

# FLORIDA DEPARTMENT OF EDUCATION



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

2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

School Name: Clarcona Elementary	District Name: Orange
Principal: Robert Strenth	Superintendent: Dr. Barbara Jenkins
SAC Chair: William Butsko	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	Robert Strenth	EDS MED BA	0	10	<p>2011-2012 - School Grade A - John Young Elementary 69% High Standards; 77% learning gains; 69% of the lowest 25% made learning gains in reading</p> <p>2010-2011 - School Grade A - John Young Elementary 79% High Standards; 67% Learning Gains; 58% of Lowest 25% made learning gains</p> <p>2009-2010 School - School Grade A - John Young Elementary 81% High Standards; 72% Learning Gains; 63% of Lowest 25% made learning Gains</p>
Assistant Principal	Evangeline Richardson	MS BS	1	16	<p>2011-2012: A Grade; 61% met high standards in reading, 63% met high standards in math, 44% met high standards in science, 83% met high standards in writing, 65% met learning gains in reading, 74% made learning gains in math, 67% of the lowest 25% made learning gains in reading, 65% of the lowest 25% made learning gains in math.</p> <p>2010-2011: A Grade; 67% met high standards in reading, 62% met high standards in math, 51% met high standards in science, 71% met high standards in writing, 47% met learning gains in reading, 35% made learning gains in math, 34% of the lowest 25% made learning gains in reading, 24% of the lowest 25% made learning gains in math. AYP –No- 79%</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.

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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)
Curriculum Resource Teacher	Teresa Schutte	B.A. M.S.	12	4	<p>2011-2012: A Grade; 61% met high standards in reading, 63% met high standards in math, 44% met high standards in science, 83% met high standards in writing, 65% met learning gains in reading, 74% made learning gains in math, 67% of the lowest 25% made learning gains in reading, 65% of the lowest 25% made learning gains in math.</p> <p>2010-2011: A Grade; 67% met high standards in reading, 62% met high standards in math, 51% met high standards in science, 71% met high standards in writing, 47% met learning gains in reading, 35% made learning gains in math, 34% of the lowest 25% made learning gains in reading, 24% of the lowest 25% made learning gains in math. AYP –No- 79%</p> <p>2009-2010 : B Grade; 76% met high standards in reading, 77% met high standards in math, 52% met high standards in science, 77% met high standards in writing. 64% met learning gains in reading, 52% made learning gains in math. 55% of the lowest 25% made learning gains in reading, 55% of the lowest 25% made learning gains in math. AYP –No- 85%</p> <p>2008-2009 : A Grade; 77% met high standards in reading, 81% met high standards in math, 47% met high standards in science, 89% met high standards in writing, 70% met learning gains in reading, 65% made learning gains in math, 64% of the lowest 25% made learning gains in reading, 59% of the lowest 25% made learning gains in math. AYP –Yes- 100%</p> <p>2007-2008: A Grade; 73% met high standards in reading, 71% met high standards in math, 40% met high standards in science, 78% met high standards in writing, 67% met learning gains in reading, 69% made learning gains in math, 60% of the lowest 25% made learning gains in reading, 67% of the lowest 25% made learning gains in math. AYP –No- 92%</p>

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CCT & Reading Resource	Carrie Glassman	B.A. M.S.	17	9-CCT 2-Reading Resource	<p>2011-2012: A Grade; 61% met high standards in reading, 63% met high standards in math, 44% met high standards in science, 83% met high standards in writing, 65% met learning gains in reading, 74% made learning gains in math, 67% of the lowest 25% made learning gains in reading, 65% of the lowest 25% made learning gains in math.</p> <p>2010-2011: A Grade; 67% met high standards in reading, 62% met high standards in math, 51% met high standards in science, 71% met high standards in writing, 47% met learning gains in reading, 35% made learning gains in math, 34% of the lowest 25% made learning gains in reading, 24% of the lowest 25% made learning gains in math. AYP –No- 79%</p> <p>2009-2010 : B Grade; 76% met high standards in reading, 77% met high standards in math, 52% met high standards in science, 77% met high standards in writing. 64% met learning gains in reading, 52% made learning gains in math. 55% of the lowest 25% made learning gains in reading, 55% of the lowest 25% made learning gains in math. AYP –No- 85%</p> <p>2008-2009 : A Grade; 77% met high standards in reading, 81% met high standards in math, 47% met high standards in science, 89% met high standards in writing, 70% met learning gains in reading, 65% made learning gains in math, 64% of the lowest 25% made learning gains in reading, 59% of the lowest 25% made learning gains in math. AYP –Yes- 100%</p> <p>2007-2008: A Grade; 73% met high standards in reading, 71% met high standards in math, 40% met high standards in science, 78% met high standards in writing, 67% met learning gains in reading, 69% made learning gains in math, 60% of the lowest 25% made learning gains in reading, 67% of the lowest 25% made learning gains in math. AYP –No- 92%</p>

**Effective and Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Mentoring	Instructional coach & team leaders	June 2013
1. Differentiated Professional Development	Instructional coach & team leaders	June 2013
1. Clarcona Elementary operates as a Professional Learning Community.	Principal, Assistant Principal, CRT, Reading Coach, Guidance Counselor & PLC Grade Level Representatives	June 2013
1. Data Meetings	Principal, CRT, Assistant Principal, Reading coach	June 2013
1. Book Study-"A Handbook for the Art and Science of Teaching" by Marzano	Principal, CRT, Assistant Principal, Reading coach	June 2013
1. Implementation of Behavior Intervention Team	Staffing Coordinator, Behavior Specialist	June 2013
1. Implementation of MTSS team	Principal, Assistant Principal, CRT, Reading Coach, Guidance Counselor	June 2013

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***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

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

***Staff Demographics***

Please complete the following demographic information about the instructional staff in the school.

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
62	7% (5)	27% (17)	43% (26)	23% (14)	38% (24)	100% (62)	67% (42)	0	67% (42)

***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.



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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Danielle Tamarit	Lauren Branch	Beginning teacher with experienced Master teacher	New teacher orientation; weekly Mentor/Mentee meetings; Monthly Instructional Coach/Mentee Meetings; Ongoing trainings dealing with curriculum and behavior management
Kristin Pitera	Carrie Roehrig	Beginning teacher with experienced Master teacher	New teacher orientation; weekly Mentor/Mentee meetings; Monthly Instructional Coach/Mentee Meetings; Ongoing trainings dealing with curriculum and behavior management
Ashley Stiefel	Kim Malaska	Beginning teacher with experienced Master teacher	New teacher orientation; weekly Mentor/Mentee meetings; Monthly Instructional Coach/Mentee Meetings; Ongoing trainings dealing with curriculum and behavior management
Michelle Campbell	Judy Bryant	Beginning teacher with experienced Master teacher	New teacher orientation; weekly Mentor/Mentee meetings; Monthly Instructional Coach/Mentee Meetings; Ongoing trainings dealing with curriculum and behavior management
Shannon Frickson	Janeake Purcell	Beginning teacher with experienced Master teacher	New teacher orientation; weekly Mentor/Mentee meetings; Monthly Instructional Coach/Mentee Meetings; Ongoing trainings dealing with curriculum and behavior management
Shayana Brookins	Subrina Ramlagan	Beginning teacher with experienced Master teacher	New teacher orientation; weekly Mentor/Mentee meetings; Monthly Instructional Coach/Mentee Meetings; Ongoing trainings dealing with curriculum and behavior management
Alexander Evans	Tina Lowery	Beginning teacher with experienced Master teacher	New teacher orientation; weekly Mentor/Mentee meetings; Monthly Instructional Coach/Mentee Meetings; Ongoing trainings dealing with curriculum and behavior management
Crystal Thornton	Tina Lowery	Beginning teacher with experienced Master teacher	New teacher orientation; weekly Mentor/Mentee meetings; Monthly Instructional Coach/Mentee Meetings; Ongoing trainings dealing with curriculum and behavior management

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Adrienne Yuen	Tiffany Outland	Beginning teacher with experienced Master teacher	New teacher orientation; weekly Mentor/Mentee meetings; Monthly Instructional Coach/Mentee Meetings; Ongoing trainings dealing with curriculum and behavior management
Alternative Certification Mentor	Stacey Jay	Beginning teacher with experienced Master teacher	New teacher orientation; weekly Mentor/Mentee meetings; Monthly Instructional Coach/Mentee Meetings; Ongoing trainings dealing with curriculum and behavior management

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**Additional Requirements**

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

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, Guidance Counselor/MTSS Coach, Reading Resource Teacher, Primary Teacher, Intermediate Teacher, School Psychologist and Behavior Specialist

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The role of the MTSS Leadership Team is to ensure that high quality instruction and interventions are matched to students' needs. We will do this by frequent progress monitoring of data to assist with making decisions for appropriate instruction and intervention. The MTSS Coach will attend district MTSS meetings monthly and share information with the MTSS Leadership Team and instructional staff. The MTSS Leadership team is responsible for overseeing the school-wide Tier 2, and Tier 3 curriculum, materials, resources, and interventions. They review both formative and summative assessment data to monitor pupil progression. The team will assist individual teachers with the selection of interventions needed for identified students. For children who are having behavioral issues, the MTSS team meets with the classroom teacher initially to design a plan of action for the child to be successful following all school rule and/or demonstrate appropriate age-level behaviors. As needed, the team may reconvene with special area teachers and paraprofessionals, who have duty in common areas such as the cafeteria or media center so that all adults are informed of the behavior plan for the targeted child.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP? Selected members of the MTSS Leadership Team assisted with the development of the School Improvement Plan. The School Improvement Plan incorporates the core principles of MTSS, which include early intervention; using scientific research-based materials; using data to make decisions; and monitoring student progress to inform instruction.

### MTSS Implementation

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

**Data sources for Tier 1** include but are not limited to: Clarcona uses Houghton Mifflin Theme Skill tests, STAR, FAIR, Edusoft Benchmark tests for reading, math and science; PMRN, Unit test from Envision, weekly math fluency assessments (Math for 4<sup>th</sup> and 5<sup>th</sup>), Write Score for writing, Write From the Beginning, CELLA and IDEL scores, IMS and EDW data to summarize tiered data, PBS for behavior.

**Data sources for Tier 2** includes but not limited to : Great Leaps fluency passages; FAIR toolkit; After The Bell, Easy CBM, FCIM math, records from the Alternative Room for behavior ST Math reports, Road to the Code, teacher made formative assessments, Read Well, FCRR Activities, Houghton Mifflin skills tests SOAR to Success assessment component, Early Intervention in reading assessment component, and Phonics tool kit.

**Data sources for Tier 3** include but are not limited to: Early Success, PALS (Peer Assisted Literacy Strategies) Words Their Way, Great Leaps, Spelling inventories, FCIM, behavior plans for individuals, Elements of Reading, Spelling inventories, FCIM, behavior plans for individuals, and Elements of Reading Vocabulary.

Describe the plan to train staff on MTSS. Members of the Leadership Team will attend MTSS training, then return and train the staff at Clarcona. MTSS Team conducted staff development on the MTSS model. Teachers were trained on using the decision tree model to analyze student academic data. During pre-planning, MTSS folders were given to teachers for all current MTSS students. Ongoing professional development will also be provided by the MTSS Leadership Team in regards to MTSS updates on services, instructional strategies and data analysis for the current school year. The MTSS team will also focus on providing quality TIER III interventions.

Describe the plan to support MTSS.

The team will oversee our school-wide intervention/enrichment time to assure that all students are learning and achieving, including our subgroups. Also, we will implement an independent reading incentive program utilizing Accelerated Reader based on grade-level goals and the Sunshine State Young Readers Award books to increase students' quantity and quality of independent reading.

### *Literacy Leadership Team (LLT)*

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Identify the school-based Literacy Leadership Team (LLT). Principal-Robert Strenth Assistant Principal-Evangeline Richardson Reading Teacher-Carrie Glassman CRT-Teresa Schutte Media Specialist-Michelle Ishmail Guidance Counselor-Adrienne Yuen
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The school-based LLT is committed to implementing our core reading program, "Houghton Mifflin" with fidelity. The LLT will assist with progress monitoring student data and give assistance with interventions and enrichment. Meetings will be held monthly to go over student data with grade level teams.
What will be the major initiatives of the LLT this year? The team will oversee our school-wide intervention/enrichment time to assure that all students are learning and achieving, including our subgroups. Also, we will implement an independent reading incentive program utilizing Accelerated Reader based on grade-level goals and the Sunshine State Young Readers Award books to increase students' quantity and quality of independent reading.

### ***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.

N/A

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

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

N/A

***\*High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

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

N/A

***Postsecondary Transition***

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

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

N/A



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**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>IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1 As students in the intermediate grades read more complex text or content area reading, they are challenged to read/decode more complex multi-syllabic words.	1A.1 Intermediate teachers, reading resource teaches and Exceptional Education teachers will teach systematic, explicit, research-based phonics lessons.	1A.1.Principal, Assistant Principal, Reading Coach and CRT	1A.1 Monitoring reading instruction and lesson plans	1A.1 FAIR, Edusoft and FCAT
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In order to meet the Superintendent’s Essential Outcome , the OCPS K-12 Literacy Plan, and to ensure that our students receive quality reading instruction, the 2013 target for student scoring at achievement level 3 on FCAT 2.0 Reading will increase from 28% to 33%.	In June 2012, 28% (128) of students at Clarcona Elementary School scored at Level 3.	By July 2013, 33% (155) of students taking the FCAT Reading will score at Level 3.	1A.2.Students need feedback on their academic progress.	1A.2.Teachers will conference with students a minimum of once per grading period to give feedback and help students set goals.	1A.2. Principal, Assistant Principal, Reading Coach and CRT	1A.2. Students will be able to: articulate how they are progressing toward reaching their academic goals. Students will have higher levels of self-confidence.	1A.2. Conference notes

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		1A.3 Students must have opportunities for independent or collaborative practice at rigorous learning centers.	1A.3 Teachers will differentiate learning centers. Each center will have a carefully chosen objective that align in with the overarching objective for the day.	1A.3 Principal, Assistant Principal, Reading Coach and CRT	1A.3 Monitoring reading instruction and lesson plans	1A.3 Administrative and teacher observations and Lesson plans
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Reading Goal #1B:</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1. Students performing at higher achievement levels of reading need to develop deeper thinking skills or Higher Order Thinking.	2A.1. Teachers will model and students will learn to create Thinking Maps as an alternative to traditional worksheets in response to literature.	2A.1. Principal Assistant Principal	2A.1. Students will become more proficient responding to Higher Order Questions such as inferential questions. They will make connections between text to text and text to the world.	2A.1. Formative Assessments OCPS Benchmark Reading Tests
<b>Reading Goal #2A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
In order to meet the Superintendent’s Essential Outcome , the OCPS K-12 Literacy Plan, and to ensure that our students receive quality reading instruction, the 2013 target for student scoring at or above achievement levels 4 and 5 on FCAT 2.0 reading will increase from 32% to 35%.	In June 2012, 32% (153) scored at Level 4 and 5.	By July 2013, 35% (165) of students taking the FCAT Reading test will score Level 4 or 5.					
			2A.2. Teachers can enrich reading opportunities by using authentic literature. Shared reading means all children have a copy of the text to read.	2A.2. Teachers will train students in the use of literature circles while reading longer, more complex text. Teachers will prepare action plans for shared reading to ensure that standards are addressed.	2A.2.Principal Assistant Principal	2A.2. Students will become proficient with the roles of literature circles. There will be increased discussion and collaboration. Students will be able to either take Accelerated Reader tests on shared literature or if no AR test is available, they can complete a story map.	2A.2. Anecdotal records Lesson Plan review
			2A.3 Students in need of enrichment often are not challenged. The instructional match needs to be improved.	2A.3 Ability grouping will allow teachers to create lessons to challenge students to achieve their full potential.	2A.3Principal Assistant Principal	2A.3 Teachers will have differentiated lesson plans for enrichment. Students will maintain their above level reading performance.	2A.3 OCPS Reading Benchmark tests, Common Formative Assessment, Lesson Plan review

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<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B:  N/A	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>					
			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 reading.</b>			3A.1.Ongoing Progress Monitoring was completed by reading resource teachers in the past. Classroom teachers need to be trained in data collection and analysis	3A.1. Teachers will bring data they have collected to data meetings. They will be coached on how to improve record keeping on student performance. Timeframes will be maintained so that data is collected often for high risk students who may not have made significant learning gains in the past.	3A.1. MTSS Team Reading Coach	3A.1. Teachers will have access to data that informs instruction. Instruction will then be modified to support the learner.	3A.1. Evaluation of data collection tool. Analysis of student performance over time will be discussed at grade level meetings.
<u>Reading Goal #3A:</u> In order to meet the Superintendent’s Essential Outcome , the OCPS K-12 Literacy Plan, and to ensure that our students receive quality reading instruction, the 2013 target for students making learning gains on FCAT 2.0 Reading will increase from 65% to 70%.	<u>2012 Current Level of Performance:*</u> In June 2012 65% (307) students made learning gains in Reading.	<u>2013 Expected Level of Performance:*</u> By July 2013, 70% (330) of students taking the FCAT Reading test will make learning gains.					
			3A.2. Limited time to collaborate with PLC groups in order to plan and problem solve when students don’t make progress.	3A.2. Common PLC Collaborative times are Scheduled.	3A.2.Principal Assistant Principal	3A.2. Teachers will support teammates to create a good instructional match for students who typically make little progress.	3A.2. PLC notebook, Lesson plan review PLC agendas and minutes

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		3A.3. As students in the intermediate grades read more complex text or content area reading, they are challenged to read/decode more complex multi-syllabic words. Students at this level have been found to be deficient in Word Analysis on the FAIR.	3A.3. Intermediate teachers, reading resource teachers and Exceptional Education teachers will teach systematic, explicit, research-based phonics lessons. Clarcona will use resources from the core reading program, Words Their Way, and/or Phonics In a Bag.	3A.3. Teacher, Assistant Principal, Reading Coach	3A.3. As students apply newly learned phonics skills to higher reading level text, there will be an increase in their word reading accuracy. Fluency will increase. Students will be more accurate spelling longer words. These skills will be measured with ongoing progress monitoring.	3A.3. Spelling Inventory Oral reading fluency assessments Running Records Formative assessments Assessments from Phonics in a Bag
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1. Students must have opportunities for independent or collaborative practice at rigorous learning centers.	4A.1. Teachers will differentiate learning centers. Each center will have a carefully chosen objective that ties in with the objective	4A.1. Principal, Assistant Principal	4A.1. Time on task will increase. Students will have more opportunities to practice key skills.	4A.1. Lesson Plan Review, informal observation
<b>Reading Goal #4:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
In order to meet the Superintendent's Essential Outcome, the OCPS K-12 Literacy Plan, and to ensure that our students receive quality reading instruction, the 2013 target for students in the lowest 25% making learning gains on FCAT 2.0 reading will increase from 67% to 70%.	In June 2012 there were 67% (48) students in the lowest 25% making learning gains in reading.	By July 2013, 70% (49) of students in the lowest 25% will make learning gains in reading.					
			4A.2. Need to make a better match between curriculum and the learner.	4A.2. After analysis of multiple data sources, students will be ability-grouped.	4A.2. Principal, Assistant Principal	4A.2. PLC meetings will be held with all stakeholders to measure student growth. Flexible grouping will be mandatory so that if a student is progressing they can move on to a new curriculum.	4A.2. On-going progress monitoring OCPS Reading Benchmark FAIR Accelerated Reading goals.
			4.A.3 Increase rigor in reading instruction K-5th grades.	4.A.3 K-1st Common Core Standards Action Plans Lesson Study Explicitly teaches academic vocabulary in grades K-5.	4.A.3 Principal, Assistant Principal Reading Teacher Leadership Team	4.A.3 Lesson Plans Weekly grade level planning meetings Data meetings Classroom visits IMS - curriculum	4.A.3 FCAT 2.0 2013 Edusoft Benchmark FAIR Common formative assessments.



**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>5A. In six years school will reduce their achievement gap by 50%.</b> <u>Reading Goal #5A:</u> In order to meet the Superintendent's Essential Outcome , the OCPS K-12 Literacy Plan, and to ensure that our students receive quality reading instruction, the 2017 target for student subgroups by ethnicity on FCAT 2.0 Reading will decrease the achievement gap by 50%.	<b>Baseline data 2010-2011</b>		61%	64%	68%	71%	75%	79%
	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> <u>Reading Goal #5B:</u> In order to meet the Superintendent's Essential Outcome , the OCPS K-12 Literacy Plan, and to ensure that our students receive quality reading instruction, by July 2013, the percent of students in subgroups by ethnicity not making satisfactory progress will decrease in each	<u>2012 Current Level of Performance:*</u> White:32% Black: N/A Hispanic: NA Asian:32% American Indian: NA	<u>2013 Expected Level of Performance:*</u> White:25% Black: NA Hispanic: NA Asian:20% American Indian: NA	5B.1.Ongoing Progress Monitoring was completed by reading resource teachers in the past. Classroom teachers need to be trained in data collection and analysis.	5B.1. Teachers will bring data they have collected to data meetings. They will be coached on how to improve record keeping on student performance. Timeframes will be maintained so that data is collected often for high risk students who may not have made significant learning gains in the past.	5B.1. MTSS Team Reading Coach	5B.1. Teachers will have access to data that drives instruction. Instruction will then be modified to support the learner.	5AB1. Evaluation of data collection tool. Analysis of Student performance over time to be discussed at grade level meetings.	

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

subgroup.		5B.2. All subgroups: Independent Reading and limited access to books at home	5B.2. Open Media Center before school. Set up accounts for parents to check out books.	5B.2. Media Specialist	5B.2. After students have a deeper understanding of a concept, vocabulary skills will increase and comprehension will improve.	5B.2. Common formative assessments. Observations by administrative team.
		5B.3. Students need scaffolding support while learning new reading skills.	5B.3. Teachers will use a gradual release model of instruction, including the routine: "I do", "we do", "you do."	5B.3. Classroom Teacher	5B.3. Students will become more independent completing reading activities in English.	5B.3. FAIR, OCPS Benchmark Tests, Edusoft
		5B.4. Students lack background knowledge which diminishes their comprehension of narrative and expository text.	5B.4. Teachers will use educational technology to build background knowledge.	5B.4. Classroom Teacher	5B.4. After students have a deeper understanding of a concept, vocabulary skills will increase and comprehension will improve.	5B.4. Common and formative assessments
		5B.5 Lack of reading strategies	5B.5 Maintain a school based Progress Monitoring Committee to monitor the progress of students in reading based on formative assessments and/or students under a MTSS plan.	5B.5 Principal, Assistant Principal, Literacy Leadership Team, Classroom Teachers, Media Specialist	5B.5 Monitor data from FAIR and Edusoft, along with weekly formative assessments	5B.5 FAIR, Edusoft, Teacher Assessments, FCAT

**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>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1	5C.1.	5C.1.	5C.1.
<b>English Language Learners made satisfactory progress in reading.</b>	<u>2012 Current Level of Performance</u> :*	<u>2013 Expected Level of Performance</u> :*					
			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 reading.</b>			5D.1 Classroom Teachers' perceptions of Students with Disabilities' instructional needs may rely too heavily on the Exceptional Education teacher. PLC meetings will be held with the intent that all reach a consensus that each student at Clarcona is all teachers' responsibility.	5D.1. PLC collaborative groups will arrive at consensus.	5D.1. Principal, MTSS Coach, Staffing Coordinator	5D.1. Instructional plans for SWD will be developed collaboratively between all stakeholders.	5D.1. Lesson plan review PLC notebooks Based.
<u>Reading Goal #5D:</u> <b>In order to meet the Superintendent's Essential Outcome , the OCPS K-12 Literacy Plan, and to ensure that our students receive quality reading instruction, the</b>	<u>2012 Current Level of Performance</u> :* In June 2012, 86% of the students with Disabilities subgroup not making satisfactory progress.	<u>2013 Expected Level of Performance</u> :* In June 2013, 74% (4) of the students with Disabilities subgroup not making satisfactory progress.					

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

<p><b>2013 target for students not making satisfactory progress on FCAT 2.0 reading will decrease from 86% to 74%.</b></p>		<p>5D.2. Lack of reading strategies</p>	<p>5D.2. Maintain a school based Progress Monitoring Committee to monitor the progress of students in reading based on formative assessments and/or students under an MTSS plan.</p>	<p>5D.2. Principal, Assistant Principal, Literacy Leadership Team, Classroom Teachers, Media Specialist</p>	<p>5D.2. Monitor data from FAIR and Edusoft, along with weekly formative assessments</p>	<p>5D.2. FAIR, Edusoft, Teacher Assessments, FCAT,</p>
		<p>5D.3. Students need scaffolding support while learning new reading skills.</p>	<p>5D.3. Teachers will use a gradual release model of instruction, including the routine: “I do”, “we do”, “you do.”</p>	<p>5D.3. Classroom Teacher</p>	<p>5D.3. Students will become more independent completing reading activities in English.</p>	<p>5D.3. FAIR, OCPS Benchmark Tests, Edusoft</p>

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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.	5E.1.	5E.1.	5E.1.	5E.1
<b>Economically Disadvantaged students made satisfactory progress in reading.</b>	Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			5E.2.	5E.2.	5E.2	5E.2.	5E.2.
			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
Continue Staff Development using Handbook for the Art and Science of Teaching by Marzano	K-5 Reading	Principal, Assistant Principal, PLC Committee	All classroom teachers	On-going, specific feedback, followed up by general best practices staff development at monthly faculty meetings.	Discussions at data meetings	Principal, MTTs Team

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

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FAIR and benchmark data analysis	K-5 Reading	Assistant Principal	Teachers K-5	Oct, 2012 Feb., 2013 May, 2013	PLC notes MTSS Problem Solving team	Principal, MTTTS Team
Training on Differentiated Instruction for Enrichment and Tier 2 Students	K-5	CRT Instructional Coach	Grade level PLC	Ongoing	Analyzing student performance data Monitoring lesson plans	Leadership Team
STAR training	K-5	Media Specialist	School-wide	By the end of October 2012.	Analyzing STAR reports	Media Specialist

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

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Non-Fiction Reading	Accelerated Reading	School Budget	\$5900
			<b>Subtotal:\$5,900</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
After School Tutoring	Teachers	SAI	10,232
			<b>Subtotal:\$10,232</b>
			<b>Total:1\$16,132</b>

*End of Reading Goals*

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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

<b>CELLA Goals</b>		<b>Problem-Solving Process to Increase Language Acquisition</b>				
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. ELL students enter our school in the intermediate grade as non-English speakers	1.1. Use ELL Paraprofessional to give extra assistance in the class and use Total Physical Response (TPR)	1.1. Teacher ESOL Paraprofessional	1.1. Teacher Observation	1.1. Teacher Observation
<b>CELLA Goal #1:</b> English Language Learners who are proficient in Listening/Speaking on CELLA will remain at that level or higher on the 2013 FCAT Reading assessment.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> In June 2012, 45% (21) scored at Proficient at Listening/Speaking					
		1.2. Student prior understanding of English is limited	1.2. Use ELL visual strategy	1.2. Teacher ESOL Paraprofessional	1.2. Teacher Observation	1.2. Teacher Observation
		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. ELL enter school with limited reading skills	2.1. <ul style="list-style-type: none"> <li>• Use of visual</li> <li>• Teacher repeats direction</li> <li>• Teacher checks for understanding</li> <li>• Graphic organizers</li> </ul>	2.1. Teacher ELL Paraprofessional	2.1. Teacher made test	2.1 .Benchmark FCAT FAIR
<b>CELLA Goal #2:</b> English Language Learners who are proficient in reading on CELLA will remain at that level	<u>2012 Current Percent of Students Proficient in Reading:</u> In June 2012, 42% (19) scored at Proficient in reading.					



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or higher on the 2013 FCAT Reading assessment.		2.2. Parent ability to assist student at home	2.2. Parents attend Parent Leadership Council and Literacy Night	2.2. ESOL Compliance Teacher	2.2. Attendance	2.2. Benchmark FCAT FAIR
		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. Language structure is different	2.1.Explicit teach grammar rules	2.1.Teacher	2.1.Progress Monitor class writing	2.1. Quarterly School-wide writing prompt.
<b>CELLA Goal #3: English Language Learners who are proficient in writing on CELLA will remain at that level or higher on the 2013 FCAT Reading assessment.</b>	2012 Current Percent of Students Proficient in Writing :					
	In June 2012, 38% (21) scored at Proficient in writing.					
		2.2. Lack of mechanical structure of writing.	2.2. Use Language, Grammar, and Usage sections of Imagine It.	2.2. Compliance Teacher. Teachers	2.2. PLC with grade level teams.	2.2. CELLA FCAT rubric for scoring writing prompts.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Blueprint of Intervention	Routine Cards	School base	\$400
			<b>Subtotal:400</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:\$ 400</b>

*End of CELLA Goals*

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

**Elementary School Mathematics Goals**

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1. Teachers not proficient in the new adopted district math book	1A.1 Continue Envision Training In classroom modeling with Envision math.  Assist teachers with implementing strategies for improving mathematics skills  FCAT Explorer, and ST Math	1A.1 Assistant Principal Math Lead Teacher	1A.1 Review Math District Envision Math calendar with teachers;  Review math strategies with teachers;  Review results from Fast Math, ST Math, FCAT Explorer	1A.1 Classroom visits
Students who scored a Level 3 on FCAT Math will remain at that level or higher on the 2013 FCAT Math assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In June 2012, 38% (180) of students at Clarcona Elementary School scored at Level 3 on FCAT Math.	By July 2013, 41% (193) of student taking the FCAT Math test at Clarcona Elementary School will score at a Level 3.					
			1A.2. Implement small group and differentiated instruction for math during math block	1A.2. Analyzing growth from Mini-Assessments	1A.2. Classroom Teacher	1A.2. Edusoft Mini-Assessments Reports	1A.2. Edusoft Mini-Assessments Reports
			1A.3. New State standards NGGS	1A.3. Standards Training	1.A3Math Lead Teacher, Principal, Assistant Principal	1A.3Teacher Lesson plans	1.A.3Intermittent Classroom Observations
		1A.4. Student lacks limited skills in solving math problems	1A.4. Teachers will use Envision’s math strategies	1A.4.. Classroom Teacher	1A.4. Student will demonstrate how to use these strategies to solve problems	1A.4. Formative Assessment, OCPS Benchmark Math Tests	

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

		1A.5. Ongoing Progress Monitoring- Classroom teachers need to be trained in data collection and analysis.	1A.5. Teachers will bring data they have collected to data meetings. They will be coached on how to improve record keeping on student performance. Timeframes will be maintained so that data is collected often for high risk students who may not have made significant learning gains in the past.	1A.5.MTSS Team Math Lead Teacher	1A.5. Teachers will have access to data that informs instruction. Instruction will then be modified to support the learner.	1A.5.Evaluation of data collection tool. Analysis of student performance over time
		1A.6. Lack of time for mastery	1A.6.Intense Math Intervention during the school day After school tutoring Small group instruction with Coaches and Paraprofessionals	1A.6.Classroom Teacher	1A.6.Progress Monitoring using Envision Assessments and Edusoft Mini Benchmark Assessments	1A.6.Envision Unit Test Edusoft Benchmark Assessment
		1A.7. Students will keep track of their academic progress.(Fluency Learning, DQ1)	1A.7. Students will keep a data notebook.	1A.7. Classroom teacher grade level administrator.	1A.7. Students will be able to articulate how they are progressing toward reaching their academic goals. Students will have higher levels of self-confidence.	1A.7. Formative Assessments OCPS Benchmark Math Tests Math Thinking Maps

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

<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>						
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:</u> *	1A.5.				
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1. Students performing at this level of math need to develop deeper problem solving thinking skills or Higher Order Thinking.	2A.1. Teachers will model and students will learn to use Math Thinking Maps as an alternative to traditional worksheets in response to solving math problems.	2A.1. Classroom Teacher, Principal, Assistant Principal	2A.1. Students will become more proficient responding to algebraic questions. They will make connections between text to text and text to the world.	2A.1. Formative Assessments OCPS Benchmark Math Tests Math Thinking Maps
<b>Mathematics Goal #2A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Students who scored a Level 4 or 5 on FCAT Math will remain at that level or higher on the 2013 FCAT Math assessment.	In June 2012, 24% (113) students scored at Level 4 and 5.	By July 2013, 27% (127) of students taking the FCAT Math test at Clarcona Elementary School will score at a Level 4 or 5.					
			2. A2. Students have limited skills in solving math problems.	2A.2. Teachers will use Envison's math strategies	2A.2. Classroom Teacher	2A.2. Student will demonstrate how to use these strategies to solve problems	2A.2. Formative Assessment, OCPS Benchmark Math Test, Common Assessments. PLC agendas and minutes
			2A.3 Limited time for rigorous instruction	2A.3 Offering children in grades 4 and 5 who scored a level 4 or 5 on the spring FCAT middle school courses	2A.3 CRT, Assistant Principal	2A.3 Middle school course registration	2A.3 Middle school course reports
			2A.4 Limited time for Rigorous instruction	2A.4 Provide time for children to participate in FCAT Explorer	2A.4 Principal, LLT	2A.4 FCAT Explorer reports	2A.4 Classroom observations
<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.

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

Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.



**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>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1. Lack of math vocabulary	3A.1. School-wide math vocabulary list	3A.1.Principal, Assistant Principal, Math Lead Teacher	3.A1.Student use of vocabulary	3A.1. Student math assessment. Lesson plans.
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, students taking the FCAT Math test at Clarcona Elementary School will make learning gains.	In June 2012, 74% (350) students at Clarcona Elementary School made learning gains in FCAT Math.	By July 2013, 77% (363) of students taking the FCAT Math test will make learning gains.					
			3A.2. After core lesson is taught students lack understanding of math concept.	3A.2. Teacher will analyze data and use the Continuous Improvement Model to re-teach skill in Small groups	3A.2. Classroom Teacher	3A.2. Student math test score will increase	3A.2. OCPS Math Benchmark Common Formative Assessment
			3A.3. Ongoing Progress Monitoring- Classroom teachers need to be trained in data analysis	3A.3. Teachers will bring data they have collected to data meetings. They will be coached on how to improve record keeping on student performance. Timeframes will be maintained so that data is collected often for high risk students who may not have made significant learning gains in the past.	3.3.MTSS Team	3A.3. Teachers will have access to data that informs instruction. Instruction will then be modified to support the learner.	3A.3. Evaluation of data collection tool Analysis of student performance over time

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

		Lack of math fluency	Flash cards Problem of the day Daily Mountain Math ( This reviews all the basic operations) Math Facts timings Envision Daily Review will be utilized.	Classroom teacher, Assistant Principal	Students will be able to respond more fluently to math questions in class.	Math facts score sheets
<b>3B. Florida Alternate Assessment:</b>		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<b>Percentage of students making learning gains in mathematics.</b>						
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
#3B:	<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>				
N/A						
		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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b></p> <p><b>Mathematics Goal #4:</b></p> <p>The number of children in the Lowest 25% will make learning gains in Math at Clarcona Elementary School on the 2013 FCAT Math Assessment.</p>			4A.1.After core lesson is taught students not understanding math concept.	4A.1.Teacher will analyze data and use the Continuous Improvement Model to re-teach skill in small groups	4A.1.Classroom Teacher	4A.1.Student math test score will increase	4A.1.OCPS Math Benchmark Common Formative Assessment. PLC agendas and minutes.
	<p><u>2012 Current Level of Performance:*</u></p> <p>In June 2012 there were 74% (74) students in the lowest 25% making learning gains in math.</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>By July 2013, 77% (45) of students in the lowest 25% will make learning gains in math.</p>					
			4A3. Ongoing Progress Monitoring- Classroom teachers need to be trained in data usage.	4A.3. Teachers will bring data they have collected to data meetings. They will be coached on how to improve record keeping on student performance. Timeframes will be maintained so that data is collected often for high risk students who may not have made significant learning gains in the past.	4A.3. MTSS Team	4A.3. Teachers will have access to data that informs instruction. Instruction will then be modified to support the learner.	4AA.3. Evaluation of data collection tool Analysis of student performance over time
			4A.3.	4A.3.	4A.3.	4A.3.	4A.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>5A. In six years school will reduce their achievement gap by 50%.</b> In order to meet the Superintendent’s Essential Outcome, and to ensure that our students receive quality math instruction, the 2017 target for student subgroups by ethnicity on FCAT 2.0 Math will decrease the achievement gap by 50%.	<b>Baseline data 2010-2011</b>  57%		63%	64%	68%	71%	75%	79%
	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>			5B.1.After core lesson is taught students lack understanding of math concept.	5B.1.Teacher will analyze data and use the Continuous Improvement Model to re-teach skill in small groups	5B.1.Classroom Teacher	5B.1.Student math test score will increase	5A.1.OCPS Math Benchmark Common Formative Assessment.	
<b>Mathematics Goal #5B:</b>  <b>By July 2013, the percent of students in subgroups by ethnicity not making satisfactory progress will decrease in each subgroup.</b>	<b>2012 Current Level of Performance:*</b> In June 2012, The percent of students not making satisfactory progress for the subgroups based on ethnicity are: White: 32% Black: NA Hispanic: 50% Asian: 12% American Indian: N/A	<b>2013 Expected Level of Performance:*</b> By July 2013 The percent of students not making satisfactory will be reduced for the subgroups based on ethnicity are: White: 27% Black: NA Hispanic:37% Asian: 8% American Indian: N/A	5B.2.Time to collaborate with PLC groups in order to plan and problem solve when students don’t make progress.	5B.2.Common PLC Collaborative times are scheduled.	5B.2.Principal, Assistant Principal	5B.2.Teachers will support teammates to create a good instructional match for students who typically make little progress.	5B.2.PLC notebook Lesson plan review. PLC agendas and minutes.	

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		5B.3.Ongoing Progress Monitoring - Classroom teachers need to be trained in data collection and analysis	5B.3Teachers will bring data they have collected to data meetings. They will be coached on how to improve record keeping on student performance. Timeframes will be maintained so that data is collected often for high risk students who may not have made significant learning gains in the past.	5B.3MTSS Team	5B.3Teachers will have access to data that informs instruction. Instruction will then be modified to support the learner.	Evaluation of data collection tool Analysis of student performance over time. PLC agendas and minutes. Grade level team meetings with administrative team.
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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
<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p> <p><b>Mathematics Goal #5C:</b></p> <p><b>By Spring 2013, ELL students not making satisfactory progress will decrease from 52% to 45 on the FCAT 2.0 Math.</b></p>	<p><u>2012 Current Level of Performance:*</u></p> <p>In June 2012, 52% of the English Language Learners (ELL) student did not make satisfactory progress in Mathematics.</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>By July 2013, 45% of the English Language Learners (ELL) student subgroup not making satisfactory progress in Mathematics will decrease.</p>	<p>5C.1.Students need scaffold support while learning new math skills.</p>	<p>5C.1.Teachers will use a gradual release model of instruction, including the routine: "I do", "we do", "you do."</p>	<p>5C.1.Classroom teacher</p>	<p>5C.1.Students will become more independent completing math activities in English, their second language.</p>	<p>5C.1.CELLA OCPS Math Benchmark Common Formative Assessment.</p>
			<p>5C.3 Ability to read and understand data charts</p>	<p>5C.3. Students will be taught how to use reference and research skill to understand data</p>	<p>5C.3.Classroom Teacher</p>	<p>5C.3. Students will be able to respond to math data problems</p>	<p>5C.3. OCPS Math Benchmark Common Formative Assessment. PLC agendas and minutes.</p>
			<p>5C.3. Ongoing Progress Monitoring- Classroom teachers need to be trained in data collection and analysis</p>	<p>Teachers will bring data they have collected to data meetings. They will be coached on how to improve record keeping on student performance. Timeframes will be maintained so that data is collected often for high risk students who may not have made significant learning gains in the past.</p>	<p>MTSS Team</p>	<p>Teachers will have access to data that informs instruction. Instruction will then be modified to support the learner.</p>	<p>Evaluation of data collection tool Analysis of student performance over time. PLC agendas and minutes. Grade level team meetings with administrative team.</p>

**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>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>  <b>Mathematics Goal #5D:</b> By Spring 2013, SWD students not making satisfactory progress will decrease from 83% to 74% on the FCAT 2.0 Math			5D.1. Limited reading skill for word problems	5D.1. Teaching phonic at a level where students can decode multisyllabic words in content area of math	5D.1. Classroom teacher	5D.1. Students will be able to respond to math data problems	5D.1. OCPS Math Benchmark Common Formative Assessment
			5D.2. Students lack the ability to start with what they know to solve a problem	5D.2. Teacher will teach students NCTM Strategies	5D.2. Classroom teacher	5D.2. Student will be able to break down a problem in order to see a pattern or identify the algorithm to use to solve problems	5D.2. OCPS Math Benchmark Common Formative Assessment CWT by administrative team.
			5D.3. After core lesson taught students have limited understanding of math concept.	5D.3. Teacher will analyze data and use the Continuous Improvement Model to reteach skill in small groups.	5D.3. Classroom teacher	5D.3. Student math test score will increase	5D.3. OCPS Math Benchmark Common Formative Assessment. CWT by administrative team

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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> <b>Economically Disadvantaged students made satisfactory progress in math.</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.
			5E.4	5E.	5E.	5E.	5E.

*End of Elementary School Mathematics Goals*



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**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>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<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.
<u>Mathematics Goal #2A:</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>					
			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.
<u>Mathematics Goal #2B:</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>					
			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.
<b>Mathematics Goal #3A:</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>					
			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.
<b>Mathematics Goal #3B:</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>					
			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 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.

**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>5A. In six years, school will reduce their achievement gap by 50%.</b>  <u>Mathematics Goal #5A:</u>  <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>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> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	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.	

**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>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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>#5E:</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
<i>Enter narrative for the goal 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*

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**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.
<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.
<u>Mathematics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<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>					
			3.2.	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*

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

**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.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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**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> <u>Algebra 1 Goal #3A:</u> <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> <u>Algebra 1 Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
	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.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 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*

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

**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>	<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>					
			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>	<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>					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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**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>Baseline data 2011-2012</b>							
	<b>Geometry Goal #3A:</b> <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>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
<b>Geometry Goal #3B:</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> White: Black: 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: Hispanic: Asian: American Indian:					
			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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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 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
Data analysis of math assessment data	K-5	Team leaders	K-5	Oct 2012 Jan 2013 May 2013	Grade level meetings, PLC meetings	Assistant Principal
Essential questions in math	Math	Assistant Principal, CRT	K-5	Aug 2012	Grade level meetings, classroom observations,	Assistant principal

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

Writing learning goals for math	Math	Principal	K-5	Sep 2012	Classroom walk observations, Common board configuration	Principal
Developing scales for math fluency	Math	Principal	K-5	Sep 2012	Classroom walk through, Common board configuration	Principal

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

**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
After School Tutoring	Math remediation	SAI	\$10,232
Using Thinking Maps to increase higher order thinking skills	Thinking Maps manual	School Budget	\$0.00
			<b>Subtotal:\$10,232</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
On-line Tutorial	ST Math	School Budget	\$3500
On-line Fluency	Fast Math	School Budget	\$2000
			<b>Subtotal:\$5,500</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Understanding Essential questions in math	OCPS CIA blue print	School Budget	\$0.00
Writing learning goals for math	OCPS PowerPoint, Marzano map, The Art and Science of Teaching	School Budget	\$0.00
Developing scales for math fluency	OCPS PowerPoint, Marzano map, The Art and Science of Teaching	School Budget	\$0.00
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:\$15,732</b>

*End of Mathematics Goals*

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

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

**Elementary and Middle School Science Goals**

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1. Children are not exposed to science related text	1A.1. The teachers will use science leveled readers to support science content.	1A.1. Classroom Teachers	1A.1. Common Formative assessments and FCAT	1A.1. Common Formative assessments and FCAT.
<b>Science Goal #1A:</b>  By July 2013, students scoring at achievement level 3 in Science will increase from 34% to 37%.	<b>2012 Current Level of Performance:*</b>  In the June 2012 FCAT Science Assessment, 34% (61) of fifth grade students achieved proficiency of Level 3.	<b>2013 Expected Level of Performance:*</b>  On the 2013FCAT Science Assessment, 37% (66) of fifth grade students will achieve proficiency of Level 3.					
			1A.2. Students lack science vocabulary	1A.2. School-wide science vocabulary list.	1A.2. Science Teacher	1A.2. Common Formative assessments and FCAT	1A.2. Student science assessment. Lesson plans.
			1A.3. Children lack hands on experiences in science	1A.3. Teachers will conduct 6-8 hands-on science days per year K-5	1A.3. Classroom teacher Science teacher	1A.3. Science Lab Sheet	1A.3. Science lab sheet and common formative assessments
			1A.4. Children do not understand the scientific method.	1A.4. The teachers will guide students independently to follow and complete the science lab sheet when conducting an experiment.	1A.4. Science Teacher	1A.4. Common formative assessments and FCAT	1A.4. Common formative assessments and FCAT

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

<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2A.1. Children are not exposed to science related text.	2A.1. The teachers will use science leveled readers to support science content.	2A.1. Classroom Teacher Science Teacher	2A.1. Common formative assessments and FCAT	2A.1. Common formative assessments and FCAT
<b>Science Goal #2A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By July 2013, students scoring at achievement levels 4 and 5 in Science will increase from 10% to 15%.	In June 2012 10% (18) students achieved proficiency of levels 4 and 5.	In July 2013 15% (27) of fifth grade students will achieve proficiency of levels 4 and 5.					
			2A.2. Children do not understand the scientific method.	2A.2. The teachers will guide students independently to follow and complete the science lab sheet when conducting an experiment.	2A.2. Science Teacher	2A.2. Common formative assessments and FCAT	2A.2. Common formative assessments and FCAT
			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.	2B.1.	2B.1.	2B.1.	2B.1.
N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					



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

*End of Elementary and Middle School Science Goals*

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

**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>  <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>					
			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>  <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>					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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*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>					

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		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*

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

**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
Understanding the NGSSS and the OPCS CIA Blueprint	Science K-5	Science Teacher	Teachers K-5	Nov 2012	Classroom observations	Science Teacher
Using benchmark assessment data to make instructional decisions.	Science	Science Teacher	Teachers grade 5	Oct, 2012	PLC meetings agendas and notes	Science Teacher, Assistant Principal
Analyzing Items specifications for FCAT Science	Science	Science Teacher	Teachers grades 3-5	Nov 2012	Grade level meetings	Assistant Principal

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Using Thinking Maps to increase higher order thinking skills	Thinking Maps manual	School Budget	\$0.00
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Developing background knowledge and vocabulary	Internet	School Budget	\$0.00

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

			<b>Subtotal:</b>
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
Understanding the NGSSS and the OCPS CIA Blueprint	NGSSS and the OCPS CIA Blueprint School	School Budget	\$0.00
Using benchmark assessment data to make instructional decisions	Benchmark assessment data	School Budget	\$0.00
			<b>Subtotal:</b>
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Amount</b>
AIMS Manipulative	Hands-on	School Budget	\$980
			<b>Subtotal:</b>
			<b>Total:\$980</b>

*End of Science Goals*

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

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1. There is a lack of elaboration/support in the students’ writing.	1A.1. Continue Writing Lab in special area rotation.	1A.1.Principal, Assistant Principal, Writing Teacher	1A.1. Lesson plans, PLC Discussions	1A.1. Assessment of fourth grade student writing using the FCAT Writing rubric.
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<b>By Spring 2013, 86% (103) of all students taking the FCAT Writing at Clarcona Elementary will score at Level 3 or above.</b>	In Spring 2012, 83% (99) of the fourth grade students achieved Level 3 in writing.	In Spring 2013, 86% (103) of the fourth grade students will achieve Level 3.0 or higher in writing.					
			1A.2.Students lack of formal writing experience.	1A.2.Fourth grade students will develop a piece of formal on an every other week basis.	1A.2.Principal, Assistant Principal, Fourth Grade Teachers	1A.2.Lesson plans Team discussions	1A.2.Assessment of fourth grade student writing using the FCAT Writing rubric Write Score data
			1A.3.Lack of time for teachers to conference with students about their writing.	1A.3.Teachers will use quick conferencing on a daily basis while students are writing to give feedback to students on their writing.	1A.3.Grade Level Administrator Classroom Teachers	1A.3.Lesson plans Team discussions	1A.3.Assessment of student writing

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

			1A.4. Expanded expectations for the 2012 FCAT Writing test with increased attention to conventions and quality of details.	1A.4. Fourth grade teachers will participate in professional development in order to gain understanding of the new 2012 FCAT Writing requirements.	1A.4. Grade Level Administrator Classroom Teachers	1A.4. PLC Agenda and Discussions Lesson Plans	1A.4. Assessment of student writing using the new 2012 FCAT scoring exemplary sets
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:  N/A	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>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.



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

**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
Understanding the new 2013 FCAT writing test	Fourth grade/writing	CRT	4th grade teachers	September, 2012	Ongoing assessment of student writing	CRT
Understand and explore new 2013 FCAT writing resources	Fourth grade/writing	PLC Leader	4th grade teachers	September, 2012	Ongoing assessment of student writing	CRT
Understanding the new 2013 FCAT Writing scoring rubric	Fourth grade/writing	4th grade teachers	4th grade teachers	September, 2012	Ongoing assessment of student writing	CRT

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Scale Grading	Write Score	School Budget	\$2,194
			<b>Subtotal:\$2,194</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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

<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Understanding the new 2013 FCAT writing test, scoring rubrics, exemplary sets	DOE documents concerning the 2013 FCAT writing test	School Budget	\$0.00
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$2,194</b>			

*End of Writing Goals*

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

**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.
Civics 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 Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Civics 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**

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

**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>

*End of Civics Goals*

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

**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.
<b>U.S. History Goal #1:</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>					
			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.
<b>U.S. History Goal #2:</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>					
			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**



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

**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>

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1.Children not delivering attendance warning letters to families	1.1.Mail warning letters to families	1.1.Registrar	1.1.EDW quarterly reports on ten plus absences	1.1.EDW absences report
<p><b>Attendance Goal #1:</b></p> <p>The total enrollment at Clarcona Elementary was 976 for 2011-2012. 95% of the students attended school daily. For 2012-2013, our goal is to increase student attendance by 1%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>In 2012 the average daily attendance was 95%</p>	<p>Increase the average daily attendance rate to 96%.</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>100 children had excessive absences</p>	<p>Reduce number of students with excessive (10 or more) absences by 5% from 100 to 95.</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					

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

	In 2012, Clarcona Elementary had 142 children had 10 or more tardies	B 2013 Clarcona Elementary will reduce the number of children with 10 or more tardies by 5% to 135					
			1.2. Parents not attending child study team meetings or early truancy meetings	1.2.Home visits by social workers	1.2.Principal, Assistant Principal	1.2. EDW quarterly reports on ten plus absences	1.2. EDW quarterly reports on ten plus absences
			1.3. Parents not turning in excused absences documentation	1.3. Teachers will call or email families when a child has 2 or more absences in a row	1.3. Grade level administrator	1.3. Decrease in unexcused Absences by 5%	1.3. Attendance log checklist

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

**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
High Student Achievement	All grades	CRT	This is a school wide PLC initiative.	Attendance is monitored on a daily basis through Progress Book. We will also monitor attendance rates through EDW on a quarterly basis.	Clarcona Elementary School will monitor attendance rates through OCPS' Education Data Warehouse (EDW). Progress Book is also used to track attendance on a daily basis.	CRT Front Office Clerk Registrar Assistant Principal

**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

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

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

*End of Attendance Goals*

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

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>U. Suspension</b>			1.1. Students lack problem solving abilities	1.1Provide social skills(PBS) training in a small group setting with students who have a history of repeated offenses.	1.1.Dean, Behavior Specialist, Guidance Counsel,	1.1. Feedback from teachers	1.1. Quarterly EDW Reports on the number of referrals
<u>Suspension Goal #1:</u>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
The suspension goal for Clarcona Elementary 2012-2013 school year will be to reduce the number of students receiving out-of school suspension by 5%.	In 2012 the total number of In-School suspensions was 45.	The expected number of In-School suspensions for 2012-2013 will be reduced by 5% to 36.					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	During the 2011-2012 school year, 38 students served in-school suspension.	The expected number of students serving in-school suspensions for the 2012-2013 at Clarcona Elementary will be reduced by 5% or 3 students					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					

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

	The total number of out-of-school suspensions was 79.	The expected number of out of school suspensions for the 2012-2013 will be reduced by 5% (38).					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	In 2011-2012, 44 students served out-of-school suspension	The expected number of students serving in-school suspensions for the 2012-2013 at Clarcona Elementary will be reduced by 5% (3) students.					
			1.2. Consistent implementation of Tier 1,2 and 3 Behavioral Interventions	1.2. Provide assistance to teachers in implementing Tier 1, 2, and 3 interventions.	1.2. Behavioral Intervention Team	1.2. Feedback from teachers	1.2. Decrease in the number of referrals
			1.3. Response time to discipline issues on campus.	1.3. Clarcona Elementary School uses the Positive Behavior Support (PBS) system to reward students for positive behavior.	1.3.PBS Team	1.3 We will use EDW to track, monitor, and evaluate our discipline data.	1.3. Quarterly EDW and SM Reports

**Suspension Goal(s)**

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



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

**Suspension Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide rules and procedures	K-5	PBS Team	Positive Behavior Support – school-wide	First and Third Quarters	Lesson Plans	Principal Assistant Principal

**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
Colt Club Celebration	Rewards	General Budget	\$1,000.00
			<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

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

	<b>Subtotal:</b>
	<b>Total:\$1,000.00</b>

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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>							
N/A	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			1.3.	1.3.	1.3.	1.3.	1.3.

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

**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

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

**Dropout Prevention Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<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 Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

**Upload Option-**For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

**Online Template-** For schools completing the PIP a link will be provided that will direct you to this plan.

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>U. Parent Involvement</b>			1.1. Parents work schedules prevent them from attending events during the daytime	1.1. Offer trainings, events and conferences during evening hours	1.1. Parent Involvement Coordinator	1.1. Assistant Principal will monitor parent participation in scheduled events	1.1. Sign in sheets Parent Survey
<b>Parent Involvement Goal #1:</b>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
At Clarcona Elementary School the goal is to offer a variety of school based activities in order to support parents and guardians to ultimately increase student achievement.	34% of parents at Clarcona Elementary School attended parental activities during the 2011-2012 school years.	By June of 2013, 44% of parents at Clarcona Elementary School attended parental activities.					
			1.2. Parent membership	1.2. Hold numerous memberships drives to assist parents in registering for PTA. Provide various dates and times for parents to have the opportunity to join PTA.	1.2. PTA President/PTA Board Members Assistant Principal	1.2. Membership logs/cards	1.2. Maintain a membership log of all parents/guardians who completed application for 2011-2012 school year.
			1.3. Parental support of PTA sponsored events.	1.3. Provide daycare for PTA sponsored events (meetings, etc.)	1.3. PTA President/PTA Board Members Assistant Principal	1.3. Maintain log of parents who participate in PTA activities. Inform parents through School Messenger of PTA sponsored events. Post PTA sponsored activities on the marquee.	1.3. Maintain a membership log or sign-in sheet for sponsored activities.

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

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

**Parent Involvement 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
Open House	K-5 & ESE Teachers	Teachers	Clarcona Elementary Parents and teachers	September 20, 2012	parent survey	Principal, Assistant Principal
Report Card Conference Nights	K-5 & ESE Teachers	Teachers	Clarcona Elementary Parents, students and teachers	Week of January 7, 2013	parent survey	Classroom Teachers
Community Involvement	School-wide	PTA President Assistant Principal	PTA is a school-wide initiative.	PTA meetings are held the second Tuesday of every month	School will distribute parent surveys to determine areas of need and suggestions on how to increase parent/guarding PTA membership.	PTA President      Assistant Principal
Family Reading Night	Kindergarten-5th Grade/Families reading together	Clarcona Elementary Reading Coach	Clarcona Elementary Parents, students and teachers	December, 2012	Progress Monitoring through daily planner, phone conferences and parent survey	Clarcona Elementary Reading Coach
Science Night	Kindergarten-5th grade/Science	Clarcona Elementary Science Teacher	Clarcona Elementary Parents, students and teachers	March 2013	Progress Monitoring through daily planner, phone conferences and parent survey	Clarcona Elementary Science teacher

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

**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
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:\$0</b>

*End of Parent Involvement Goal(s)*

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p><b>STEM Goal #1:</b></p> <p>The FCAT Science for 2012 indicates that Clarcona Elementary needs to work on Nature of Science and Physical Science.</p>	1.1. Children lack hands on experiences in science	1.1.. Teachers will conduct 6-8 hands-on STEM science days per year K-5	1.1..Classroom teacher Science teacher	1.1..Science Lab Sheet	1.1.Science lab sheet and common formative assessments
	1.2. Children lack critical thinking and problem solving skills in science.	1.2. The students will participate in STEM engineering design challenges.	1.2. Classroom teacher	1.2. Science notebooks and common formative assessments.	1.2. Science notebooks and common formative assessments.
	1.3. Children having difficulty writing about what they have learned	1.3. Implementation of Thinking Maps	1.3. School based Thinking Maps trainer	1.3. Review of Thinking Maps	1.3. Thinking Map grades using scales

**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

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



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


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

**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:\$0</b>

*End of STEM Goal(s)*

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

**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

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

**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)*

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Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>U. Additional Goal</b>			1.1. Lack of reading strategies	1.1 Maintain a school based Progress Monitoring Committee to monitor the progress of all students in reading using formative assessments and/or students under an MTSS plan.	1.1. Classroom Teacher	1.1. Students will be able to read fluently with comprehension	1.1. Edusoft Data, Ongoing Progress Monitoring, formative assessments
<b>Additional Goal #1:</b> <b>Students at Clarcona Elementary will be able to read on Grade Level by Age Nine</b>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	In 2012 the number of third graders that scored Level 1 13% (22) students	In 2013 the number of third graders that will score a Level I will decrease by 3% ( 17)					
			1.2 Amount of time spent Independent Reading.	1.2 Assess reading levels with STAR in the computer labs once a grading period. Match library books to the students' levels.	1.2 Classroom teachers monitor book choices. Media Specialist trains teachers on reading STAR and AR reports.	1.2 AR reports and circulation data from Media Center.	1.2 Accelerated Reader and STAR Classroom visits Classroom lesson plans
1.3. Struggling readers need targeted interventions to help them become successful.			1.3. Provide reading interventions groups for tier three children in grades three and four/	1.3. Principal, Assistant Principal Reading Teacher	1.3. Classroom observations Review Benchmark data	1.3. Edusoft, Progress Monitoring tools ( FAIR, FLKRS, CELLA formative assessments)	
<b>2. Maintain high fine arts enrollment Goal</b>	<u>2012 Current Level:</u> 100% (900) of our students are scheduled for fine arts classes	<u>2013 Expected Level:</u> 100% (900) students will be enrolled in fine arts classes.	2.1 Limited time for Fine Arts classes.	2.1 Continue to involve students in band and chorus.	2.1 Principal Assistant Principal	2.1 Attendance	2.1 Enrollment reports

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

Students at Clarcona Elementary will maintain high Fine Arts enrollment for 2012-2013 school year.			2.2 Lack of opportunities for students to participate in extra-curricular Fine Arts activities.	2.2 Implement Chorus for grades 3rd-5th. Participate in the Apopka Jazz and Arts Festival in the spring Perform at the Apopka Arts and Foliage Festival	2.2 Principal Music Teacher Art Teacher	2.2 Review of enrollment/registration for chorus Attendance logs for chorus Review participation for the Apopka Jazz and Arts Festival Review participation for the Apopka Arts and Foliage Festival	2.2 Enrollment forms Attendance logs
<b>3. Fluency in Math Operations Goal.</b>	<u>2012 Current Level:</u>	<u>2013 Expected Level:</u>					
During the 2011-2012 school year, 58% (99) of 3 <sup>rd</sup> grade students scored a Level 3 and above on FCAT Math.	In June 2012, 58% (99) third graders scored at Level 3 on FCAT Math.	By July 2013, 61% (104) third graders scored at Level 3 on FCAT Math.	3.1 Lack of math fluency	3.1 Minute math will be administered daily in grade levels 3-5.	3.1 Principal Assistant Principal, Classroom teachers,	3.1 Review of fluency data for 3-5 grades.	3.1 FCAT Math Level 3 or higher Common assessments Math fluency tracking forms
			3.2 After core lesson taught students not understanding math concept.	3.2 Teacher will analyze data and use the Continuous Improvement Model to reteach skill in small groups	3.2 Classroom Teacher	3.2 Student math test score will increase	3.2 FCAT Math Level 3 or higher Math fluency tracking forms
<b>1. Decrease the Achievement Gap for Each Identified Subgroup Goal.</b>	<u>2012 Current Level:</u>	<u>2013 Expected Level:</u>					
<b>Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2012</b>	See Reading 5A, 5C, 5D, and 5E. See Math 5A, 5C, 5D, and 5E.	See Reading 5A, 5C, 5D, and 5E. See Math 5A, 5C, 5D, and 5E.	See Reading 5A, 5C, 5D, and 5E. See Math 5A, 5C, 5D, and 5E.	See Reading 5A, 5C, 5D, and 5E. See Math 5A, 5C, 5D, and 5E.	See Reading 5A, 5C, 5D, and 5E. See Math 5A, 5C, 5D, and 5E.	See Reading 5A, 5C, 5D, and 5E. See Math 5A, 5C, 5D, and 5E.	See Reading 5A, 5C, 5D, and 5E. See Math 5A, 5C, 5D, and 5E.
<b>1. Classification in Special Education Goal.</b>	<u>2012 Current Level:</u>	<u>2013 Expected Level:</u>					

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

<b>Decrease disproportionate classification in Special Education.</b>	9% (80) of the students are classified as ESE students.	8% (74) of the students classified as ESE students.	5.1 Students' lack of background knowledge diminishes their comprehension of narrative and expository text.	5.1 Teachers will use the educational technology, Safari Montage, to build background knowledge.	5.1 Grade level team chair and Leadership Team ESE Staffing Specialist	5.1 Classroom visits Lesson Plans Weekly grade level planning meetings	5.1 Common formative assessments Classroom visits Lesson Plans
			5.2 Disfluent Readers	5.2 Implement Build Up Use Build Up assessments to further diagnose reading difficulty	5.2 Reading Coach ESE Teacher	5.2 Analyzing Build Up Assessments	5.2 Teacher data FAIR
<b>1. Destination college grades 3-5 Goals.</b>	2012 Current Level:	2013 Expected Level:					
<b>Increase College and Career Awareness.</b>	100% (180) of students in grade 5 have participated in year one of destination college.	100 % ( 302) of students in grades 4-5 will participate in year one of destination college.	6.1 Children do not have organizational skills	6.1 Sequential and deliberate instruction on how to use a notebook	6.1 Destination College Coordinator	6.1 Exit survey, periodic review of children's notebooks and planners	6.1 Lesson plans, Destination college notebook
	2012 Current Level:	2013 Expected Level:					
<b>1. Increase the percentage of VPK students ready for Kindergarten by 3%.</b>	35% (63) of the VPK students were school ready for Kindergarten.	By 2013, 45% (81) of the VPK students are expected to be ready for Kindergarten.	7.1 Parents are not familiar with current Early Education Standards	7.1 Parents are invited to volunteer in the classroom	7.1 Classroom teacher	7.1 Written home-school communication	7.1 Parent Effectiveness Survey
			7.2 Parents are not familiar with current Early Education Standards	7.2 Parent-Teacher communication Have informational meeting with local daycare.	<b>1.1</b> Grade Level chairperson Assistant Principal	7.2 Face to face conferences	7.2 Parent Effectiveness Survey

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

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**Additional Goal(s)**

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

**Additional Goals 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



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

**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)*

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

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	
	<b>Total:\$16, 132</b>
<b>CELLA Budget</b>	
	<b>Total:\$400</b>
<b>Mathematics Budget</b>	
	<b>Total:\$15,732</b>
<b>Science Budget</b>	
	<b>Total:\$980</b>
<b>Writing Budget</b>	
	<b>Total:\$2,194</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:\$1,000</b>
<b>Dropout Prevention Budget</b>	
	<b>Total:</b>
<b>Parent Involvement Budget</b>	
	<b>Total:</b>
<b>STEM Budget</b>	
	<b>Total:</b>
<b>CTE Budget</b>	
	<b>Total:</b>
<b>Additional Goals</b>	
	<b>Total:</b>
	<b>Grand Total:\$36,438</b>

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

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

**School-level Differentiated Accountability (DA) Compliance**

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

Are you reward school? **Yes** No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

**Yes**

No

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

Describe the activities of the SAC for the upcoming school year.
<ol style="list-style-type: none"> <li>1. School Advisory Council will be involved monitoring the school improvement plan.</li> <li>2. School Advisory Council will be involved in making recommendations to the principal about the school budget.</li> <li>3. School Advisory Council will Oversee the school survey</li> </ol>