

# FLORIDA DEPARTMENT OF EDUCATION



## DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

School Name: Catalina Elementary	District Name: Orange
Principal: Myrlene J. Kimble	Superintendent: Barbara M. Jenkins
SAC Chair: Tamara Campbell	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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Myrlene J. Kimble	BS - Elementary Education MS - Educational Leadership Elementary Ed. - Teaching Cert. Ed. Leadership K-12 Cert. RtI Trained Ruby Payne Trainer Cert. Thinking Maps Cert. Crisis Intervention Cert.	0	8	2011-12:Grade 617A/AMO-YES % HS: Rdg. 80 Math 79 Wri. 84 Science 69 % LG: Rdg. 82 Math 77 Lowest 25% LG: Rdg. 84 Math 62  2010-11:Grade 641-A/AYP-YES % HS: Rdg. 89 Math 96 Wri. 84 Science 75 % LG: Rdg. 75 Math 68 Lowest 25% LG: Rdg. 74 Math 80  2009-10:Grade 609-A/AYP-YES % HS: Rdg. 88 Math 92 Wri. 86 Science 70 % LG: Rdg. 70 Math 68 Lowest 25% LG: Rdg. 62 Math 73  2008-09:Grade 606-A/AYP-YES % HS: Rdg. 89 Math 86 Wri. 91 Science 65 % LG: Rdg. 79 Math 67 Lowest 25% LG: Rdg. 67 Math 62  2007-08:Grade 541-B/AYP-NO % HS: Rdg. 80 Math 82 Wri. 69 Science 63 % LG: Rdg. 65 Math 67 Lowest 25% LG: Rdg. 46 Math 69

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Assistant Principal	Agathe Alvarez	<p>BS - Elementary Education MS - Curriculum and Teaching Specialist - Educational Leadership/Curriculum and Teaching Elementary Ed. - Teaching Cert. Ed. Leadership K-12 Cert. RtI Trained Thinking Maps Cert. Crisis Intervention Cert.</p>	4	4	<p>2011-12:Grade 395-D/AMO-No % HS: Rdg. 31.9% Math 23.2% Wri. 77.6% Science 37.3% % LG: Rdg. 59.6% Math 36.9% Lowest 25% LG: Rdg. 61.8% Math 44.4%</p> <p>2010-11:Grade 421-D/AYP-No % HS: Rdg. 53 Math 59 Wri. 74 Science 20 % LG: Rdg. 75 Math 68 Lowest 25% LG: Rdg. 51 Math 50</p> <p>2009-10:Grade 496-B/AYP-No % HS: Rdg. 62 Math 512 Wri. 69 Science 24 % LG: Rdg. 71 Math 63 Lowest 25% LG: Rdg. 75 Math 81</p> <p>2008-09:Grade 434-A/AYP-No % HS: Rdg. 47 Math 57 Wri. 94 Science 155 % LG: Rdg. 539 Math 60 Lowest 25% LG: Rdg. 45 Math 63</p>
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**Instructional Coaches**

List your school’s instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Elementary Education	Gregory Hird	BS - Elementary Education Teaching Certificate - K-6 Ruby Payne Trainer Certification RtI Trained Thinking Maps Crisis Intervention	0	6	2011-12:Grade 617A/AMO-YES % HS: Rdg. 80 Math 79 Wri. 84 Science 69 % LG: Rdg. 82 Math 77 Lowest 25% LG: Rdg. 84 Math 62  2010-11:Grade 641-A/AYP-YES % HS: Rdg. 89 Math 96 Wri. 84 Science 75 % LG: Rdg. 75 Math 68 Lowest 25% LG: Rdg. 74 Math 80  2009-10:Grade 609-A/AYP-YES % HS: Rdg. 88 Math 92 Wri. 86 Science 70 % LG: Rdg. 70 Math 68 Lowest 25% LG: Rdg. 62 Math 73  2008-09:Grade 606-A/AYP-YES % HS: Rdg. 89 Math 86 Wri. 91 Science 65 % LG: Rdg. 79 Math 67 Lowest 25% LG: Rdg. 67 Math 62  2007-08:Grade 541-B/AYP-NO % HS: Rdg. 80 Math 82 Wri. 69 Science 63 % LG: Rdg. 65 Math 67 Lowest 25% LG: Rdg. 46 Math 69

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	Brenda Di Tullio	<p>BS - Elementary Ed MS – Elementary Ed w/specialization in Bilingual Education Certification Elementary Education 1-6 ESOL K-12 Prekindergarten/Primary Education Age 3 grade 3 Primary Education Reading Endorsement</p>	0	1	<p>2011-12:Grade 617A/AMO-YES % HS: Rdg. 80 Math 79 Wri. 84 Science 69 % LG: Rdg. 82 Math 77 Lowest 25% LG: Rdg. 84 Math 62</p> <p>2010-11:Grade 641-A/AYP-YES % HS: Rdg. 89 Math 96 Wri. 84 Science 75 % LG: Rdg. 75 Math 68 Lowest 25% LG: Rdg. 74 Math 80</p> <p>2009-10:Grade 609-A/AYP-YES % HS: Rdg. 88 Math 92 Wri. 86 Science 70 % LG: Rdg. 70 Math 68 Lowest 25% LG: Rdg. 62 Math 73</p> <p>2008-09:Grade 606-A/AYP-YES % HS: Rdg. 89 Math 86 Wri. 91 Science 65 % LG: Rdg. 79 Math 67 Lowest 25% LG: Rdg. 67 Math 62</p> <p>2007-08:Grade 541-B/AYP-NO % HS: Rdg. 80 Math 82 Wri. 69 Science 63 % LG: Rdg. 65 Math 67 Lowest 25% LG: Rdg. 46 Math 69</p>
	Linda Young	<p>BS - Elementary Education MS- Reading Certification Elementary Education 1-6 ESOL K-12 Primary Education K-3 Reading K-12</p>	3	3	<p>2011-12:Grade 395-D/AMO-No % HS: Rdg. 31.9% Math 23.2% Wri. 77.6% Science 37.3% % LG: Rdg. 59.6% Math 36.9% Lowest 25% LG: Rdg. 61.8% Math 44.4%</p> <p>2010-11:Grade 421-D/AYP-No % HS: Rdg. 53 Math 59 Wri. 74 Science 20 % LG: Rdg. 75 Math 68 Lowest 25% LG:</p>

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					<p>Rdg. 51 Math 50</p> <p>2009-10:Grade 496-B/AYP-No % HS: Rdg. 62 Math 512 Wri. 69 Science 24 % LG: Rdg. 71 Math 63 Lowest 25% LG: Rdg. 75 Math 81</p>
	Vanessa McMillion	<p>BS – Elementary Education</p> <p>MS - Elementary Education Certification</p> <p>Elementary K-6</p>	16	1	<p>2011-12:Grade 395-D/AMO-No % HS: Rdg. 31.9% Math 23.2% Wri. 77.6% Science 37.3% % LG: Rdg. 59.6% Math 36.9% Lowest 25% LG: Rdg. 61.8% Math 44.4%</p> <p>2010-11:Grade 421-D/AYP-No % HS: Rdg. 53 Math 59 Wri. 74 Science 20 % LG: Rdg. 75 Math 68 Lowest 25% LG: Rdg. 51 Math 50</p> <p>2009-10:Grade 496-B/AYP-No % HS: Rdg. 62 Math 512 Wri. 69 Science 24 % LG: Rdg. 71 Math 63 Lowest 25% LG: Rdg. 75 Math 81</p> <p>2008-09:Grade 434-A/AYP-No % HS: Rdg. 47 Math 57 Wri. 94 Science 155 % LG: Rdg. 539 Math 60 Lowest 25% LG: Rdg. 45 Math 63</p>
	Becky Walsh	<p>BA – Elementary Ed Certification</p> <p>Elementary Ed k-6</p> <p>ESOL k-12</p>	0	0	<p>2011-12:Grade 617A/AMO-YES % HS: Rdg. 80 Math 79 Wri. 84 Science 69 % LG: Rdg. 82 Math 77 Lowest 25% LG: Rdg. 84 Math 62</p> <p>2010-11:Grade 641-A/AYP-YES % HS: Rdg. 89 Math 96</p>

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					<p>Wri. 84 Science 75 % LG: Rdg. 75 Math 68 Lowest 25% LG: Rdg. 74 Math 80</p> <p>2009-10:Grade 609-A/AYP-YES % HS: Rdg. 88 Math 92 Wri. 86 Science 70 % LG: Rdg. 70 Math 68 Lowest 25% LG: Rdg. 62 Math 73</p> <p>2008-09:Grade 606-A/AYP-YES % HS: Rdg. 89 Math 86 Wri. 91 Science 65 % LG: Rdg. 79 Math 67 Lowest 25% LG: Rdg. 67 Math 62</p> <p>2007-08:Grade 541-B/AYP-NO % HS: Rdg. 80 Math 82 Wri. 69 Science 63 % LG: Rdg. 65 Math 67 Lowest 25% LG: Rdg. 46 Math 69</p>
	Alexandria Banks	<p>BS – Criminal Justice MBA – Global Management Certification K-6 Elementary Education ESOL</p>	6	1	<p>2011-12:Grade 395-D/AMO-No % HS: Rdg. 31.9% Math 23.2% Wri. 77.6% Science 37.3% % LG: Rdg. 59.6% Math 36.9% Lowest 25% LG: Rdg. 61.8% Math 44.4%</p> <p>2010-11:Grade 421-D/AYP-No % HS: Rdg. 53 Math 59 Wri. 74 Science 20 % LG: Rdg. 75 Math 68 Lowest 25% LG: Rdg. 51 Math 50</p> <p>2009-10:Grade 496-B/AYP-No % HS: Rdg. 62 Math 512 Wri. 69 Science 24 % LG: Rdg. 71 Math 63 Lowest 25% LG: Rdg. 75 Math 81</p> <p>2008-09:Grade 434-A/AYP-No</p>



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					% HS: Rdg. 47 Math 57 Wri. 94 Science 155 % LG: Rdg. 539 Math 60 Lowest 25% LG: Rdg. 45 Math 63
	Vicki Gainous	BS- Elementary Education MS – Educational Leadership Certification Elementary Education 1-6 Education Leadership K- 12	1	1	2011-12:Grade 395-D/AMO-No % HS: Rdg. 31.9% Math 23.2% Wri. 77.6% Science 37.3% % LG: Rdg. 59.6% Math 36.9% Lowest 25% LG: Rdg. 61.8% Math 44.4%

**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. Interview and hire Highly Qualified Teachers	Myrlene Kimble (Principal), Agathe Alvarez (Assistant Principal), Gregory Hird (Administrative Dean)	August 2012
2. Professional Learning Communities	Leadership Team	June 2013
3. Vertical Team Planning	Leadership Team	June 2013
4. Staff Recognition/Celebrations	Leadership	June 2013
5. Teacher Mentoring Program	Gregory Hird	June 2013

***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
None	None

***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
50	10% (5)	24% (12)	32% (16)	34% (17)	44% (22)	76%(39)	8% (4)	0% (0)	44% (22)

***Teacher Mentoring Program/Plan***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
La Toiya Neal	Warren, Samantha	New teacher is paired with experienced grade level teacher who has a broad range of experiences and background and will be able to provide support.	Weekly meetings to discuss curriculum, procedures, etc.; modeling; team teaching
Jameka Williams	Williams, Eulet	New teacher is paired with experienced grade level teacher who has a broad range of experiences and background and will be able to provide support.	Weekly meetings to discuss curriculum, procedures, etc.; modeling; team teaching
Brenda Di Tullio	Bellamy, Jordan	New teacher is paired with experienced grade level teacher who has a broad range of experiences and background and will be able to provide support.	Weekly meetings to discuss curriculum, procedures, etc.; modeling; team teaching
Brenda Di Tullio	Malespin, Katya	New teacher is paired with experienced grade level teacher who has a broad range of experiences and background and will be able to provide support.	Weekly meetings to discuss curriculum, procedures, etc.; modeling; team teaching
Linda Young	Gamble, Jessica	New teacher is paired with experienced grade level teacher who has a broad range of experiences and background and will be able to provide support.	Weekly meetings to discuss curriculum, procedures, etc.; modeling; team teaching
Vicki Gainous	Neklewics, Sara	New teacher to Orange County, teacher is paired with experienced grade level teacher who has a broad range of experiences and background and will be able to provide support.	Weekly meetings to discuss curriculum, procedures, etc.; modeling; team teaching
Rosa Matthews-Pryor	Denboer, Samantha	New teacher is paired with experienced grade level teacher who has a broad range of experiences and background and will be able to provide support.	Weekly meetings to discuss curriculum, procedures, etc.; modeling; team teaching

**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.

<p>Title I, Part A Our school team will collaborate together to meet the needs of the whole child with regards to academic remediation, counseling, and physiological needs. We will be implementing a new discipline program “Lesson One, The ABC’s of Life”. This will be implemented school wide, copies of the book will be provided for staff members. Mr. Oliver will visit every classroom as well as meeting with small groups and individual teachers. Title I funding is also responsible for SES tutoring program. Students in third, fourth and fifth grade level 1’s and 2’s will receive SES tutoring in school two times a week or in home.</p>	
<p>Title I, Part C- Migrant N/A</p>	
<p>Title I, Part D In addition to partnering with the middle school in our feeder pattern to assist 5<sup>th</sup> graders transitioning to middle school, we also provide the “Super Kids” through the Orlando Police Department, “Too Good for Violence” through the grant from Safe Schools-Healthy Kids, and individual counseling and small groups through Intervention Services.</p>	
<p>Title II The district office, area superintendent, and principal collaborate to determine the most effective use of these funds to provide the maximum amount of professional development for teachers/staff in order to increase student achievement. These funds will be used for staff development as well as materials (researched based books) to support the teachers in order to implement and sustain teacher learning.</p>	
<p>Title III Funding from this area will be used to provide resources and tutoring for ELL students. Title III will allow us to provide specific strategies for our ELL students during the afterschool tutoring. Students will have small group, visual cues, vocabulary as well as hands on experiences. Funding will also be used for Saturday Tutoring and bus transportation.</p>	
<p>Title X- Homeless Our clinic provides basic hygiene supplies and clothing for students identified as homeless. School supplies are collected and distributed to all of our students, and we also provide food as needed through the “Love Pantry”.</p>	
<p>Supplemental Academic Instruction (SAI) SAI funds will be used to provide before and after school tutoring for all level 1 and 2 students. The before school program will be start at 7:15 AM and end at 8:00AM, this will allow students the opportunity to participate in the Universal Breakfast program. The afterschool tutoring will start immediately after school, students will be provided with a snack ant tutoring will start at 3:30 PM and end at 4:30 PM. Transportation will be provided, it will be made available to all students participating in the program.</p>	
<p>Violence Prevention Programs The following prevention programs are in place at Catalina: “Super Kids’ (Orlando Police Department) and “Too Good for Violence (Safe-Schools-Healthy Kids); and individual counseling and small groups through Intervention Services.</p>	
<p>Nutrition Programs Universal breakfast and lunch program – all students receive free breakfast and lunch each day.</p>	
<p>Housing Programs N/A</p>	

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Head Start N/A	
Adult Education N/A	
Career and Technical Education All 4 <sup>th</sup> and 5 <sup>th</sup> graders participate in the AVID program which focuses on college readiness. Junior Achievement volunteers assist with K-2 grade levels. Additionally, Catalina will participate in Teach-In this school year.	
Job Training N/A	
Other	

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

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

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School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>Catalina's team is comprised of the Principal (Myrlene Kimble), Assistant Principal (Agathe Alvarez), Administrative Dean (Gregory Hird), Primary Reading Resource Teacher (Brenda Di Tullio), Intermediate Resource Teacher (Linda Young), Staffing Specialist/RtI Coordinator (David Hardrick), Guidance Counselor (Larna Singleton), Psychologist (Natasha Noel), Social Worker (Ana Gonzalez), and MTSS/RtI trained teachers from primary and intermediate grades.</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>Catalina's team meets as necessary during child study meetings to determine appropriate interventions, strategies, progress monitoring, and data collection methods. Roles are determined for team members during the initial child study meeting. The MTSS/RtI team assists with the implementation of interventions and strategies for the lowest 25% of students based on assessments and behavioral needs as outlined in the school improvement plan. The MTSS/RtI coordinator records all team notes and data collection on specified instruments utilized by the school team.</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>As a member of the MTSS/RtI Leadership team, the principal will meet with School Advisory Council to discuss and address the focus of the School Improvement Plan. The School Advisory Council will discuss activities and goals for all subgroups to assist the school with maintaining Annual Measurable Objectives (AMOs).</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <ul style="list-style-type: none"><li>-Baseline Data</li><li>-Progress Monitoring &amp; Report Network (PMRN)</li><li>-Florida Assessment for Instruction in Reading (FAIR)</li><li>-FLKRS</li><li>-Houghton Mifflin Running Records</li></ul>

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-Benchmark Assessment

-Envision Math Beginning of the Year Assessments

-Progress Monitoring

-Mini-benchmark assessments

-FAIR OPM

-Monthly Writing Prompts

Mid-year

-FAIR

-Houghton-Mifflin Running Records

-Benchmarks

End of Year

-FAIR

-Benchmarks

-CELLA

-Houghton-Mifflin Running Records

-FCAT

-Alternative Assessment



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Describe the plan to train staff on MTSS.

Staff development overview/review during preplanning by trained team members. Also, during the beginning of the year the staff completes the Perceptions of RtI Skills Survey and based on results, training is ongoing as necessary during grade level meetings. Additionally, our district level MTSS/RtI Instructional Resource Teacher works with the school's MTSS/RtI team to determine the level of assistance needed throughout the school and assists based on school's academic and behavioral needs.

Describe the plan to support MTSS.

On-going monitoring through weekly support team meetings. Strategies will be discussed and the team will determine if the level of support being provided is adequate or if changes need to be made.

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

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School-Based Literacy Leadership Team

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

Team Members

Mrs. Myrlene Kimble - Principal

Mrs. Agathe Alvarez – Assistant Principal

Mrs. Maryanne Kovar - Program Specialist -Media

Mrs. Brenda Di Tullio- Primary Reading Resource

Mrs. Linda Young – Intermediate Reading Resource

Ms. Amber Bieger – ESE (speech)

Mrs. Vicky Gainous – Academic Coach

Ms. LaToiya Neal - Kindergarten Teacher

Mrs. Jameka Williams – 3<sup>rd</sup> Grade Teacher

Ms. Jordan Bellamy – 2nd Grade Teacher

Ms. LoisAnn Murphy – 3rd Grade Teacher

Ms. Kacey Corbin – 4th Grade Teacher

Mrs. Litza Echeverria – 5<sup>th</sup> Grade Teacher

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The principal (Kimble), reading coach (Young/Di Tullio), mentor reading teachers, content area teachers, and other principal appointees serve on this team which meets at least once a month. In addition, the RLT members serve as model classrooms at Catalina and may assist with staff development as requested by the Admin team.

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

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Each reading leadership team member will assist with planning, developing, and positively promoting one or more of the following scheduled reading events.

**Get Caught Reading- Kovar**

Our Get Caught Reading program is an opportunity to recognize students who are observed reading outside of the instructional day. Staff members, who notice students that are reading, will complete a form and submit it to Kovar. The student's names will be highlighted on WCLT and placed onto the board in the lobby.

**Parade of Books – Di Tullio & Kovar**

This annual event will be held on October 25, 2012 to promote reading. Students and staff members will be encouraged to come dressed as their favorite book character. The committee will be responsible for planning and promoting the event.

**K-2 Family Literacy Nights –**

Di Tullio, Young, Neal, J Williams, and Bellamy will work with their teams to develop a family literacy night for their grade level. Ideas and suggestions will be shared with the contacts.

**Family Literacy Event – 2 members needed to serve as RLT contacts**

An off campus family literacy event for students in all grade levels will be developed to promote literacy.

**Sunshine State Readers – Murphy, Corbin, and Echeverria**

Students in grades 3-5 are encouraged to read the selected SSYR books each year. The committee will be responsible for working with Mrs. Kovar to develop a tracking system, a reward system and promoting the SSYR books.

**FRA – Neal, J Williams, & Bellamy**

The Florida Reading Association has created a separate program for K-2 students. Eight picture books have been selected and students who read or listen to

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the books will be able to vote for their favorite picture book! The committee will also be responsible for working with Kovar to develop a tracking system, a reward system and promoting the FRA books.

***Public School Choice***

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

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

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

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

Catalina's Parental Involvement Coordinator will provide information to pre-schools located in our attendance zone. In addition to providing flyers about primary literacy and parent nights, we will also provide surrounding daycares with kindergarten registration packets and invitations to our "Kindergarten Round-up" for students entering school in 2013.

***\*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?

None

***\*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?

None

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?

None

***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](#).

None

**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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1. Large number of students performing below grade level in reading	1A.1. <ul style="list-style-type: none"> <li>Fluid intervention groups</li> <li>Daily guided reading groups</li> <li>Ongoing progress monitoring</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>Primary and Intermediate Reading Coaches</li> <li>Assistant Principal</li> <li>Principal</li> <li>CRT</li> <li>Classroom Teachers</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>Mini Assessments</li> <li>FAIR</li> <li>PAST</li> <li>Running records</li> <li>Common Assessments</li> </ul>
<b>Reading Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Classroom teachers at Catalina Elementary will integrate high-yield strategies throughout the day in order to ensure students read on grade level by age nine. A minimum of 90 minutes of uninterrupted Reading instruction, to include Guided Reading groups will occur daily in each classroom. Resource teachers will also provide individual and small group interventions addressing specific skills as needed. Grade level PLCs will collaborate with the MTSS/RtI team to develop additional	In June of 2012, 22% (60) of the students taking the FCAT Reading test scored at level 3 at Catalina Elementary School.	In June of 2013, 42% (120) of the students taking the FCAT Reading will score at level 3 at Catalina Elementary School.					
			1A.2. Lack of opportunity for students to practice reading and skills outside of school.	1A.2. <ul style="list-style-type: none"> <li>Parental Involvement Coordinator working with families to assist with student' attendance</li> <li>School/community literacy activities</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>Primary and Intermediate Reading Coaches</li> <li>Assistant Principal</li> <li>Principal</li> <li>CRT</li> <li>Parental Involvement Coordinator</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>Parent Surveys</li> <li>SAC, PTA,PLC Meetings</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>Needs Assessment Survey</li> <li>Sign-in Sheets</li> </ul>
			1A.3. Lack of parental involvement	1A.3. <ul style="list-style-type: none"> <li>Parental Involvement Coordinator completing home visits</li> <li>Safe School-Healthy School Counselors</li> <li>Intervention Services</li> </ul>	1A.3. <ul style="list-style-type: none"> <li>Primary and Intermediate Reading Coaches</li> <li>Assistant Principal</li> <li>Principal</li> </ul>	1A.3. <ul style="list-style-type: none"> <li>Parent Surveys</li> <li>SAC, PTA,PLC Meetings</li> <li>Report Card Conferences</li> </ul>	1A.3. <ul style="list-style-type: none"> <li>Needs Assessment Survey</li> <li>Sign-in Sheets</li> <li>Parent Involvement Coordinator logs</li> </ul>

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interventions and strategies to implement with struggling students throughout the school day.			meeting/working with families	<ul style="list-style-type: none"> <li>• CRT</li> <li>• Parental Involvement Coordinator</li> <li>• Classroom Teachers</li> </ul>			
			1A.4. High number of ELL students in language acquisition phase lacking vocabulary skills	1A.4. <ul style="list-style-type: none"> <li>• Interactive word walls</li> <li>• Vocabulary stations in reading centers</li> <li>• ESOL strategies embedded in daily lessons</li> <li>• Training provided at PLC (Parent Leadership Council) meetings</li> </ul>	1A.4 <ul style="list-style-type: none"> <li>• Primary and Intermediate Reading Coaches</li> <li>• Assistant Principal</li> <li>• Principal</li> <li>• CRT</li> <li>• Parental Involvement Coordinator/CCT</li> <li>• Bilingual Para support</li> <li>• Classroom Teachers</li> </ul>	1A.4. <ul style="list-style-type: none"> <li>• Classroom visits</li> <li>• i-Observation</li> <li>• Weekly assessments</li> <li>• Data Meetings</li> </ul>	1A.4. <ul style="list-style-type: none"> <li>• Cella</li> <li>• Classroom assessments</li> <li>• Mini Assessments</li> <li>• FAIR</li> <li>• PAST</li> <li>• Running records</li> <li>• Common Assessments</li> </ul>
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1B.1. Effective and targeted use of technology to support reading instruction	1B.1. Kidspiration utilized in ESE classrooms	1B.1. <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• ESE Teachers</li> </ul>	1B.1. <ul style="list-style-type: none"> <li>• Classroom visits</li> <li>• i-Observation</li> <li>• Weekly assessments</li> <li>• IEP re-evals.</li> <li>•</li> </ul>	1B.1. <ul style="list-style-type: none"> <li>• Data Collection Sheets</li> </ul>
Reading Goal #1B: Two students scored at Levels 4, 5, and 6 in Reading during the 2011-2012 school year. The Catalina ESE Department will accelerate the momentum of student growth in Reading by targeting student needs through diagnostic assessments to provide need-based core and intervention instruction.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Access to a variety of state approved curriculum for ESE for core instruction and interventions.	Targeted group instruction by Reading benchmarks with a vertical alignment structure.			
	In June of 2012, 22% (2) of the students taking the FAA in Reading scored at level 4 or above at Catalina Elementary School.	In June of 2013, 50% (3) of the students taking the FAA in Reading will score at level 4 or above at Catalina Elementary School.					
			1B.2. Behaviors that impede instruction and learning	1B.2. <ul style="list-style-type: none"> <li>• Implementation of BIPs</li> <li>• Effective use of classroom paras to support behavior modification during instruction</li> <li>• EARL-Effective Administration of Real Learning</li> </ul>	1B.2. <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• ESE Teachers</li> <li>• Behavioral Specialist</li> </ul>	1B.2. <ul style="list-style-type: none"> <li>• Classroom visits</li> <li>• i-Observation</li> </ul>	1B.2. <ul style="list-style-type: none"> <li>• Behavior Modification tracking system</li> </ul>

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		<p>1B.3. Individualized instructions as outlined in student IEPs</p>	<p>1B.3.</p> <ul style="list-style-type: none"> <li>• Ongoing training on PEER</li> <li>• Differentiated instruction</li> </ul>	<p>1B.3.</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• ESE Teachers</li> </ul>	<p>1B.3.</p> <ul style="list-style-type: none"> <li>• Classroom visits</li> <li>• i-Observation</li> <li>• IEP team meetings</li> </ul>	<p>1B.3.</p> <ul style="list-style-type: none"> <li>• Progress Monitoring Documentation</li> <li>•</li> </ul>
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1. Rigorous curriculum for these students to increase achievement	2A.1. <ul style="list-style-type: none"> <li>Ongoing professional development for teachers in differentiated instruction and higher order questioning</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Primary and Intermediate Reading Coaches</li> <li>Assistant Principal</li> <li>Principal</li> <li>CRT</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>Mini Assessments</li> <li>FAIR</li> <li>PAST</li> <li>Running records</li> <li>Common Assessments</li> </ul>
<b>Reading Goal #2A:</b>  Once students have achieved mastery on the reading FCAT, it is imperative that they continue to demonstrate growth and deepen their level of reading comprehension.	<b>2012 Current Level of Performance:*</b> In June of 2012, 11% (29) of the students taking the FCAT Reading test scored at level 4 or above at Catalina Elementary School.	<b>2013 Expected Level of Performance:*</b> In June of 2013, 17% (47) of the students taking the FCAT Reading will score at level 4 or above at Catalina Elementary School.	2A.2. Enrichment opportunities for this targeted group	2A.2. <ul style="list-style-type: none"> <li>Book studies/direct instruction at the appropriate level during intervention block</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Primary and Intermediate Reading Coaches</li> <li>Assistant Principal</li> <li>Principal</li> <li>CRT</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Classroom assessments</li> <li>Mini Assessments</li> <li>FAIR</li> <li>PAST</li> <li>Running records</li> <li>Common Assessments</li> </ul>
	<b>Reading Goal #2B:</b>  Three students scored at Level 7 in Reading during the 2011-2012 school year. The Catalina ESE Department will enhance student	<b>2012 Current Level of Performance:*</b> In June of 2012, 40% (2) of the students taking the FAA in Reading	<b>2013 Expected Level of Performance:*</b> In June of 2013, 50% (3) of the students taking the FAA in Reading will	2B.1. A detailed order of instruction for ESE self-contained and inclusion (i.e., resource room) students.  Access to whole group instruction in regular education settings.	2B.1. Establish inclusion processes  Match intervention instructional materials to the unique needs of the ESE students.	2B.1. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>ESE Teachers</li> <li>Behavioral Specialist</li> </ul>	2B.1. Weekly progress monitoring using leveled Reading probes  Formative Assessments

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growth in Reading by providing enrichment experiences through modifications, accommodations, and inclusion in regular education settings for Reading instruction.	scored at level 7 or above at Catalina Elementary School.	score at level 7 or above at Catalina Elementary School.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1. Additional time for reading instruction for struggling students	3A.1. Additional instruction outside of the reading block	3A.1. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Reading Coaches</li> <li>Classroom Teachers</li> </ul>	3A.1. <ul style="list-style-type: none"> <li>Classroom walkthroughs</li> <li>Ongoing progress monitoring</li> </ul>	3A.1. <ul style="list-style-type: none"> <li>Mini assessments</li> <li>FAIR</li> </ul>
<b>Reading Goal #3A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to ensure that our students receive quality reading instruction, Catalina Elementary students will increase from 65% to 71% of students in grades 3-5 who make learning gains in reading.	In June of 2012, 65% (45) of the students taking the FCAT Reading test made learning gains at Catalina Elementary School.	In June of 2013, 71% (49) of the students taking the FCAT Reading will make learning gains at Catalina Elementary School.					
			3A.2. Opportunities for extended learning before and after school	3A.2. Direct instruction provided in tutoring program	<ul style="list-style-type: none"> <li>3A.2. Principal</li> <li>Assistant Principal</li> <li>Reading Coaches</li> <li>Classroom Teachers</li> </ul>	3A.2. Daily attendance sheet	3A.2. Tutorial assessments
			3A.3. Differentiated instruction during the reading and intervention blocks	3A.3. Using data to drive instruction during reading and intervention block	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Reading Coaches</li> <li>Classroom Teachers</li> </ul>	3A.3. <ul style="list-style-type: none"> <li>Classroom walk throughs</li> <li>Lesson plans</li> <li>data</li> </ul>	3A.3. <ul style="list-style-type: none"> <li>FAIR</li> <li>Mini assessment</li> <li>Common assessments</li> </ul>
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1. Access to whole group instruction in regular education settings.	3B.1. Having ESE Paraprofessionals accompany students to grade level classes  Paraprofessional will serve as a guide to assist student with whole group skills	3B.1. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>ESE Teachers</li> <li>Behavioral Specialist</li> </ul>	3B.1. <ul style="list-style-type: none"> <li>Weekly progress monitoring using leveled Reading probes</li> <li>Formative Assessments</li> </ul>	3B.1. <ul style="list-style-type: none"> <li>Summative Assessments</li> </ul>
<b>Reading Goal #3B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Two of three students made learning gains in Reading for the 2011-2012 school year. Catalina ESE Department will target	In June of 2012 40% (2) of the students taking the FAA in	In June of 2013, 50% (3) of the students taking the FAA in					

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the lowest 25% of students taking the FAA by providing Tier III interventions based on their unique learning needs and styles.	Reading made learning gains at Catalina Elementary School.	Reading will make learning gains at Catalina Elementary School.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1. Additional time for reading instruction for struggling students	4A.1. Additional instruction outside of the reading block	4A.1. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Reading Coaches</li> <li>Classroom Teachers</li> </ul>	4A.1. <ul style="list-style-type: none"> <li>Classroom walkthroughs</li> <li>Ongoing progress monitoring</li> </ul>	4A.1. <ul style="list-style-type: none"> <li>Mini assessments</li> <li>FAIR</li> </ul>
<b>Reading Goal #4:</b>  In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to ensure that our students receive quality reading instruction, Catalina Elementary students will increase from 74% to 80% of students in the lowest 25% who make learning gains in reading.	<b>2012 Current Level of Performance:*</b>  In June of 2012, 74% (51) of the students in the lowest 25% taking the FCAT Reading test made learning gains at Catalina Elementary School	<b>2013 Expected Level of Performance:*</b>  In June of 2013, 80% (55) of the students in the lowest 25% taking the FCAT Reading test will make learning gains at Catalina Elementary School..	4A.2. Opportunities for extended learning before and after school	4A.2. Direct instruction provided in tutoring program	4A.2. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Reading Coaches</li> <li>Classroom Teachers</li> </ul>	4A.2. Daily attendance sheet	4A.2. Tutorial assessments
			4A.3. Differentiated instruction during the reading and intervention blocks	4A.3. Using data to drive instruction during reading and intervention block	4A.3. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Reading Coaches</li> <li>Classroom Teachers</li> </ul>	4A.3. <ul style="list-style-type: none"> <li>Classroom walk throughs</li> <li>Lesson plans</li> <li>data</li> </ul>	4A.3. <ul style="list-style-type: none"> <li>FAIR</li> <li>Mini assessments</li> <li>Common assessments</li> </ul>

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Reading Goal #5A:</b>  <i>Catalina's baseline data was 33% on target in Reading. In 2016-2017 our AMO will be 65%.</i>	<b>Baseline data 2010-2011</b>		<b>36%</b>	<b>42%</b>	<b>48%</b>	<b>53%</b>	<b>59%</b>	<b>65%</b>	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b> <b>Reading Goal #5B:</b>  <i>By June of 2013, 42% of all students and 43% of students identified as Black will score level 3 or above on FCAT reading.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i> White: Black:33% Hispanic: Asian: American Indian:	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i> White: Black:43% Hispanic: Asian: American Indian:	5B.1.  Parents lack understanding of FCAT 2.0.	5B.1.  <ul style="list-style-type: none"> <li>FCAT Information will be provided at each Family Night.</li> <li>Increase communication</li> </ul>	5B.1.  <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>CRT</li> <li>Classroom Teachers</li> <li>Reading Coaches</li> </ul>	5B.1.  <ul style="list-style-type: none"> <li>Sign-in sheets</li> <li>Signed agendas</li> </ul>	5B.1.  <ul style="list-style-type: none"> <li>School Climate Survey</li> </ul>		
				5B.2.  Teachers understanding the needs of the specific subgroups.	5B.2.  <ul style="list-style-type: none"> <li>Desegregating the data</li> <li>Providing Tier 2 and 3 Interventions</li> </ul>	5B.2.  <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>CRT</li> <li>Classroom Teachers</li> <li>Reading Coaches</li> </ul>	5B.2.  <ul style="list-style-type: none"> <li>Mini Assessments</li> <li>Benchmarks</li> <li>Classroom Assessment</li> <li>iObservation</li> </ul>	5B.2.  <ul style="list-style-type: none"> <li>Mini Assessments</li> <li>Benchmarks</li> <li>Classroom Assessment</li> <li>iObservation</li> </ul>	
				5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1. Availability of material to meet the proficiency needs of ELL students.	5C.1. Teachers will utilize ELL resources from grade levels that meet individual proficiency needs.	5C.1 CCT, Reading Coach, Administrators	5C.1. Weekly data meetings, ESOL meetings, classroom walkthroughs	5C.1. Data matrices, FAIR, fluency progress monitoring
<b>Reading Goal #5C:</b>  In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to ensure that our students receive quality reading instruction, Catalina Elementary students will increase from 40% to 46% of ELL students in grades 3-5 making satisfactory progress in reading.	<b>2012 Current Level of Performance:*</b>  40% (27) of the ELL subgroup made satisfactory progress on the reading portion of the 2012 FCAT.	<b>2013 Expected Level of Performance:*</b>  In grades 3-5, 46% (32) of students in the ELL subgroup will achieve mastery on the 2013 FCAT Reading test.					
			5C.2. Technology targeting ELL needs	5C.2. ELL students will use SuccessMaker.	5C.2 .CCT, Reading Coach, Administrators	5C.2. Weekly data meetings, classroom walkthroughs	5C.2. Weekly SuccessMaker reports, fluency progress monitoring
				5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Access to curriculum targeted at the diverse learning needs of ESE students' cognitive and processing abilities.	5D.1. Match intervention instructional materials to the unique needs of the ESE students.	5D.1. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>ESE Teachers</li> <li>Behavioral Specialist</li> </ul>	5D.1. <ul style="list-style-type: none"> <li>Weekly progress monitoring using leveled Reading probes</li> </ul>	5D.1. <ul style="list-style-type: none"> <li>Mini assessments</li> <li>FAIR</li> </ul>
<b>Reading Goal #5D:</b>  <i>30% of our students will make satisfactory progress in mathematics</i>	<b>2012 Current Level of Performance:*</b>  In June of 2012, 18% (6) of the students with disabilities made satisfactory progress in	<b>2013 Expected Level of Performance:*</b>  In June of 2013, 30% (8) of the students with disabilities will make satisfactory progress in					

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	Reading at Catalina Elementary School.	Reading at Catalina Elementary School.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1. Student's lack of background knowledge which decreases their understanding of concepts being taught.	5E.1. Teachers will use educational technology to build students' background knowledge.	5E.1. <ul style="list-style-type: none"> <li>Reading coach</li> <li>Technology resource</li> </ul>	5E.1. <ul style="list-style-type: none"> <li>Classroom walkthroughs</li> <li>Common assessments</li> </ul>	5E.1. <ul style="list-style-type: none"> <li>HM Assessments</li> <li>Mini assessments</li> <li>Progress monitoring</li> </ul>
<b>Reading Goal #5E:</b>  In order to meet the Superintendent's 11 essential outcomes, the OCPS K-12 Reading Plan, and to ensure that our students receive quality reading instruction, the 2013 FCAT, Economically Disadvantaged students in grades 3-5 not making satisfactory progress in reading will decrease from 67% to 61%.	<b>2012 Current Level of Performance:*</b> 36% (191) of the Economically Disadvantaged subgroup did not make satisfactory progress on the reading portion of the 2012 FCAT.	<b>2013 Expected Level of Performance:*</b> In grades 3-5, 42% (108) of Economically Disadvantaged students tested will achieve mastery on the 2013 FCAT Reading test.	5E.2. Students limited vocabulary skills	5E.2. Teachers will use interactive word wall to include vocabulary in literacy centers	5E.2. Reading Coaches Curriculum resource	5E.2. <ul style="list-style-type: none"> <li>Classroom walkthroughs</li> <li>Common assessment</li> <li>Edusoft</li> </ul>	5E.2. <ul style="list-style-type: none"> <li>HM Reading Assessments</li> <li>Mini assessments</li> <li>Progress monitoring</li> </ul>
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Intervention Training	Reading	Coaches/Resource	K-5	June 2013	<ul style="list-style-type: none"> <li>Weekly progress monitoring using leveled Reading probes</li> <li>Formative Assessments</li> <li>Classroom walkthroughs</li> <li>Common assessment</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>CRT</li> <li>Leadership Team</li> </ul>

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Houghton Mifflin Running Records	Reading	Coaches/Resource	K-5	October 2012	<ul style="list-style-type: none"> <li>• Weekly progress monitoring using leveled Reading probes</li> <li>• Formative Assessments</li> <li>• Classroom walkthroughs</li> <li>• Common assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• CRT</li> <li>• Leadership Team</li> </ul>
Common Board	Reading	Coaches/Resource	K-5	October 2012	<ul style="list-style-type: none"> <li>• Weekly progress monitoring using leveled Reading probes</li> <li>• Formative Assessments</li> <li>• Classroom walkthroughs</li> <li>• Common assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• CRT</li> <li>• Leadership Team</li> </ul>
HOQ/Webbs	Reading	Coaches/Resource	K-5	June 2013	<ul style="list-style-type: none"> <li>• Weekly progress monitoring using leveled Reading probes</li> <li>• Formative Assessments</li> <li>• Classroom walkthroughs</li> <li>• Common assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• CRT</li> <li>• Leadership Team</li> </ul>

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Independent Reading Practice	MyOn - Capstone	School Budget	\$4650.00
Independent Reading Practice	Accelerated Reader – Renaissance Learning	School Budget	\$4794.00
			<b>Subtotal: \$9,444.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:\$9,444.00</b>

*End of Reading Goals*

**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
<b>1. Students scoring proficient in listening/speaking.</b>		1.1. <ul style="list-style-type: none"> <li>Teachers lack knowledge and expertise of instructional strategies to provide effective instruction for ELL students.</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Implementation of professional development training with emphasis on targeted instructional strategies to support ELL students. Additional academic resources that teachers will utilize are: Successmaker</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>CCT</li> <li>CRT</li> </ul>	1.1. <ul style="list-style-type: none"> <li>On-going. This effort will be monitored via weekly grade level planning meetings, the PLC process, student work and classroom observations.</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Classroom observations, grade level planning, PLC meetings, district benchmark assessments, formative and summative assessments, student work product and student performance demonstration.</li> </ul>
<b>CELLA Goal #1:</b> Forty of 112 ELL students scored in the proficient range in listening and speaking on CELLA during the 2011-2012 school year. ESOL best practices will be implemented to ensure student language acquisition throughout all school operations: academic instruction, extra-curricular activities, and educational field trips.	2012 Current Percent of Students Proficient in Listening/Speaking: During the 2011-2012 school year, 36% (40) of identified ELL students (112 students) at CES, demonstrated proficiency and exited the ELL program. For the 2012-2013 school year, 39% (44) will demonstrate proficiency on the CELLA and exit the ELL program.					
		1.2. <ul style="list-style-type: none"> <li>Language barrier (student)</li> </ul>	1.2. <ul style="list-style-type: none"> <li>ESOL Paraprofessional will provide language support to students.</li> </ul>	1.2. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>CCT</li> <li>CRT</li> </ul>	1.2. <ul style="list-style-type: none"> <li>Progress monitoring. On-going. This effort will be monitored via weekly grade level planning meetings, the PLC process, student work and classroom observations.</li> </ul>	1.2. <ul style="list-style-type: none"> <li>Classroom observations, grade level planning, PLC meetings, district benchmark assessments, formative and summative assessments, student work product and student performance demonstration.</li> </ul>

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		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in reading.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #2:</b> Twenty-Eight of 112 ELL students scored in the proficient range in Reading on CELLA during the 2011-2012 school year.	2012 Current Percent of Students Proficient in Reading: During the 2011-2012 school year, 25% (28) of identified ELL students (112 students) at CES, demonstrated proficiency and exited the ELL program. For the 2012-2013 school year, 27% (31) will demonstrate proficiency on the CELLA and exit the ELL program.	• Teachers lack knowledge and expertise of instructional strategies to provide effective instruction for ELL students.	• Implementation of professional development training with emphasis on targeted instructional strategies to support ELL students. Additional academic resources that teachers will utilize are: Successmaker	• Principal • Assistant Principal • CCT • CRT	• On-going. This effort will be monitored via weekly grade level planning meetings, the PLC process, and student work and classroom observations.	• Classroom observations, grade level planning, PLC meetings, district benchmark assessments, formative and summative assessments, student work product and student performance demonstration.
		• Language barrier (student)	• ESOL Paraprofessional will provide language support to students.	• Principal • Assistant Principal • CCT • CRT	• Progress monitoring. On-going. This effort will be monitored via weekly grade level planning meetings, the PLC process, student work and classroom observations.	• Classroom observations, grade level planning, PLC meetings, district benchmark assessments, formative and summative assessments, student work product and student performance demonstration.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>CELLA Goal #3:</b> Twenty-Four of 112 ELL students scored in the proficient range in writing on CELLA during the 2011-2012 school year.	2012 Current Percent of Students Proficient in Writing : During the 2011-2012 school year, 21% (24) of identified ELL students (112 students) at CES demonstrated proficiency. For the 2012-2013 school year, 25% (28) will demonstrate proficiency on the CELLA and exit the ELL program.	2.1. <ul style="list-style-type: none"> <li>Language barrier (student)</li> </ul>	2.1. <ul style="list-style-type: none"> <li>ESOL Paraprofessional will provide language support to students.</li> </ul>	2.1. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>CCT</li> <li>CRT</li> </ul>	2.1. <ul style="list-style-type: none"> <li>Classroom Walkthroughs</li> <li>iObservations</li> <li>PLC's</li> </ul>	2.1. <ul style="list-style-type: none"> <li>Mini assessments</li> <li>Progress monitoring</li> <li>Write Score</li> <li>School Wide Writing</li> </ul>
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Core Connections (also listed in Writing)	PDA-Consultant (4 days)	School Budget	\$4,800.00
			<b>Subtotal:\$4,800</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CELLA Goals*

**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					
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1. <ul style="list-style-type: none"> <li>A large percentage of our students lacked proficiency in all strands on math content knowledge.</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>Utilize CPALMS to ensure concrete understandings of math concepts</li> <li>Small groups used to reteach standards and skills lacking mastery</li> <li>Use of scales/ rubrics as checks for understandings</li> <li>Ensure lessons, math problems feature various complexity levels</li> <li>Differentiated Instruction</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Math Coach</li> <li>Classroom Teachers</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>Progress Monitoring</li> <li>Classroom Visits</li> <li>Assessments</li> </ul>	1A.1. <ul style="list-style-type: none"> <li>Envision Math Topic Assessments</li> <li>Mini Assessments</li> <li>iObservation</li> </ul>					
<b>Mathematics Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>						1A.2. <ul style="list-style-type: none"> <li>Misconceptions about mathematical concepts.</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>Use of hands on lessons to reinforce the standards</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Math Coach</li> <li>Classroom Teachers</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>Formative Assessments</li> <li>Interactive Word Walls</li> <li>Classroom visits</li> </ul>	1A.2. <ul style="list-style-type: none"> <li>Envision Math Topic Assessments</li> <li>Mini Assessments</li> <li>iObservation</li> <li>Math Journals</li> </ul>
In June 2012, 21.8% (40) of Catalina's students achieve proficiency	20% (55) of the students received a level 3 on 2012 FCAT	32% (62) of the students in Grade 3-5 will reach a level 3 on the FCAT in 2013										



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<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>		1B.1.	<ul style="list-style-type: none"> <li>Student's lack proficiency with basic math facts.</li> </ul>	1B.1.	<ul style="list-style-type: none"> <li>Consistent use of a math fact center during small group</li> </ul>	1B.1.	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Math Coach</li> <li>ESE classroom teachers</li> </ul>	1B.1.	<ul style="list-style-type: none"> <li>Formative Assessments</li> <li>Classroom visits</li> <li>Progress Monitoring</li> <li>Math Fact assessments</li> </ul>	1B.1.	<ul style="list-style-type: none"> <li>Math Journals</li> <li>Math Fact competition/challenge</li> </ul>	
<b>Mathematics Goal #1B:</b>  40% (2) of Catalina students scored 4,5,or 6 on the alternative assessment	<b>2012 Current Level of Performance:*</b>  40% (2) of Catalina students scored 4,5,or 6 on the alternative assessment	<b>2013 Expected Level of Performance:*</b>  50% (3) of Catalina students will score 4,5, or 6 on the alternative assessment										
			1B.2.	<ul style="list-style-type: none"> <li>Reinforcement of math skills outside of school</li> </ul>	1B.2.	<ul style="list-style-type: none"> <li>Use of SuccessMaker 5 before and after school in the computer labs</li> <li>Access to First in Math via the website 24 hours a day.</li> <li>Hosting curriculum nights that will train parents on math activities for the home</li> </ul>	1B.2.	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Math Coach</li> <li>ESE classroom teachers</li> <li>Parental Involvement Coordinator</li> </ul>	1B.2.	<ul style="list-style-type: none"> <li>Sign- In sheets</li> <li>Review of computer based instructional programs data</li> </ul>	1B.2.	<ul style="list-style-type: none"> <li>SuccessMaker 5 reports on student performance</li> <li>First in Math reports on student performance</li> </ul>
			1B.3.		1B.3.		1B.3.		1B.3.		1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1. <ul style="list-style-type: none"> <li>Implementation of math centers that vary in rigor</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Plan weekly with the instructional staff to ensure center rigorous activities are embedded into each lesson</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Principal</li> <li>Assistant Principal</li> <li>Math Coach</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Classroom Visits</li> <li>Assessments</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>iObservation</li> <li>Envision Math Online Resources</li> <li>CPALMS</li> <li>Exit Slips</li> </ul>
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In June 2012, 6% (11) of Catalina's students achieved proficiency in mathematics	4% (13) of Catalina students achieved level 4 and 5 proficiency in mathematics	12% (33) of Catalina students will achieve level 4 and 5 proficiency in mathematics					
	2A.2.		2A.2. <ul style="list-style-type: none"> <li>Difficulty applying problem solving strategies to word problems</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Implementation of "Word Problem Wednesday"</li> <li>Use of the Problem of the Day</li> <li>Use of graphic organizers to map their mathematical thinking process</li> <li>Ensure vocabulary instruction is embedded into daily instruction</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Principal</li> <li>Assistant Principal</li> <li>Math Coach</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Classroom Visits</li> <li>Assessments</li> <li>Interactive word walls</li> <li>Assessments</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>iObservation</li> <li>Envision Math Online Resources</li> <li>CPALMS</li> <li>Exit Slips</li> <li>Envision Math Topic Assessments</li> <li>Mini Assessments</li> </ul>
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1. <ul style="list-style-type: none"> <li>Students need more practice with problem solving</li> </ul>	2B.1. <ul style="list-style-type: none"> <li>Increase instruction time and center activities that model strategies and practice for problem solving</li> </ul>	2B.1. <ul style="list-style-type: none"> <li>ESE Teachers</li> <li>Principal</li> <li>Assistant Principal</li> <li>Math Coach</li> </ul>	2B.1. <ul style="list-style-type: none"> <li>Classroom Visits</li> <li>Assessments</li> <li>Interactive word walls</li> <li>Assessments</li> <li>Weekly team</li> </ul>	2B.1. <ul style="list-style-type: none"> <li>iObservation</li> <li>Envision Math Online Resources</li> <li>CPALMS</li> </ul>
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
20% (1) of Catalina students achieved	20% (1) Catalina	50% (3) Catalina					

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level 7 or above proficiency in mathematics	student achieved level 7 proficiency in mathematics	students will achieve level 7 proficiency in mathematics		skills in math		planning	<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Envision Math Topic Assessments</li> <li>• Mini Assessments</li> </ul>
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1. <ul style="list-style-type: none"> <li>Lack of enough time in school day to reinforce and ensure concrete understanding of math concepts.</li> </ul>	3A.1. <ul style="list-style-type: none"> <li>After school tutoring and computer based learning available to students scoring a level 1 or 2 on FCAT Math</li> </ul>	3A.1. <ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Principal</li> <li>Assistant Principal</li> <li>Math Coach</li> </ul>	3A.1. <ul style="list-style-type: none"> <li>Formative Assessment</li> <li>Graphing of Student Data</li> </ul>	3A.1. <ul style="list-style-type: none"> <li>Formative Assessment</li> <li>Student Observation</li> </ul>
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
55% of all the students will make learning gains in math on FCAT in 2013	40% (27) of Catalina students made learning gains in mathematics	55% (37) of Catalina students will make learning gains in mathematics					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1. <ul style="list-style-type: none"> <li>Students need more practice with problem solving</li> </ul>	3B.1. <ul style="list-style-type: none"> <li>Increase instruction time and center activities that model strategies and practice for problem solving skills in math</li> </ul>	3B.1. <ul style="list-style-type: none"> <li>ESE Teachers</li> <li>Principal</li> <li>Assistant Principal</li> <li>Math Coach</li> </ul>	3B.1. <ul style="list-style-type: none"> <li>Classroom Visits</li> <li>Assessments</li> <li>Interactive word walls</li> <li>Assessments</li> <li>Weekly team planning</li> </ul>	3B.1. <ul style="list-style-type: none"> <li>iObservation</li> <li>Envision Math Online Resources</li> <li>CPALMS</li> <li>Exit Slips</li> <li>Envision Math Topic Assessments</li> <li>Mini Assessments</li> </ul>
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
One out of five students made learning gains in Mathematics for the 2011-2012 school year. Catalina ESE Department will target the lowest 25% of students taking the FAA by providing Tier III interventions based on their unique learning needs and styles.	In June of 2012, 20% (1) of the students taking the FAA in Mathematics made learning gains at Catalina Elementary School.	In June of 2013, 50% (3) of the students taking the FAA in Mathematics will make learning gains at Catalina Elementary School.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1. <ul style="list-style-type: none"> <li>Familiarity with math vocabulary</li> </ul>	4A.1. <ul style="list-style-type: none"> <li>Increased instruction in math vocabulary</li> <li>Application of vocabulary to real world situations</li> </ul>	4A.1. <ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Principal</li> <li>Assistant Principal</li> <li>Math Coach</li> </ul>	4A.1. <ul style="list-style-type: none"> <li>Classroom Visits</li> <li>Assessments</li> <li>Interactive word walls</li> <li>Assessments</li> <li>Weekly team planning</li> </ul>	4A.1. <ul style="list-style-type: none"> <li>iObservation</li> <li>Envision Math Online Resources</li> <li>CPALMS</li> <li>Exit Slips</li> <li>Envision Math Topic Assessments</li> <li>Mini Assessments</li> </ul>
<b>Mathematics Goal #4:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
55% of all students in the lowest 25% will make learning gains in math on the FCAT in 2013	50% (34.5) of Catalina students in the lowest 25% made learning gains in mathematics	55% (37.9) of Catalina students in the lowest 25% will make learning gains in mathematics					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Mathematics Goal #5A:</b>  <i>Catalina's baseline data was 24% on target in Math. In 2016-2017 our AMO will be 68%.</i>	<b>Baseline data 2010-2011</b>		<b>41%</b>	<b>47%</b>	<b>52%</b>	<b>57%</b>	<b>63%</b>	<b>68%</b>	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal #5B:</b>  <i>By June of 2013, 47% of all students, 47% of students identified as Black and 52% of students identified as Hispanic will score level 3 or above on FCAT 2.0 Reading.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i> White: Black:23% Hispanic:32% Asian: American Indian:	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i> White: Black:47% Hispanic:52% Asian: American Indian:	5B.1.  Parents lack understanding of FCAT 2.0.	5B.1.  <ul style="list-style-type: none"> <li>FCAT Information will be provided at each Family Night.</li> <li>Increase communication</li> </ul>	5B.1.  <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>CRT</li> <li>Classroom Teachers</li> <li>Math Coaches</li> </ul>	5B.1.  <ul style="list-style-type: none"> <li>Sign-in sheets</li> <li>Signed agendas</li> </ul>	5B.1.  <ul style="list-style-type: none"> <li>School Climate Survey</li> </ul>		
				5B.2.  Teachers understanding the needs of the specific subgroups.	5B.2.  <ul style="list-style-type: none"> <li>Desegregating the data</li> <li>Providing Tier 2 and 3 Interventions</li> </ul>	5B.2.  <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>CRT</li> <li>Classroom Teachers</li> <li>Math Coaches</li> </ul>	5B.2.  <ul style="list-style-type: none"> <li>Mini Assessments</li> <li>Benchmarks</li> <li>Classroom Assessment</li> <li>iObservation</li> </ul>	5B.2.  <ul style="list-style-type: none"> <li>Mini Assessments</li> <li>Benchmarks</li> <li>Classroom Assessment</li> <li>iObservation</li> </ul>	
				5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5D.1. Availability of material to meet the proficiency needs of ELL students.	5D.1. Teachers will utilize ELL resources from grade levels that meet individual proficiency needs.	5D.1 CCT, Reading Coach, Administrators	5D.1. Weekly data meetings, ESOL meetings, classroom walkthroughs	5D.1. Data matrices, FAIR, fluency progress monitoring
<b>Mathematics Goal #5C:</b>  <i>53% of our students will make satisfactory progress in mathematics</i>	<b>2012 Current Level of Performance:*</b> 31% (21)	<b>2013 Expected Level of Performance:*</b> 53% (37)					
	5C.2.		5D.2. Technology targeting ELL needs	5D.2 . ELL students will use SuccessMaker.	5D.2. <ul style="list-style-type: none"> <li>• CCT,</li> <li>• Math Coach</li> <li>• Administrators</li> </ul>	5D.2. <ul style="list-style-type: none"> <li>• Weekly data meetings</li> <li>• classroom walkthroughs</li> </ul>	5D.2. <ul style="list-style-type: none"> <li>• Weekly SuccessMaker reports,</li> </ul>
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1. Access to curriculum targeted at the diverse learning needs of ESE students' cognitive and processing abilities.	5D.1. Match intervention instructional materials to the unique needs of the ESE students.	5D.1. <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• ESE Teachers</li> <li>• Behavioral Specialist</li> </ul>	5D.1. <ul style="list-style-type: none"> <li>• Weekly progress monitoring using FCIM mini assessments</li> </ul>	5D.1. <ul style="list-style-type: none"> <li>• Mini assessments</li> <li>• FCAT Test maker</li> </ul>
<b>Mathematics Goal #5D:</b>  <i>23% of our students will make satisfactory progress in mathematics</i>	<b>2012 Current Level of Performance:*</b> In June of 2012, 18% (6) of the students with disabilities made satisfactory progress in Math at Catalina Elementary School.	<b>2013 Expected Level of Performance:*</b> In June of 2013, 23% (6) or less of the students with disabilities will make satisfactory progress in Math at Catalina Elementary School.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.



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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1. Student's lack of practice with foundational skills which decreases their understanding of concepts being taught.	5E.1. Teachers will use educational technology to build students' background knowledge.	5E.1. <ul style="list-style-type: none"> <li>• Math Coach</li> <li>• Technology Resources</li> </ul>	5E.1. <ul style="list-style-type: none"> <li>• Classroom walkthroughs</li> <li>• Common assessments</li> </ul>	5E.1. <ul style="list-style-type: none"> <li>• Mini assessments</li> <li>• Progress monitoring</li> </ul>
<b>Mathematics Goal #5E:</b>  <i>47% () of students will make satisfactory progress in mathematics</i>	<b>2012 Current Level of Performance:*</b> 24% ()	<b>2013 Expected Level of Performance:*</b> 47% ()	5E.2. Students limited math vocabulary skills	5E.2. Teachers will use interactive word walls to include vocabulary in literacy centers	5E.2. <ul style="list-style-type: none"> <li>• Math Coaches</li> <li>• Curriculum resource</li> </ul>	5E.2. <ul style="list-style-type: none"> <li>• Classroom walkthroughs</li> <li>• Common assessment</li> <li>• Edusoft</li> </ul>	5E.2. <ul style="list-style-type: none"> <li>• Mini assessments</li> <li>• Progress monitoring</li> </ul>
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Elementary School Mathematics Goals*

**Middle School Mathematics Goals**

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Mathematics Goal #1A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics Goal #1B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<b>Mathematics Goal #2A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<b>Mathematics Goal #2B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #3A:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<b>Mathematics Goal #4:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>							
	<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	<u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
				5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
				5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal #5D:</u>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<b>Mathematics Goal</b> <b>#5E:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Middle School Mathematics Goals*

**Florida Alternate Assessment High School Mathematics Goals**

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b> <b>Mathematics Goal #3:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>	3.1.	3.1.	3.1.	3.1.	3.1.
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Algebra 1 Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>  <b>Algebra 1 Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

**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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<b>Algebra 1 Goal #3C:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
<b>Algebra 1 Goal #3D:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

**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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
<b>Algebra 1 Goal #3E:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Algebra 1 EOC Goals*

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Geometry Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Geometry Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.



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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Geometry Goal #3A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2011-2012</b>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>  <b>Geometry Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<b>Geometry Goal #3C:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
<b>Geometry Goal #3D:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
<b>Geometry Goal #3E:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Envision Training – Online component	K-5	Math Coach	Grade Level	September 2012	Classroom visits/PLCs	Math coach, principal, assistant principal, Admin. Dean
First in Math	1-5	Math Coach	School-wide	September 2012	Data , incentives	Math coach, principal, assistant principal, Admin. Dean
Graphic Organizers	3-5	Math Coach	Grade Level	August 2012	Classroom visits/PLCs	Math coach, principal, assistant principal, Admin. Dean
Math Block	K-5	Math Coach	Grade Level	September 2012	Classroom visits/PLCs	Math coach, principal, assistant principal, Admin. Dean
Collaborative Team Planning	K-5	Team Leader/Coaches	PLC	August 2012	Classroom visits/PLCs	Math coach, principal, assistant principal, Admin. Dean

**August 2012  
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**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Independent Math Practice	First in Math	School's Budget	\$4284.00
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Mathematics Goals*

**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	
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.	
<b>Science Goal #1A:</b> 47% of students will achieve proficiency in science in 2013	<b>2012 Current Level of Performance:*</b> In June of 2012, 31% (27) of the students taking the FCAT Science test scored at level 3 at Catalina Elementary School.	<b>2013 Expected Level of Performance:*</b> In June of 2013, 47% (32) of the students taking the FCAT Science will score at level 3 at Catalina Elementary School.	<ul style="list-style-type: none"> <li>Students' weak reading and Science vocabulary skills.</li> </ul>	<ul style="list-style-type: none"> <li>Integrated curriculum utilizing non-fiction science text in the 90 minute reading block</li> <li>Interactive word walls</li> <li>Instructional Focus calendars</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Intermediate and Primary Science Coaches</li> <li>CRT</li> </ul>	<ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> <li>Instructional meeting with coaches</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarks</li> <li>Fusion Benchmarks</li> <li>FCIM</li> <li>Common Assessments</li> <li>Classroom walk-through forms</li> <li>Academic scales</li> </ul>	
			1A.2.	<ul style="list-style-type: none"> <li>Students lack of background knowledge in the content area.</li> </ul>	<ul style="list-style-type: none"> <li>Increased exposure of hands-on activities in science lab</li> <li>STEM activities</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Intermediate and Primary Science Coaches</li> <li>CRT</li> </ul>	<ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> <li>Instructional meetings with coaches</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarks</li> <li>Fusion Benchmarks</li> <li>FCIM</li> <li>Common Assessments</li> <li>Classroom walk-through forms</li> <li>Academic scales</li> </ul>
			1A.3.					
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1B.1.	1B.1.	1B.2.	1B.2.	1B.2.	
			Students' weak reading and	<ul style="list-style-type: none"> <li>Increased exposure of</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>Classroom visits</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarks</li> </ul>	

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Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Science vocabulary skills.	hands-on activities in science lab • Interactive word walls	• Assistant Principal • Intermediate and Primary Science Coaches • CRT	• i-Observation • Weekly assessments • Data Meetings • Instructional meetings with coaches	• Fusion Benchmarks • FCIM • Common Assessments • Classroom walk- through forms • Academic scales
NA	NA	NA	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1. <ul style="list-style-type: none"> <li>Students' limited time in Science enrichment activities.</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Increased time for Science enrichment activities</li> <li>Increased STEM activities</li> <li>Additional lab time</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Intermediate and Primary Science Coaches</li> <li>CRT</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> <li>Instructional meetings with coaches</li> </ul>	2A.1. <ul style="list-style-type: none"> <li>Benchmarks</li> <li>Fusion Benchmarks</li> <li>FCIM</li> <li>Common Assessments</li> <li>Classroom walk-through forms</li> <li>Academic scales</li> </ul>
<b>Science Goal #2A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
13% of students will score above proficiency.	In June of 2012, 7% (6) of the students taking the FCAT Science test scored at level 4 or 5 at Catalina Elementary School.	In June of 2013, 13% (36) of the students taking the FCAT Science will score at level 4 or 5 at Catalina Elementary School.					
			2A.2. <ul style="list-style-type: none"> <li>Students lack of resources for extra-curricular Science activities</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Increase students access to resources</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Intermediate and Primary Science Coaches</li> <li>CRT</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> <li>Instructional meetings with coaches</li> </ul>	2A.2. <ul style="list-style-type: none"> <li>Benchmarks</li> <li>Fusion Benchmarks</li> <li>FCIM</li> <li>Common Assessments</li> <li>Classroom walk-through forms</li> <li>Academic scales</li> </ul>
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2B.1. <ul style="list-style-type: none"> <li>Students' weak reading and Science vocabulary skills.</li> </ul>	2B.1. <ul style="list-style-type: none"> <li>Increased exposure of hands-on activities in science lab</li> <li>Interactive word walls</li> </ul>	2B.2. <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Intermediate and Primary Science Coaches</li> <li>CRT</li> </ul>	2B.2. <ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> <li>Instructional meetings with coaches</li> </ul>	2B.2. <ul style="list-style-type: none"> <li>Benchmarks</li> <li>Fusion Benchmarks</li> <li>FCIM</li> <li>Common Assessments</li> <li>Classroom walk-through forms</li> <li>Academic scales</li> </ul>
<b>Science Goal #2B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
100% (1) of our students scored 7 or above	100% (1) of our students scored 7 or above on FAA Science.	Catalina will maintain 100% at 7 or above on FAA Science.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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*End of Elementary and Middle School Science Goals*



**Florida Alternate Assessment High School Science Goals**

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

High School 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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Science Goal #1:</b> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2:</b> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:*</u> Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Florida Alternate Assessment High School Science Goals*

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Biology 1 EOC Goals*

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**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Deconstructing Standards/PLC	5 <sup>th</sup> grade	McMillion	5 <sup>th</sup> Grade Team	On going	Observations Mini Assessments Benchmark Testing	Science Coach Administartion

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

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*End of Science Goals*

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			IA.1. • Students lacking an understanding of the different purposes for writing.	IA.1. • Teach students specific writing expectations through the use of rubrics (developed by their grade level and/or individual assignments) throughout the year.	IA.1. Principal, CRT, Reading Resource Teacher, Classroom teachers	IA.1. Classroom observations Grade Level PLC agendas and notes	IA.1. Student Writing Samples scored using rubrics.
<b>Writing Goal #1A:</b> Classroom teachers will integrate writing strategies learned through the Core Connections Writing program. They will also utilize Thinking Maps to assist students in day to day writing. Data will be used to identify students who would benefit from specific skills groups. Selected teachers will offer additional support to classroom teachers as well. Our Response to Intervention Team will recommend additional interventions and strategies to implement with struggling students throughout the school day.	<u>2012 Current Level of Performance:*</u> In June of 2012, 76.6% (63.8) of all students at Catalina Elementary scored at level 3 or above on FCAT Writing.	<u>2013 Expected Level of Performance:*</u> By June of 2013, 80% (67.2) of all students at Catalina Elementary will score at level 3 or above on FCAT Writing.					
			IA.2. • New Guidelines for FCAT Writes (grammar and spelling)	IA.2. • Implement a school wide developmental grammar plan with consistent expectations as well as progression of skills for students. Provide in-depth training to further schoolwide infusion of Thinking Maps and writing styles/conventions into the language arts curriculum. Continue to use the grade level vocabulary plan	IA.2. Principal, CRT, Reading Resource Teacher, Classroom teachers	IA.2. Classroom observations, Lesson Plans, PLC agenda and notes, Data Meetings	IA.2. Student Writing Samples  Writing Scored using state rubric

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			based on Marzano's vocabulary. Fourth Grade teachers will exchange writing samples and use state rubrics to evaluate these samples. This information will be used to guide instruction and provide incentives for students based on their performance.			
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Writing Goal #1B:</u> NA	<u>2012 Current Level of Performance:*</u>	<ul style="list-style-type: none"> <li>Students lacking an understanding of the different purposes for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Teach students specific writing expectations through the use of rubrics (developed by their grade level and/or individual assignments) throughout the year.</li> </ul>	Principal, CRT, Reading Resource Teacher, Classroom teachers	Classroom observations Grade Level PLC agendas and notes	Student Writing Samples scored using rubrics.
	<u>2013 Expected Level of Performance:*</u>					
	NA	50% (1) student will score Level 4 or higher				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Connections Writing Program	3-4	PDA	Intermediate Grades	9-24-12: 3 <sup>rd</sup> & 4 <sup>th</sup> 11-12-11 & 1/11/13: 4 <sup>th</sup> 12-4-12 & 2-8-13: 3 <sup>rd</sup>	Classroom Observations, PLC Meeting Notes, Data Meetings, Blogging	Principal, Administrative Dean

**Writing Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
Core Connections	PDA- Writing Consultant	School's Budget	\$4,750
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PDA	Core Connections Training	School Budget	4800.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount

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			<b>Subtotal:</b>
			<b>Total:</b>

*End of Writing Goals*



**Civics End-of-Course (EOC) Goals *(required in year 2014-2015)***

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Civics Goal #1:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Civics Goal #2:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**Civics Professional Development**

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

**Civics 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

	<b>Total:</b>
--	---------------

*End of Civics Goals*

**U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)***

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

**U.S. History Professional Development**

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

**U.S. History 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>



**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1 Parent's cooperation. Students waking up late	1.1. Parents will receive an automated message when students are absent.  After 5 unexcused absences parents will receive an invitation to an in-house ETI meeting.  After 10 unexcused absences parents will be invited to school for a meeting with the truancy officer. During the meeting the parent will sign a contract detailing the next steps.  *All meetings will be documented and all attendees will sign off.	1.1. Principal Assistant Principal Parent Involvement Coordinator Registrar Classroom Teacher Social Worker	1.1. Reports will be pulled biweekly to determine the students with excessive absences. We will use Educational Warehouse (EDW) and SMS.	1.1. Student data, EDW and SMS.
<b>Attendance Goal #1:</b>	<b>2012 Current Attendance Rate:*</b>	<b>2013 Expected Attendance Rate:*</b>					
<i>In 2012, the average daily attendance was 94.28% (805 average enrollments).</i>	<i>In 2012, the average daily attendance was 94.28% (805 average enrollments).</i>	<i>In 2012-2013 we will maintain the daily average attendance rate 94.28% (805 average enrollment).</i>					
<i>For the 2011-2012 we had 236 students with 10 or more absences.</i>							
<i>For the 2011-2012 we had 219 students with 10 or more tardies.</i>	<b>2012 Current Number of Students with Excessive Absences (10 or more)</b>	<b>2013 Expected Number of Students with Excessive Absences (10 or more)</b>					
<i>In 2012-20113 we will decrease the number of students with excessive absences by 20% (190).</i>							
<i>In 2012-2013 we will decrease the numbers who are tardy by 20% (177).</i>	<i>For the 2011-2012 we had 236 students with 10 or more absences.</i>	<i>In 2012-20113 we will decrease the number of students with excessive absences by 20% (190).</i>					
	<b>2012 Current Number of Students with Excessive Tardies (10 or more)</b>	<b>2013 Expected Number of Students with Excessive Tardies (10 or more)</b>					
	<i>For the 2011-2012 we had 219 students with 10 or more tardies</i>	<i>In 2012-2013 we will decrease the numbers who are tardy by 20% (177)..</i>					

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		1.2. Student incentives.	1.2. Students will be recognized and given small prizes and or a certificate.	1.2. Parent Involvement Coordinator	1.2. Weekly/biweekly ETI meetings.	1.2. Student data and attendance report.
		1.3.	1.3.	1.3.	1.3.	1.3.



**Attendance Professional Development**

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

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

*End of Attendance Goals*

**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1. Helping students understand the difference between the rules for home/neighborhood and school are different.	1.1. Staff will be trained on building relationships with students. <ul style="list-style-type: none"> <li>• A Framework for Understanding Poverty/Ruby Payne</li> <li>• ABC’s of Life/Jon Oliver</li> </ul>	1.1. Principal Assistant Principal Curriculum Resource Teacher Dean Classroom Teachers	1.1. Data will be monitored biweekly on EDW.	1.1. Student data.
<b>Suspension Goal #1:</b>	<b>2012 Total Number of In-School Suspensions</b>	<b>2013 Expected Number of In-School Suspensions</b>					
<i>In 2011-2012, there was a total of 38 In-School suspensions.</i>							
<i>In 2011-2012, there was a total of 37 students who received In-School suspensions..</i>	<i>In 2011-2012, there was a total of 38 In-School suspensions</i>	<i>In 2012-2013, we are expected to reduce the amount of In-School Suspension by 20% (32).</i>					
<i>In 2011-2012, there was a total of 188 Out-of-School suspensions.</i>	<b>2012 Total Number of Students Suspended In-School</b>	<b>2013 Expected Number of Students Suspended In-School</b>					
<i>In 2011-2012, there was a total of 17% (102) of students who received Out-of-School suspensions</i>	<i>In 2011-2012, there was a total of 37 students who received In-School suspensions..</i>	<i>In 2012-2013, we are expected to reduce the amount of students who receive In-School suspension by 20% (31).</i>					
	<b>2012 Total Number of Out-of-School Suspensions</b>	<b>2013 Expected Number of Out-of-School Suspensions</b>					
	<i>In 2011-2012, there was a total of 188 Out-of-School suspensions.</i>	<i>In 2012-2013, we will reduce the number of Out-of-School suspension be 20% (156).</i>					
	<b>2012 Total Number of Students Suspended Out-of-School</b>	<b>2013 Expected Number of Students Suspended Out-of-School</b>					
	<i>In 2011-2012, there was a total of 17% (102) of students who received Out-of-School suspensions</i>	<i>In 2012-2013, we will decrease the amount of students who receive Out-of-School suspension by 20% (82).</i>					

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		1.2. Assisting teachers which type of behaviors can be handled in the classroom as well as which behaviors should be handled by Administration	1.2. This will be our implementation year, it will be school wide.  All staff and students are learning "Give Me Five. This will help provide consistency throughout the building.	1.2. Principal Assistant Principal Curriculum Resource Teacher Dean Classroom Teachers	1.2. Data will be monitored biweekly on EDW. Teacher feedback	1.2. Student data.
		1.3. Parent participation	1.3. Parents will be made aware of the discipline process.  Staff will be available to answer any questions.	1.3. Principal Assistant Principal Curriculum Resource Teacher Dean Classroom Teachers	1.3. Number of parent complaints Teacher feedback	1.3. Student data

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
A Framework for Understanding Poverty/Ruby Payne	K-5	Principal Assistant Principal Curriculum Resource Teacher Dean Classroom Teachers	School wide	August, 2012 to May 2013	Weekly Team Meetings	Curriculum Resource Teacher Dean Classroom Teachers
ABC's of Life/Jon Oliver	K-5	Principal Assistant Principal Curriculum Resource Teacher Dean Classroom Teachers	School wide	August, 2012 to May 2013	Weekly Team Meetings	Curriculum Resource Teacher Dean Classroom Teachers

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Behavioral Skills	Lesson One: The ABC's of Life	School's Budget	\$24,000

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<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Dropout Prevention Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**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

**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Behavioral Modification	Lesson One: The ABC's of Life	School's Budget	\$24,000.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Dropout Prevention Goal(s)*



**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
<b>1. Parent Involvement</b>			1.1. Specific activities for parents.	1.1. Communication will be sent to parents via: Connect Ed Messages Monthly Newsletters Classroom Newsletters School Website Marquee Event Flyers Student Planners	1.1. Principal Assistant Principal CRT Parental Involvement Coordinator Classroom Teachers	1.1. Review of end of the year parent survey results.	1.1. Parent Survey
<b>Parent Involvement Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<b>2012 Current Level of Parent Involvement:*</b>  In June of 2012 parental involvement was below 10% at Catalina Elementary.	<b>2013 Expected Level of Parent Involvement:*</b>  By June 2013, we will increase parental involvement to 50%.	1.2. Language/cultural barriers	1.2. Notifications of PLC/SAC/PTA meetings will be sent to parents via: Connect Ed Messages Monthly Newsletters Classroom Newsletters School Website Marquee Event Flyers Student Planners	1.2. Principal Assistant Principal CRT Parental Involvement Coordinator Classroom Teachers	1.2. Review of event sign in sheets and evaluation sheets	1.2. Event sign in sheets  Event evaluation sheets
			1.3.	1.3.	1.3.	1.3.	1.3.

**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
Report Card	All	Principal Assistant Principal	School Wide	Every 9 weeks	Report Card Conference Nights	Principal

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Conference Night		Curriculum Resource Teacher Dean Classroom Teachers				
Family Nights	All	Principal Assistant Principal Curriculum Resource Teacher Dean Classroom Teachers	School Wide	Every Quarter	Curriculum Events and parent trainings	School Leadership Team
Lesson 1 The ABC's of Life	All	Principal Assistant Principal Curriculum Resource Teacher Dean Classroom Teachers	School Wide	November 2012	Parent Night	School Leadership Team

**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Hands-on Activities/Curriculum development	Curriculum Nights	Title 1	\$4,500
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Parent Involvement Goal(s)*

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>STEM Goal #1:</b>  To increase student participation in STEM lessons and activities	1.1. Teachers need more exposure to STEM methods and instructional practices	1.1. Unit STEM activities through OCPS	1.1. Principal Assistant Principal Primary and Intermediate Science Coaches	1.1. <ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> <li>Instructional meeting with coaches</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Formative Assessments</li> <li>FCIM</li> <li>Scales/Rubrics</li> <li>Student Engagement</li> </ul>
	1.2. Students need more exposure to STEM activities and content	1.2. Students will participate in the OCPS Units STEM activities	1.2. Principal Assistant Principal Primary and Intermediate Science Coaches	1.2. <ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> <li>Instructional meeting with coaches</li> </ul>	1.2. <ul style="list-style-type: none"> <li>Formative Assessments</li> <li>FCIM</li> <li>Scales/Rubrics</li> <li>Student Engagement</li> </ul>
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Dev. <ul style="list-style-type: none"> <li>Problem Based Learning</li> </ul>	K-5	Science Coaches	K-5 Teachers	Quarterly	<ul style="list-style-type: none"> <li>Classroom visits</li> <li>i-Observation</li> <li>Weekly assessments</li> <li>Data Meetings</li> </ul>	Principal Assistant Principal Primary and Intermediate Science Coaches

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

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<ul style="list-style-type: none"> <li>• Project Based Learning</li> <li>• STEM Overview</li> </ul>					<ul style="list-style-type: none"> <li>• Instructional meeting with coaches</li> </ul>	

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

*End of STEM Goal(s)*

**Career and Technical Education (CTE) Goal(s)**

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:  <b>CTE Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

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**CTE 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of CTE Goal(s)*



**Additional Goal(s)**

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Building Fluency in basic math operations:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b>			1.1. <ul style="list-style-type: none"> <li>Students lack math fluency in addition, subtraction and multiplication math facts.</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Use computer based programs to help students build fluency.</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>Leadership Team</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Edusoft/Benchmark</li> <li>Common formative and summative assessments</li> <li>Timed math sheets</li> </ul>	1.1. <ul style="list-style-type: none"> <li>Edusoft/Benchmark</li> <li>Common assessments</li> </ul>
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Building Fluency in basic math operations:	24% (89) of the students received a level 3 on 2012 FCAT	47% (167) of the students in Grade 3-5 will reach a level 3 on the FCAT in 2013					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Increase by 3-5% - The percentage of VPK students who will enter elementary school ready based on FLKRS Data (score 70% and above):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Increase by 3-5% - The percentage of VPK students who will enter elementary school ready based on FLKRS Data (score 70% and above):	2012 Current Level :*	2013 Expected Level :*	<ul style="list-style-type: none"> <li>Lack of individual student pre assessment</li> <li>Post assessment</li> </ul>	<ul style="list-style-type: none"> <li>Provide professional learning opportunities for Pre Kindergarten/VPK teachers on</li> <li>Effective use of PMRN progress monitoring assessment tools.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Teacher</li> <li>Reading Coach</li> <li>Principal</li> <li>Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>Progress monitoring through the VPK reporting system</li> <li>iObservations</li> </ul>	<ul style="list-style-type: none"> <li>VPK Assessment (FLKRS)</li> </ul>
	69% (12)	72% (13)					
			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				
Increase college and career awareness (i.e. Destination College, AVID, school wide activities):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: We will continue the AVID Program to support academic rigor and promote college readiness in grades	2012 Current Level :*	2013 Expected Level :*	<ul style="list-style-type: none"> <li>Students are not familiar with being organized</li> </ul>	<ul style="list-style-type: none"> <li>Implement a weekly classroom binder check to ensure students are using the binders correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>AVID Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Each quarter, grade level teachers will meet to make sure grade level requirements are being met.</li> </ul>	<ul style="list-style-type: none"> <li>AVID Coordinator has a master binder and will use a rubric for each grade level binder requirements.</li> </ul>
	100% (167)	Maintain 100% (191)					

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4-5		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				
Decrease disproportionate classification in Special Education.			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Additional Goal</b>			1.1. <ul style="list-style-type: none"> <li>• Desegregating data to process need for ESE evaluation.</li> </ul>	1.1. <ul style="list-style-type: none"> <li>• Utilize the RTI process to ensure evaluations are appropriate for placement into ESE.</li> </ul>	1.1. <ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> <li>• RTI Coordinator</li> <li>• Staffing Specialist</li> <li>• Psychologist</li> <li>• Social Worker</li> <li>• Classroom Teacher</li> </ul>	1.1. <ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Annual Review</li> </ul>	1.1. <ul style="list-style-type: none"> <li>• District assessments</li> </ul>
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
Decrease disproportionate classification in Special Education.	6	5					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Maintain high fine arts enrollment percentage.			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b> Maintain high fine arts enrollment percentage.	<u>2012 Current Level :*</u> 100% (603)	<u>2013 Expected Level :*</u> Maintain 100% (681)	Utilizing fine arts time for intervention	Utilize before and after school tutoring and labs along with Saturday School to meet additional remediation needs	Principal Assistant Principal Classroom Teachers	Progress Monitoring	District and school assessments
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**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

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

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

*End of Additional Goal(s)*

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:\$9,444</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:\$4,284</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:\$4,800</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:\$24,000</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:\$4,500</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>



**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 checked="" type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school?  Yes  No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes  No

If No, describe the measures being taken to comply with SAC requirements.

- *SAC nomination/recruitment forms have been sent out to the community to obtain parent and community involvement in order to balance our council.*
- *The principal is personally contacting parents and community members to recruit SAC members*

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

- The SAC will meet monthly to ensure appropriate implementation of the school’s plan
- Discussions and activities to increase community support and involvement
- Fund educational initiatives as appropriate to support student achievement

Describe the projected use of SAC funds.	Amount
Technology	



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