuss grade level and classroom student performance data.	5B.1. Principal Assistant Principal Curriculum Resource Teacher Math Lead Math Committee Leadership Team RtI Leadership Team	5B.1. Professional Development roster Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback	5B.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports	
<u>Mathematics Goal #5B:</u> By June 2013, the percentage of each ethnic subgroup not making satisfactory progress will decrease by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White:40 % (69\126) Black: 36% (18\51) Hispanic: 50% (82\164) Asian: 6% (1\16)	White: 73% Black:58% Hispanic: 55% Asian: NA American Indian:NA Will be proficient						

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

	American Indian: NA Were not proficient						Progress Book Reports Monthly grade level data matrix report Success Maker Reports
			5B.2. Inconsistent use of Marzano’s High Yield Strategies and vocabulary building strategies	5B.2. Promote and monitor the continued use of Marzano’s Building Academic Vocabulary strategy to build mathematical understanding. Promote and monitor the continued use of Marzano’s High Probability Strategies to increase conceptual understanding.	5B.2. Principal Assistant Principal Curriculum Resource Teacher Leadership Team Classroom Teachers	5B.2. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans Teacher Schedules	5B.2. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports

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.			5C.1. Instructional lessons lack the four components research states are a best practice for ELL students.	5C.1. Provide guidance on SIOP model to increase usage of speaking, writing, reading and listening to increase acceleration of English proficiency and content area growth.	5C.1. Principal Assistant Principal Curriculum Resource Teacher CCT Resource Teacher Leadership Team Classroom Teachers	5C.1. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans Teacher Schedules	5C.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, the percentage of ELL students not making satisfactory progress will be reduced by 10%.	58% (38/65) Were not proficient	46% Will be proficient					

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:							Progress Book Reports Success Maker Reports
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Students in subgroup struggle to make learning gains from year to year.	5D.1. Provide professional development on instructional strategies that develop concepts from the concrete to the abstract. Continue to meet as an IEP team to monitor and review progress towards math goals. Incorporate a time for intervention for mathematics.	5D.1. Principal Assistant Principal Curriculum Resource Teacher Leadership Team Classroom Teachers ESE Department	5D.1. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans Teacher Schedules	5D.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports Success Maker Reports
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, the percentage of students with disabilities not making progress will be reduced by 10%.	22% (6/29) Were not proficient	30% 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 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.			5E.1. Lack of numeracy knowledge and strategies	5E.1. Implement an instructional focus calendar to focus on standards biweekly and regularly scheduled formative assessments. Continue utilization of computer-assisted instruction to increase math fluency and concept development. Provide appropriate resources to promote differentiation and tiered instruction.	5E.1. Principal Assistant Principal Curriculum Resource Teacher Leadership Team Classroom Teachers	5E.1. Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback Lesson Plans Teacher Schedules	5E.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, the percentage of economically disadvantaged students not making satisfactory progress will be reduced by 10%.	49% (89/182) Were not proficient	44% (80/182) Will be proficient					

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

							Success Maker Reports
--	--	--	--	--	--	--	-----------------------

End of Elementary School Mathematics 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
Envision Model lessons	K-5	Sanchez Williams	Mentoring Program Participants	On-going as requested or needed	Scheduled Mentor Meetings 4 times for year	Curriculum Resource Teacher
Instructional Management System	K-5	Sanchez Rosado	All instructional personnel	Pre-Planning Grade level PLC Meetings (monthly)	Data Meeting with administration	Principal Assistant Principal Curriculum Resource Teacher (Champion) LEA/CCT Resource Teacher (Co-champion)
Math Content Expectations and parent involvement	K-5	Math/Science Committee	Grade Levels	4 th Wednesday of the month	<ul style="list-style-type: none"> Agenda/Minutes of committee meeting 	Seth Daub, Principal Monica Johnson, Assistant Principal Kevin Williams, Chairperson

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Success Maker	See Reading Budget		

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

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

End of Mathematics Goals

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

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. Science Goal #1A: By June 2013, the percentage of students scoring level 3 will increase by 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1A.1. Lack of data to adequately determine student performance in science content areas.	1A.1. Purchase and implement additional formative assessment (Write Score) to determine areas of weaknesses and strengths. Administer district required assessments and follow FCIM to drive instructional needs.	1A.1. Principal Assistant Principal Curriculum Resource Teacher Common Core Black Belt Team Science Leader 5 th Grade teachers	1A.1. Lesson plan Ongoing informal classroom walkthrough and targeted feedback Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute	1A.1. Yearly analysis of FCAT Results Ongoing formative (classroom) assessments iObservation Reports Progress Book Reports Write Score Report
	38% (47\123)	40% (49\123)					
			1A.2. Inconsistent science instruction across grade levels.	1A.2. Follow district CIA blueprint and pacing calendar to ensure grade level standards are covered appropriately. Monitor science instruction through regular informal observations and data analysis.	1A.2. Principal Assistant Principal Curriculum Resource Teacher Common Core Black Belt Team Science Leader Classroom Teachers (K-5)	1A.2. Lesson plan Ongoing informal classroom walkthrough and targeted feedback Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute	1A.2. Yearly analysis of FCAT Results Ongoing formative (classroom) assessments iObservation Reports Progress Book Reports Write Score Report
			1A.3. Implementation of new Fusion Science Curriculum.	1A.3. Utilize grade level PLC to immerse in subject matter and maintain topics/standards appropriate for grade level. Incorporate differentiation strategies to increase student engagement and meet diverse needs of students.	1A.3. Principal Assistant Principal Curriculum Resource Teacher Common Core Black Belt Team Science Leader	1A.3. Professional Development Roster Lesson plan Ongoing informal classroom walkthrough and targeted feedback Biweekly grade level PLC	1A.3. Yearly analysis of FCAT Results Ongoing formative (classroom) assessments iObservation Reports Progress Book Reports

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

				Classroom Teachers (K-5)	Agenda and minutes Monthly data meeting agenda and minute	Write Score Report
--	--	--	--	--------------------------	--	--------------------

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.			2A.1. Repetitiveness of science content strands	2A.1. Follow District CIA Blueprint and pacing guide. Provide professional development that increase teacher growth in science strands and process skills.	2A.1. Principal Assistant Principal Curriculum Resource Teacher Common Core Black Belt Team Science Leader Classroom Teachers (K-5)	2A.1. Professional Development Roster Lesson plan Ongoing informal classroom walkthrough and targeted feedback Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute	2A.1. Yearly analysis of FCAT Results Ongoing formative (classroom) assessments iObservation Reports Progress Book Reports
<u>Science Goal #2A:</u> By June 2013, the percentage of students scoring levels 4 and 5 will increase by 5%.	<u>2012 Current Level of Performance:*</u> 31% (38\123)	<u>2013 Expected Level of Performance:*</u> 34% (42\123)					

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
Student Performance Effective Science Practices	All K-5	PLC Facilitator	Grade Levels	On-going Weekly scheduled	<ul style="list-style-type: none"> Professional Development Rosters Professional Development Agenda and Minutes iObservation Reports/Teacher Evaluation Lesson Plans 	Seth Daub, Principal Leadership Team: Austin, Dennis, Torres, Kinyon, Jeannides, Williams, Sanchez
Instructional Management System	All K-5	Champion Co-Champion	Grade Levels	During Pre-Planning As Needed at PLC (Monthly)	<ul style="list-style-type: none"> Agenda/Minutes Data PLCs Daub Data Discussions (Quarterly Review) 	Seth Daub, Principal Doris Sanchez, CRT and Champion Alicia Rosado, CCT and Co-Champion

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

Science Content Expectations and parent involvement	K-5	Math/Science Committee	Grade Levels	4 th Wednesday of the month	<ul style="list-style-type: none"> Agenda/Minutes of committee meeting 	Seth Daub, Principal Doris Sanchez, Assistant Principal Kevin Williams, Chairperson
---	-----	------------------------	--------------	--	---	---

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
Write Score	Science formative assessment that mirrors FCAT 2.0 content focus	Curriculum: Instructional Materials	\$687.00
			Subtotal: \$678.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
			Total: \$678.00

End of Science Goals

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

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.			1A.1. Four of six teachers are new to teaching FCAT Writes	1A.1. Implement instructional focus calendar to provide guidance on skills to cover on a weekly basis and assessment monthly. Purchase and utilize MyAccess to provide feedback on student performance regarding conventions, grammar and spelling errors.	1A.1. Principal Assistant Principal Curriculum resource Teacher Fourth grade Teachers	1A.1. Lesson Plans Biweekly grade level PLC Agenda and minutes Monthly data meeting agenda and minute Ongoing informal classroom walkthrough and targeted feedback	1A.1. School Performance Data: Write Score Report (September, November, January), on-going formative writing assessments iObservation Reports Write Score Report
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, the percentage of students scoring 3.0 and higher will increase by 5%.	79% (106/134)	83% (111/134)					

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
Common Core	K-2 Reading/Math	Doris Sanchez Shelly Austin	Grades K-2	Scheduled during grade level meeting dates: Tuesday	<ul style="list-style-type: none"> Professional Development Rosters 	Seth Daub, Principal

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

		Amber Dennis Jaelyn Simmonds		biweekly	<ul style="list-style-type: none"> Professional Development Agenda and Minutes iObservation Reports/Teacher Evaluation Lesson Plans 	Common Core Black Belt Team: Austin, Dennis, Simonds, Sanchez (CRT)
Common Core (Writing)	K-4 Reading/Writing	Doris Sanchez	K-4	9/7, 9/24, 10/22, 11/12, 1/30, 12/17, 1/9, 1/14, 1/28, 2/11, 3/1, 3/11, 4/8	2 half-day follow up trainings scheduled after the initial full day training date	Seth Daub, Principal Doris Sanchez, Curriculum Resource Teacher
Student Performance Effective Writing Practices	All K-5	Leadership Team Austin Dennis Simonds Kinyon Jeannides Williams	Grade Levels	On-going Weekly scheduled	<ul style="list-style-type: none"> Professional Development Rosters Professional Development Agenda and Minutes iObservation Reports/Teacher Evaluation Lesson Plans 	Seth Daub, Principal Leadership Team: Austin, Dennis, Torres, Kinyon, Jeannides, Williams

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
Write Score	Formative Assessment (September, November and January) that is scored by outside source	School Improvement	\$1384.00
			Subtotal: \$1384.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Core Connection Training	Implementation of Common Core Standards with emphasis of writing integration along with reading instruction.		\$11,000

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

My Access	On-line service that gives feedback on student writing pieces.		1500.00
			(see reading budget) Subtotal:1500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
			Total:\$2884.00

End of Writing Goals

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

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			1.1. Influx of families from outside the state/country	1.1. Provide attendance policy and protocol to families at registration. If available, provide information translated in native language. 1.1. Invite families to participate in school events and provide translators as a support for the family.	1.1. Principal Assistant Principal, Registrar Classroom teachers (K-5)	1.1. Track the number of school events that provide translation services. Track the percentage of school communications sent to families translated.	1.1. EDW Reports SMS Reports Progress Book Reports
Attendance Goal #1: By June 2013, the percentage of students with excessive absences and tardies of 10 or more days will be reduced by 5%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	94.42% 959 students	95% 959 students					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	333/959 (35%)	316 students (33%)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	126.959 (13%)	115/959 (12%)					

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
NA						

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: \$0
			Total: \$0

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)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. School-wide discipline plan is reactive instead of proactive	1.1. Investigate school-wide behavior plan that meet unique needs of student population.	1.1. Principal Assistant Principal	1.1. Quarterly review of discipline statistics	1.1. EDW Discipline Reports
Suspension Goal #1: By June 2013, the number of students suspended in or out of school will decrease by 5%.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	12	11					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	11	10					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	10	9					
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
	5	4					

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
Response to Intervention	K-5 Classroom Management/ Bully Prevention	Monica Johnson Alicia Rosado Stephanie Alden	Classroom teachers K-5 ESE Teachers K-5	Weekly data meetings On-going RtI meetings	Review EDW quarterly	Principal Assistant Principal Guidance Counselor

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

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
NA			
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
			Total: \$0

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention					
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Dropout Prevention		1.1. 12% or 7 out of the 57 retained students have been retained twice.	1.1. Increased focus on early identification of struggling students in the areas of Reading and Mathematics. Provide appropriate and timely interventions in the components of reading (phonics, phonemes, oral fluency, comprehension, and vocabulary)	1.1. Principal Assistant Principal Curriculum Resource Teacher RtI Coordinator/CCT Leadership Team Classroom Teachers ESE Department	1.1. Lesson Plans RtI Agenda\Minutes\Intervention lists Report Cards	1.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests iObservation Reports Progress Book Reports	
<u>Dropout Prevention Goal #1:</u>	2012 Current Dropout Rate:*						2013 Expected Dropout Rate:*
By June 2013, the number of students retained in K-5 will be reduced by 5%.	7% (57/770)						6% (46/770)
	2012 Current Graduation Rate:*						2013 Expected Graduation Rate:*
	93% (713/770)	94% (724/770)	1.2.	1.2.	1.2.	1.2.	

Dropout Prevention 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
FCIM Data Management and analysis	K-5 Reading Mathematics	Team Leader	Grade Level PLC Leadership Team	Weekly PLC meetings Quarterly Individual Data Meeting	Submission of PLC Agenda/Minutes Monitoring of Student Data Systems: EDW/Progress Book	Principal Assistant Principal Curriculum Resource Teacher Leadership Team (team leaders)

**August 2012
Rule 6A-1.099811
Revised April 29, 2011**

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N\A			
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
N\A			
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N\A			
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
N\A			
			Subtotal: \$0
			Total: \$0

End of Dropout Prevention Goal(s)

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

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			1.1. Lack of monitoring the amount of parent involvement in planned school events.	1.1. Track attendance of curricular events and Open house.	1.1. Principal Assistant Principal CCT Classroom Teachers	1.1. Sign In rosters in place	1.1. Parent Surveys Sign In Rosters
Parent Involvement Goal #1: Castle Creek will increase the number of parents who participate in school sponsored committees such as School Advisory Council (SAC), Parent Teacher Association (PTA), and Parent Leadership Council (PLC), by 5%.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*	1.2. Lack of translation services for the growing ELL population.	1.2. Plan to have brochures and flyers translated prior to distribution Plan to have at least 2 bi-lingual personnel available during events to meet parent needs.	1.2. Principal Assistant Principal CCT Classroom Teachers	1.2. Recruit instructional personnel to volunteer for translations	1.2. Monitor amount of communication going home translated Parent Surveys
	70% (455\650)	74% (481\650)					
			1.3. Conflicts with scheduled events between local/feeder schools and PTA.	1.3. Plan events ahead of time to be sure that no event conflicts and to avoid too many events in a month.	1.3. Principal Assistant Principal	1.3. Create School Master Calendar in summer . Collaborate with PTA and feeder school leadership to avoid conflict.	1.3. Parent/Teacher Surveys Outlook Calendar

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
NA						

Parent Involvement Budget

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

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
NA			
			Subtotal: \$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
			Total: \$0.00

End of Parent Involvement Goal(s)

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

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: By June 2013, initiate a STEM PLC to guide implementation.	1.1. Determine how to integrate STEM related activities in elementary science/math curriculum.	1.1. Develop partnerships with STEM related professionals to assist with implementation support. Provide professional development opportunities on and off campus. Utilize Smartboards to engage students in Math/Science and Technology related curricular standards.	1.1. Principal Assistant Principal, Curriculum Resource Teacher Classroom teachers (K-5)	1.1. Lesson Plans Planned Stem-related events Tracking volunteer hours of Stem professionals.	1.1. FCIM Mini-Assessments/FL Ready Focus Assessments biweekly; Reteach biweekly Yearly analysis of FCAT/CELLA Results Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments

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
NA						

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
NA			
			Subtotal: \$0

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

Technology			
Strategy	Description of Resources	Funding Source	Amount
Smartboards	Installation of 16 smartboards in grades 2-5	Technology	\$22,000
			Subtotal: \$22,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: \$0
			Total: \$22,000

End of STEM Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Kindergarten Readiness			1.1. Families from low socio-economic levels do not enroll their child (ren) in the Voluntary Pre-Kindergarten Program (VPK).	1.1. Distribute flyers in the community including local apartments to communicate free educational resource by public schools.	1.1. Principal Assistant Principal Registrar VPK Teacher	1.1. Early Registration Roster for VPK	1.1. 2013- 2014 VPK Enrollment Data 2014 – 2015 FLKRS Report
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
By June 2013, increase the percentage of students demonstrating Kindergarten readiness by 5% as measured by the Florida Readiness Screener (FLKRS). (score 70% and above)	64% (87/135)	69% (93/135)					

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Additional Goal: On-Grade Level Reading by Age 9			1.1. Inconsistent implementation of structure interventions in K-2.	1.1. Create and implement Master Schedule with a dedicated intervention time for each grade level. Plan grade level PLC data meetings to discuss student performance on a weekly basis. Make regular classroom walkthroughs during Interventions to monitor.	1.1. Principal Assistant Principal Curriculum Resource Teacher Team Leaders	1.1. PLC Agenda/Minutes Monthly monitoring of intervention list Ongoing informal classroom walkthrough and targeted feedback Observations/Checklists	1.1. Analysis of FAIR (Sept/Jan/April) Ongoing formative (classroom) assessments including HM Weekly Tests and Theme Tests Observation Reports Progress Book Reports Success Maker Reports Accelerated Reader Reports
<u>Additional Goal #2:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
By June 2013, the percentage of students reading at grade level will increase by 5% by age 9.	27% (65\241)	32% (77\241)					

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Additional Goal: Math Fluency Proficient			1.1. Insufficient time focused on development of fluency of operations.	1.1. Monitor lesson plans to ensure follow OCPS pacing guide and skill focus. Continue usage of FAST Math for fluency practice on the computer. Promote usage of music based on the operation to engage students.	1.1. Principal Assistant Principal Curriculum Resource Teacher Math Lead	1.1. Lesson Plans Ongoing informal classroom walkthrough and targeted feedback FAST Math Reports	1.1. Ongoing formative (classroom) assessments including enVision Topic Test, quizzes and authentic tasks iObservation Reports Progress Book Reports Success Maker Reports
Additional Goal #3: By June 2013, the percentage of students fluent in mathematical operations will increase by 5%.	<u>2012 Current Level :*</u> 32% (77\241)	<u>2013 Expected Level :*</u> 37% (89\241)					

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Additional Goal: Closing Achievement Gaps between subgroups			1.1. Lack of focus on disaggregating data to monitor progress of subgroups.	1.1. Provide professional development from district on structuring PLC teams for data analysis. Champion and Co-Champion provide professional development in the Instructional Management System (IMS) Schedule PLC data meetings on schedule 3times a month.	1.1. Principal Assistant Principal Curriculum Resource Teacher Math Lead	1.1. PLC Agenda/Minutes PD Rosters	1.1. Data Discussion/Book Records
Additional Goal #4: By June 30, 2016, decrease the achievement gap for each subgroup by 5% as measured by FCAT.	<u>2012 Current Level :*</u> White: 34% (42\125) Black:28% (14\51) Hispanic: 48 % (80\166) Asian: 6% (1\16)	<u>2013 Expected Level :*</u> White: 32% (40\125) Black:26% (13\51) Hispanic: 45% (74\166) Asian: 0% (0\16)					

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

	American Indian: 0% (0)	American Indian: 0% (0)				
--	-------------------------	-------------------------	--	--	--	--

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5. Additional Goal: Fine Arts Enrollment			1.1. With increasing number of students qualifying for free/reduced lunch, the cost of participating in after school program may be too expensive.	1.1. Develop an “Angel” funds for students through the Parent Teacher Organization or Principal discretionary fund to provide a scholarship to participate.	1.1. Club Sponsors PTA Board Principal	1.1. Participation Roster	1.1. Participation Roster
<u>Additional Goal #5:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
By June 2013, increase the percentage of students participating in after school fine arts programs such as Art Club, Chorus, and/or Drama Dragons by 5%.	11% (90/775)	12% (93/775)					

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
6. Additional Goal: College and Career Awareness			1.1. Lacks teacher buy-in due to implementation strategy.	1.1. Provide opportunities to participate in regularly schedule college team days (Tuesdays). Provide incentives to participants	1.1. Principal Assistant Principal Curriculum Resource Teacher	1.1. Track number of participants at each event Grade level PLC Agenda/Minutes	1.1. Participation List
<u>Additional Goal #6:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
By June 2013, develop a College Awareness PLC to further develop a college readiness culture on	50% or 35/70 of faculty members actively participate in Destination	75% or 52/70 members of faculty staff participation.					

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

campus.	College-related events.						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
7. Additional Goal: Decrease Disproportionate Classification in Special Education			1.1. Parents coming into school requesting 504/IEP/Testing and other services provide under IDEA	1.1. Conduct meeting with parents and explain the RtI process and other appropriate measures to meet the child's need with the least restrictive methodology.	1.1. Principal Assistant Principal LEA/RtI Coordinator ESE Department	1.1. RtI Committee Agenda/Minutes ESE Meeting Notes from PEER	1.1. SMS ESE Classification Report
Additional Goal #7: By June 2013, decrease the percentage of students disproportionately classified in Special Education by 5%.	2012 Current Level :* 70 out of 800 or 9% of student population is classified to receive Special Education services.	2013 Expected Level :* 8% (64/800)					

Additional Goals 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
Destination College	K-5/All Subjects	Amy Lerman	Classroom Teachers	Monthly meetings	School based portfolio with student and teacher samples	Principal Curriculum Resource Teacher

Additional Goal(s) Budget (Insert rows as needed)

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

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

End of Additional 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: \$16,003.00
CELLA Budget	Total: \$0
Mathematics Budget	Total: \$0
Science Budget	Total: \$678.00
Writing Budget	Total: \$2884.00
Civics Budget	Total: \$0
U.S. History Budget	Total: \$0
Attendance Budget	Total: \$0
Suspension Budget	Total: \$0
Dropout Prevention Budget	Total : \$0
Parent Involvement Budget	Total:
STEM Budget	Total: \$22,000.00
CTE Budget	Total: \$0
Additional Goals	Total:
	Grand Total: \$40,887.00

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent
NA	NA	NA

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 School Advisory Council (SAC) will meet monthly to discuss school related topics such as the School Improvement Plan (SIP), Budget updates, Parent and Student Surveys, Destination College. The SAC committee is composed of school parents, a member of the community, and school staff members. The Committee will work together to discuss decisions that are in the best interest of the school and the students.

Describe the projected use of SAC funds.	Amount

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