

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Palm Springs Elementary	District Name: Miami-Dade
Principal: Roxana Herrera	Superintendent: Alberto Carvalho
SAC Chair: Lupe Lago	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

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

[High School Feedback Report](#)

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

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Roxana Herrera	Elementary Education ESOL Primary Education Educational Leadership	7	8	<table border="0"> <tr> <td><u>AMO-1: School Grade</u></td> <td>'12</td> <td>'11</td> <td>'10</td> <td>'09</td> <td>'08</td> </tr> <tr> <td><u>AYP</u></td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> </tr> <tr> <td><u>High Standards Reading</u></td> <td>N/A</td> <td>N</td> <td>N</td> <td>Y</td> <td>N</td> </tr> <tr> <td><u>High Standards Math</u></td> <td>53</td> <td>75</td> <td>79</td> <td>76</td> <td>73</td> </tr> <tr> <td><u>Learning Gains-Reading</u></td> <td>60</td> <td>82</td> <td>83</td> <td>79</td> <td>74</td> </tr> <tr> <td><u>Learning Gains-Math</u></td> <td>76</td> <td>67</td> <td>77</td> <td>74</td> <td>70</td> </tr> <tr> <td><u>Gains-Reading-Lowest 25%</u></td> <td>77</td> <td>65</td> <td>75</td> <td>77</td> <td>69</td> </tr> <tr> <td><u>Gains-Math-Lowest 25%</u></td> <td>79</td> <td>62</td> <td>66</td> <td>67</td> <td>52</td> </tr> <tr> <td><u>AMO – 2</u></td> <td>82</td> <td>67</td> <td>82</td> <td>75</td> <td>69</td> </tr> </table>	<u>AMO-1: School Grade</u>	'12	'11	'10	'09	'08	<u>AYP</u>	A	A	A	A	A	<u>High Standards Reading</u>	N/A	N	N	Y	N	<u>High Standards Math</u>	53	75	79	76	73	<u>Learning Gains-Reading</u>	60	82	83	79	74	<u>Learning Gains-Math</u>	76	67	77	74	70	<u>Gains-Reading-Lowest 25%</u>	77	65	75	77	69	<u>Gains-Math-Lowest 25%</u>	79	62	66	67	52	<u>AMO – 2</u>	82	67	82	75	69
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Assistant Principal	Patricia Horta	Elementary Education ESOL Educational Leadership	6	7	<table border="0"> <tr> <td><u>AMO-1: School Grade</u></td> <td>'12</td> <td>'11</td> <td>'10</td> <td>'09</td> <td>'08</td> </tr> <tr> <td><u>AYP</u></td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> </tr> <tr> <td><u>High Standards Reading</u></td> <td>N/A</td> <td>N</td> <td>N</td> <td>Y</td> <td>N</td> </tr> <tr> <td><u>High Standards Math</u></td> <td>53</td> <td>75</td> <td>79</td> <td>76</td> <td>73</td> </tr> <tr> <td><u>Learning Gains-Reading</u></td> <td>60</td> <td>82</td> <td>83</td> <td>79</td> <td>74</td> </tr> <tr> <td><u>Learning Gains-Math</u></td> <td>76</td> <td>67</td> <td>77</td> <td>74</td> <td>70</td> </tr> <tr> <td><u>Gains-Reading-Lowest 25%</u></td> <td>77</td> <td>65</td> <td>75</td> <td>77</td> <td>69</td> </tr> <tr> <td><u>Gains-Math-Lowest 25%</u></td> <td>79</td> <td>62</td> <td>66</td> <td>67</td> <td>52</td> </tr> <tr> <td><u>AMO – 2</u></td> <td>82</td> <td>67</td> <td>82</td> <td>75</td> <td>69</td> </tr> </table>	<u>AMO-1: School Grade</u>	'12	'11	'10	'09	'08	<u>AYP</u>	A	A	A	A	A	<u>High Standards Reading</u>	N/A	N	N	Y	N	<u>High Standards Math</u>	53	75	79	76	73	<u>Learning Gains-Reading</u>	60	82	83	79	74	<u>Learning Gains-Math</u>	76	67	77	74	70	<u>Gains-Reading-Lowest 25%</u>	77	65	75	77	69	<u>Gains-Math-Lowest 25%</u>	79	62	66	67	52	<u>AMO – 2</u>	82	67	82	75	69
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach (Part-time)	Elisa Toledo-Resende	Certified in: Elementary Education Primary Education Endorsed in: Reading ESOL	18	13	'12 '11 '10 '09 '08 <u>AMO-1: School Grade</u> A A A A A <u>AYP</u> N/A N N Y N <u>High Standards Reading</u> 53 75 79 76 73 <u>High Standards Math</u> 60 82 83 79 74 <u>Learning Gains-Reading</u> 76 67 77 74 70 <u>Learning Gains-Math</u> 77 65 75 77 69 <u>Gains-Reading-Lowest 25%</u> 79 62 66 67 52 <u>Gains-Math-Lowest 25%</u> 82 67 82 75 69 <u>AMO – 2</u>

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Creating master teachers through the use of Professional Learning Communities.	Roxana Herrera	This is an ongoing activity in conjunction with University of Florida RSM.
2. Providing teachers with opportunities and time to participate in professional development.	Roxana Herrera	This is an ongoing activity.
3.		

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4.		
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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
0	Focus on implementing best practice strategies.

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
53	0% (0)	7.5% (4)	49.1% (26)	43.4% (23)	39.6% (21)	83% (44)	7.5% (4)	3.8% (2)	83% (44)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

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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.

<p>Title I, Part A</p> <p>Palm Springs Elementary School will provide services to ensure that students who require additional remediation are assisted through after-school programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Curriculum coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I Chess; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. Located in a lower middle-class neighborhood, Palm Springs Elementary is a Title I school which provides Supplemental Educational Services (SES) to economically disadvantaged students. Through Title I funding, the school is able to hire part time personnel to implement an intensive intervention program which tutors low-performing students (Tiers 1, 2, and 3) during the school day. Title I funding has also enabled the school to purchase state-approved scientifically research-based reading materials to support implementation of the intervention program.</p>
<p>Title I, Part C- Migrant</p> <p><i>Not Applicable</i></p>
<p>Title I, Part D</p> <p><i>Not Applicable</i></p>
<p>Title II</p> <p>The District uses supplemental funds for improving basic education as follows:</p> <ul style="list-style-type: none">• Training to certify qualified mentors for the New Teacher (MINT) Program.• Training for add-on endorsement programs such as Reading, ESOL, and Gifted• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

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Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- Tutorial programs (K-12)
- Parent outreach activities (K-12)
- Professional development on best practices for ESOL and content area teachers
- Coaching and mentoring for ESOL and content area teachers(K-12)
- Reading and supplementary instructional materials(K-12)
- Hardware and software for the development of language and literacy skills in
- Reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application.

Title X- Homeless

At Palm Springs Elementary, the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- Palm Springs Elementary is eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists the school with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for the school registrar on the procedures for enrolling homeless students and for the school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to the school. The school is provided a video and curriculum manual, and a contest is sponsored by the Homeless Trust, a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- The school will identify a school based homeless coordinator, to be trained on the McKinney-Vento Law, ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Palm Springs Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

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<p>Violence Prevention Programs</p> <p>The school offers a non-violence, anti-drug curricular program to students as part of the district Safe and Drug Free Schools Initiative. The Safe and Drug-Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, the elementary counselor and/or TRUST specialist.</p> <p>Training and technical assistance for teachers, administrators, counselors and/or TRUST specialists is also a component of the program.</p> <p>The school also offers the Healthy Me Program which is a literacy-based substance abuse and bullying prevention education program that focuses on building self-esteem and developing healthy habits in children.</p>
<p>Nutrition Programs</p> <p>Palm Springs Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. Palm Springs Elementary School was also awarded a grant through the Fresh Fruit and Vegetable Program in which all students receive a fruit or vegetable snack three times per week.</p>
<p>Housing Programs</p> <p><i>Not Applicable</i></p>
<p>Head Start</p> <p><i>Not Applicable</i></p>
<p>Adult Education</p> <p><i>Not Applicable</i></p>
<p>Career and Technical Education</p> <p>Palm Springs Elementary implements the KAPOW (Kids and the Power of Work) program. KAPOW is a national network of business-elementary school partnership which introduces young students to work-related concepts and experiences. KAPOW system of affiliates brings trained volunteers from partner companies into our classrooms. The volunteer visits seven times during the school year to teach a one-hour class relevant to the business world. Components/lessons include: job and career awareness, positive work habits and attitudes, and team works and independence. In addition, the school participates in a yearly celebration called Career Day. Presenters from a variety of fields come and speak to our students about their career path, experiences and work trainings.</p>

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Job Training
<i>Not Applicable</i>

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Other

Parental

Palm Springs Elementary recognizes that parent communication is essential and promotes ongoing engagement in programs and activities, critical to the education of their children and the success of the school. All parents are informed and given opportunities to actively participate in scheduled activities that involve their child's academic growth. In order to ensure high levels of involvement, parents are invited to participate in open meeting forums such as: Open House, Title I Orientation, School Advisory Council, PTA meetings, grade level workshops in Reading, Writing, Mathematics and Science, grade level transition meetings, and Bilingual Parent Outreach Workshops. Our parent resource center is key to ensuring that the school and parents work together for the benefit of students. At the parent resource center, the Title I Community Involvement Specialist works together with parents and teachers to meet the needs of students by facilitating the following: telephone contacts, home visits, flyers, recruitment of parent volunteers, parent education programs, parent activities, distribution of printed informational materials, access to resources that support educational objectives, in-service training, and addressing concerns.

Palm Springs Elementary School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Palm Springs Elementary School increases parental engagement/involvement through developing (with ongoing parental input) our Title I School-Parent Compact; the school's Title I Parental Involvement Plan; scheduling the Title I Annual meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Palm Springs Elementary School also conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev.06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), are submitted to the Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I administration, is completed by parents/families annually in May. The survey's results are used to assist with revising our Title I parental documents for the approaching school year.

Palm Springs Elementary School's parental involvement is highly dependent on adequate notification in the student's home language. Printed materials are distributed in English and Spanish and Connect-ED recorded telephone messages are delivered in English and Spanish. Parents are informed about any and all aspects of their child's education and progress through the parent-student handbook, progress reports, report cards, student agendas, school newsletters, monthly calendars, letters, flyers, parent/teacher conferences, home visits, phone calls, e-mail, and the school marquee. In addition, the school offers various inservices to parents throughout the year, through Miami-Dade County Public School's Parent Academy and the Bilingual Education Program.

Voluntary Public School Choice Program

The Voluntary Public School Choice Program (I Choose!) is a federally funded grant and district-wide initiative designed to assist in achieving Miami-Dade County Public Schools' District Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments. As a Title I school that has been identified as a School In Need of Improvement (SINI), parents have been notified of Public School Choice options in accordance with the Florida Department of Education timeline. All parent notifications of school status and resulting available services were sent by U.S. Mail and sent home a second time with students on the first day of school. (See attached letters notifying parents of Choice Options and SES.)

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IDEA

Individuals with Disabilities Act (IDEA) federal funds ensure that at-risk students have access to a free appropriate public education. These funds are used to allocate certified and highly-qualified teaching personnel and part-time paraprofessionals to work with eligible students and to purchase supplemental materials and technology to assist students in meeting their educational needs.

University of Florida Ready Schools Miami

Palm Springs Elementary is a fifth-year participant in the Ready Schools initiative which seeks to empower all staff to work collaboratively in reflective communities that create and support powerful learning experiences for everyone. This initiative is supported by consultants from the University of Florida.

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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.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

The first level of support is the core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instruction and/or behavioral support. The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four-step problem-solving model will be used to plan, monitor and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation and response evaluation.

MTSS/RtI leadership is vital, therefore, to building our team. The Palm Springs Elementary MTSS/RtI Leadership Team consists of the school principal; assistant principal; Reading instructional coach; Reading department chairperson; Math department chairperson; Science department chairperson; grade level chairpersons in kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade; Exceptional Student Education teacher; guidance counselor; school psychologist and social worker. The administrators will ensure commitment and allocate resources. The coaches and teachers will share a common goal of improving instruction for all students. Team members will work to build staff support, internal capacity and sustainability over time.

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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 MTSS/RtI Leadership Team will focus meetings by addressing the following:

- Standard based curriculum
- Data analysis (informal, formative and summative assessments)
- Implement strategies
- RtI problem-solving process and monitoring progress of interventions
- Enrichment opportunities

The team will meet once a month to engage in the following activities:

- Gather and analyze academic and behavior progress monitoring data at the grade level, classroom level, subgroup level, and/or student level, evaluate progress, and make instructional decisions
- Identify professional development needs and resources for faculty, as indicated by student data.
- Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and put new processes and skills into practice, as needed.
- Build consensus, increase infrastructure, and make decisions about implementation.
- Provide clear indicators of student need and student progress to assist in examining the validity and effectiveness of program delivery

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

Members of the MTSS/RtI Leadership team met with the School Advisory Council (SAC) to provide data and discuss areas that needed to be addressed.

The MTSS/RtI Leadership Team will assist in the implementation of the school improvement plan by:

- Monitoring and adjusting the school's academic and behavioral goals through data gathering and data analysis.
- Monitoring fidelity of the delivery of instruction and intervention.
- Providing levels of support and interventions to students, based on data.

MTSS Implementation

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

Palm Springs Elementary School utilizes the Edusoft data management system to manage the following data:

- Baseline Reading, Mathematics, Writing and Science Assessments
- District Interim Reading, Mathematics, Writing and Science assessments (during November and January progress monitoring)

Other managed data includes:

Academic

- Florida Assessments for Instruction in Reading (FAIR) assessment through the Progress Monitoring and Reporting Network (PMRN) at the beginning, middle, and end of year
- Florida Comprehensive Assessment Test (FCAT 2.0)
- Student grades through the Electronic Gradebook
- School site specific assessments through paper-and-pencil profiles
- Other state/district/local academic assessments such as CELLA, FLKRS, and ASRA

Behavior

- Student Case Management
- Detentions
- Suspensions/expulsions
- Behavior referrals
- Office referrals
- Team climate surveys
- Attendance
- Referrals to special education programs

Data will be used to guide instructional decisions and procedures in order to:

- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management
- Adjust the allocation of school-based resources
- Drive decisions regarding targeted professional development
- Monitor student growth in order to identify and develop interventions

Describe the plan to train staff on MTSS.

The district will provide training for administrators in the MTSS/RtI problem solving and data analysis process, support for school staff to understand basic MTSS/RtI principles and procedures, and a network of ongoing support to MTSS/RtI organized through feeder patterns. The school will provide professional development during early release days (Wednesdays), faculty meetings (Tuesday afternoons monthly) and/or teachers' common planning time, as needed throughout the year. The MTSS/RtI team will evaluate additional staff PD needs during the monthly MTSS/RtI Leadership Team meetings.

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Describe the plan to support MTSS.

The MTSS team will:

- Maintain regular communication with staff for input and feedback, as well as updating them on procedures and progress.
- Support the process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Palm Springs Elementary Literacy Leadership Team consist of : Principal, Roxana Herrera; Assistant Principal, Patricia Horta; Reading Instructional Coach and Reading Department Chairperson, Elisa Toledo-Resende; Math Department Chairperson, Mayra Perez; Science Department Chairperson, Iliana Chirino; Grade Level Chairpersons, Carlos Hugueta(Kindergarten), Xochilt Campos (1st grade), Gisela Lane (2nd grade), Lourdes Bustinza (3rd grade), Barbara Saad (4th grade), Jacqueline Caballero (5th grade); Exceptional Student Education Teacher, Anna Mcdougall; Guidance Counselor, Nidia Cotera; Media Specialist, Anneris Rivera; Community Involvement Specialist, Yariza Martin.

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job-embedded professional development at the school level. The following describes the process for monitoring reading instruction at the school level, including the role of the principal and the reading coach:

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team which meets at least once a month.

What process will the principal use to form and maintain a Literacy Leadership Team? The principal promotes the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach is member of the Literacy Leadership Team. The team will meet monthly throughout the school year. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join.

The LLT maintains a connection to the school's (MTSS) Response to Intervention process by using the (MTSS) RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The Literacy Leadership Team will focus meetings by addressing the following:

- Standard based curriculum
- Data analysis (informal, formative and summative assessments)
- Implement strategies
- Monitoring progress of interventions
- Enrichment opportunities

The team will meet once a month to engage in the following activities:

- Gather and analyze academic data to make instructional decisions that will improve teaching and student achievement.
- Identify professional development needs and resources for faculty, as indicated by student data, and participate in such professional growth activities.
- Collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and put new processes and skills into practice, as needed.
- Build consensus, increase infrastructure, and make decisions about implementation.
- Provide clear indicators of student need and student progress to assist in examining the validity and effectiveness of program delivery.
- Planning motivational events/activities that encourages independent reading and celebrates literacy.

The team will also:

- Maintain regular communication with staff for input and feedback, as well as updating them on procedures and progress.

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- Support the process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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

Palm Springs Elementary School's Literacy Leadership Team will focus on the following initiatives during the 2012-13 school year:

- **MTSS/RtI**
Ensure that less proficient students are receiving reading intervention or enrichment that corresponds to and meets their academic needs. Progress will be monitored continuously through analysis of formal and informal data and adjusted as necessary.
- **Fidelity of Differentiated Instruction**
Ensure that effective differentiated instruction is evident throughout each grade level. Professional development, peer support and modeling by the reading coach will be ongoing.
- **Implementation of the Common Core State Standards (CCSS) in Grades K-2**
Ensure that implementation of the CCSS and corresponding best practices are evident throughout the reading instructional program. Professional development, peer support and modeling by the reading coach will be ongoing.
- **Independent Reading Practice**
Recognize students who read "beyond the bell," or beyond the school day, either with printed or digital text.

- *Development of School-Wide Writing Program*

The Literacy Leadership Team will work to develop and implement a school-wide writing program. The program will consist of monthly goals in the area of writing for each grade level and will include strategies that can be employed to attain these goals.

The program will include the Home Language Arts (Spanish) Department, in an effort to target our English Language Learners (ELL) population.

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.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through two full-time highly qualified teachers and paraprofessionals. This helps to provide our young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

Palm Springs Elementary School will implement the following strategies: Establish or expand the “Welcome to Kindergarten” program (during orientation, the school gave bookbags with crayons to students too). Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. Direct school office staff to distribute “Smooth Sailing” kindergarten preparation brochures.

The High Scope Preschool Curriculum focuses on developing those skills necessary for future success in school. Emphasis is placed on increasing development in communication, fine and gross motor skills, socialization, self-help, and cognitive skills. Preschool students are taught pre-readiness skills using the Houghton Mifflin Harcourt reading curriculum which includes (but is not limited to) skills such as rhyme, letter recognition, letter and sound relationships, and counting. They follow routines and a structured daily schedule in a developmentally appropriate environment, which promotes learning, acquisition of early literacy skills, and socialization skills. Instruction and activities are provided in small groups, facilitated by a teacher and fulltime paraprofessional. The preschool's observation record (COR) is used to assess children's development and school readiness in language and literacy, mathematics, science, social relations, creative representation and movement. Florida’s Voluntary Pre-Kindergarten Assessment is also used to measure phonological awareness, print knowledge, oral language, vocabulary, comprehension and alphabetic principle.

The Division of Early Childhood Programs of Miami-Dade County Public Schools provides assistance with staff development and technical assistance as it relates to the assessment of children. The technical assistance plan for school readiness program providers encompasses a holistic approach to the professional development of all individuals associated with the delivery of quality educational programming. The delivery of staff development activities includes the use of mini-workshops, classroom observation/feedback, modeling/demonstration lessons, and peer mentors. In order to effectively determine incoming Kindergarten students’ school readiness, a developmental screening instrument called the Florida Kindergarten Readiness Screener (FLKRS) is administered during the first 45 calendar days of school. Students obtain a score in one of three categories: “Demonstrating,” “Emerging/Progressing,” “Not Yet Demonstrating” and “No Opportunity to Observe.” Using the results of the screening, which includes a portion of both the Early Childhood Observations System (EChOS) and the Florida Assessments for Instruction in Reading (FAIR) certified teachers work with students on individual needs through small group instruction.

****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?

****High Schools Only***

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

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

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?

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](#).

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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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. In grades 3 and 5, the most critical area of deficiency according to the 2012 FCAT 2.0 Reading data was reporting category 2, Reading Application. Students demonstrated difficulty identifying the main idea (stated or implied) and relevant supporting details, drawing conclusions and inferences, determining chronological order, cause/effect, text structures/organizational patterns, author's purpose and perspective, themes and topics and comparing and contrasting elements within and across grade level text.</p>	<p>1A.1. Provide rigorous instruction utilizing grade level appropriate complex texts, over a variety of genres, that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining and/or explaining. Students will use graphic organizers during initial instruction to develop summary statements and identify topics and themes across texts. As skills develop, students will be able to "code" text effectively and be able to respond more masterfully to these types of questions. Students will practice making</p>	<p>1A.1. Administration, Literacy Leadership Team</p>	<p>1A.1. Administer ongoing formative assessments focusing on students' ability to identify author's purpose in grade level appropriate texts. Review formative assessment data monthly to ensure progress is being made and adjust instruction as needed.</p>	<p>1A.1. Formative monthly assessments; District Interim data reports; Florida Assessments in Reading (FAIR) data reports; computer-assisted instructional program reports such as Successmaker and FCAT Explorer; student authentic work; teacher observation Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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		inferences and drawing conclusions across texts, identify causal relationships embedded in text and become more familiar with text structures such as cause/effect, compare/contrast, and chronological order.					
Reading Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2012 administration of the FCAT 2.0 Reading test, 24% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is to increase FCAT Level 3 proficiency by a minimum of 6 percentage points to 30% of students or better.							
	24% (94)	30% (117)					

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		<p>1A.2. In grade 4, the most critical area of deficiency according to the 2012 FCAT 2.0 Reading data was reporting category 3, Literary Analysis: Fiction/Non-fiction. Students demonstrated difficulty identifying and explaining the author's use of descriptive (mood, imagery), idiomatic and figurative (simile, metaphor, personification) language to describe people, feelings, objects, etc. in text.</p> <p>Students need additional support in analyzing elements of plot structure including exposition, setting, character development</p>	<p>1A.2. Provide rigorous instruction utilizing grade level appropriate texts that include using poetry to practice identifying descriptive language that defines moods and provides imagery. Students will also need to note how authors use idiomatic and figurative language.</p>	<p>1A.2. Administration, Literacy Leadership Team</p>	<p>1A.2. Administer ongoing formative assessments focusing on students' ability to identify and interpret descriptive, idiomatic and figurative language in grade level appropriate texts.</p> <p>Review formative assessment data monthly to ensure progress is being made and adjust instruction as needed.</p>	<p>1A.2. Formative monthly assessments; District Interim data reports; Florida Assessments in Reading (FAIR) data reports; computer-assisted instructional program reports such as Successmaker and FCAT Explorer; student authentic work; teacher observation</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>	
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		and point of view, rising/ falling action, problem/ resolution and theme in fiction and locating, explaining and the use of information from text features in non-fiction.					
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. The student needs reinforcement in understanding the sequence of events in a given story.	1B.1. Use texts that provide print with visuals, in order to support understanding of the elements of the story structure and chronological order.	1B.1. Administration & Literacy Leadership Team	1B.1. Review ongoing formative assessment data monthly to ensure progress is being made and adjust instruction as needed.	1B.1. Formative Assessment: Teacher generated assessments Summative Assessment: 2013 Florida Alternative Assessment		
<u>Reading Goal #1B:</u> The results of the 2012 Florida Alternative Assessment indicate that 100% of tested students achieved Levels 4, 5 and 6. Our 2013 goal is to maintain satisfactory proficiency at Levels 4, 5 and 6 or improve it by decreasing 100% to 0%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	100% (1)	100% (1)					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. An area which showed a decline according to the 2012 FCAT 2.0 Reading data was reporting category 3, Literary Analysis: Fiction and Nonfiction. Students demonstrated difficulty identifying language which defines mood and provides imagery. Students also demonstrated difficulty understanding how authors use figurative language.</p>	<p>2A.1. Use poetry to provide students practice with identifying descriptive language which defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors and personification. Use biographies and diary entries, among other varieties of text, to teach students to identify and interpret elements of story structure. Provide a variety of instructional strategies that will teach students to understand character development and character point of view.</p>	<p>2A.1. Administration, Literacy Leadership Team</p>	<p>2A.1. Review and discuss ongoing assessment results monthly through small group data chats to ensure progress is being made and adjust instruction accordingly. Utilize grade level meetings for teachers to discuss effective strategies and activities that will challenge and support student progress.</p>	<p>2A.1. Formative monthly assessments; District Interim data reports; Florida Assessments in Reading (FAIR) data reports; computer-assisted instructional program reports such as Successmaker and FCAT Explorer; student authentic work; teacher observation Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2012 administration of the FCAT 2.0 Reading test, 26% of students achieved proficiency (FCAT Levels 4-5). The 2013 expected level of performance is to increase FCAT Level 4 and 5 proficiency by a minimum of 2 percentage points to 28% of students or better.							
	26% (100)	28% (109)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Students require greater opportunities beyond the core reading program to receive additional high quality instruction that meets and supports their academic needs. Therefore, during school services will be enhanced and supplemental educational services such as tutoring through after school programs will be implemented for targeted students.</p> <p>This additional small group reading comprehension instruction will address ongoing data-driven academic needs. Two of the most critical areas of focus will be in the areas of Reading Application and Literary Analysis: Fiction/Non-fiction, as determined by</p>	<p>3A.1. Focus on high quality, effective, small group differentiated instruction during the 90-minute reading block to address individual academic needs on an ongoing basis, as aligned with the Multi-Tiered Systems of Support (MTSS)/ Response to Intervention (RtI) model.</p> <p>Small group reading comprehension instruction will address ongoing data-driven academic needs while, initially, focusing heavily on two of the most critical areas – that of Reading Application and Literary Analysis: Fiction/Non-fiction, as determined by the results of the 2012 FCAT 2.0 Reading test.</p> <p>Provide</p>	<p>3A.1. Administration, Literacy Leadership Team</p>	<p>3A.1. Review progress monthly.</p> <p>Conduct ongoing classroom walkthroughs to allow monitoring of implementation.</p>	<p>3A.1. Formative: monthly assessments; District Interim data reports; Florida Assessments in Reading (FAIR) data reports; student authentic work; teacher observation during small group instruction</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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	<p>the results of the 2012 FCAT 2.0 Reading test.</p>	<p><i>additional training and</i> in-classroom support in the planning and implementation of small group differentiated instruction.</p> <p>Provide students with explicit direct instruction through skills-focused lessons in small groups, utilizing the FCRR and LEARN online resources, and others. Provide continued practice with application of skills and strategies in connected text through Guided Reading, in the same small group setting.</p>				
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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>On the 2012 administration of the FCAT 2.0 Reading test, 76% of students made learning gains.</p> <p>The 2013 expected level of performance is for 81% or more of students to make learning gains, reflecting a minimum increase of 5 percentage points.</p>							
	76% (188)	81% (200)					

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		<p>3A.2.</p> <p>While use of computer-assisted instructional programs are attributed in part to learning gains, continuous access to the programs may be hindered due to limited technical assistance on campus, access limited by small numbers of computers in classrooms, as well as a possible lack of daily internet access in students' homes.</p> <p>According to the 2012 FCAT 2.0 Reading data, two of the most critical areas of deficiency are in the areas of Reading Application and Literary Analysis: Fiction/Non-fiction. Access to computer-assisted instructional programs will provide all students with</p>	<p>3A.2.</p> <p>Increase student access to use of computer-assisted instructional programs, such as Successmaker, through utilization of the school-site computer lab.</p> <p>Develop lab schedules in order to optimize usage of computer-assisted instructional programs during school hours.</p> <p>Provide students supervised access to the computer lab during morning arrival (30 minutes prior to the start of the school day) and at dismissal (for 30 minutes after the end of the school day).</p> <p>Encourage use of internet-based programs (such as Ticket to Read, Riverdeep and FCAT Explorer) "beyond the bell," in order to increase learning and practice opportunities.</p>	<p>3A.2.</p> <p>Administration, Literacy Leadership Team</p>	<p>3A.2.</p> <p>Review computer-assisted instructional program reports (from Successmaker, FCAT Explorer and FOCUS) weekly to ensure that students are using the programs consistently and monitor that adequate progress is being made. Make leveled placement adjustments as necessary.</p>	<p>3A.2.</p> <p>Formative: Successmaker, FCAT Explorer and Ticket to Read reports</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>	
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		the additional individualized skills-focused practice.					
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		<p>3A.3. In grades 3-5, the most critical area of deficiency according to the 2012 FCAT 2.0 Reading data was reporting category 2, Reading Application. Students demonstrated difficulty identifying the main idea (stated or implied) and relevant supporting details, drawing conclusions and inferences, determining chronological order, cause/effect, text structures/ organizational patterns, author's purpose and perspective, themes and topics and comparing and contrasting elements within and across grade level text.</p> <p>A secondary area of deficiency, reporting</p>	<p>3A.3. Provide rigorous instruction utilizing grade level appropriate complex texts, over a variety of genres, that include identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining and/or explaining.</p> <p>Students will use graphic organizers during initial instruction to organize text-based information, develop summary statements and identify topics and themes across texts. As skills develop over time, students will be able to "code" text effectively and be able to respond more masterfully to these types of questions, reducing the need for use of graphic organizers as an extra step in understanding text.</p> <p>Students will practice making inferences and drawing conclusions across texts, identify causal relationships embedded in text and become more familiar with text structures such as cause/effect, compare/contrast, and chronological order.</p>	<p>3A.3. Administration, Literacy Leadership Team</p>	<p>3A.3. Administer ongoing formative assessments focusing on students' ability to identify author's purpose in grade level appropriate texts.</p> <p>Review formative assessment data monthly to ensure progress is being made and adjust instruction as needed.</p>	<p>3A.3. Formative monthly assessments; District Interim data reports; Florida Assessments in Reading (FAIR) data reports; computer-assisted instructional program reports such as Successmaker and FCAT Explorer; student authentic work; teacher observation</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>	
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		category 3, Literary Analysis: Fiction and Nonfiction, will also be an area of focus.					
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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		
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<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. There is an increased number of students entering grades 3-5 who are having difficulty comprehending grade level text, due to gaps in reading skills. This makes intervention critical and additional individualized instruction necessary outside of the 90-minute reading block, to address their academic needs. The most critical area of deficiency as noted according to the 2012 FCAT 2.0 Reading data was reporting category 2, Reading Application. Students demonstrated difficulty identifying the main idea, author's purpose and perspective, themes and topics in grade</p>	<p>4A.1. Identify the lowest performing 3rd-5th graders and provide students with immediate intensive intervention during school daily to address their academic needs, utilizing scaffolded explicit instruction, multi-leveled materials and a variety of research-based and evidence-based resources such as Voyager, Successmaker, FCRR activities and other supplementary materials. Utilize grade level appropriate texts that include an identifiable author's purpose for writing including informing, telling a story, conveying a particular mood, entertaining and/or explaining.</p>	<p>4A.1. MTSS/Response-to-Intervention (RtI) team</p>	<p>4A.1. Implement the Successmaker RtI intervention model where students will participate in 2 daily Successmaker Reading sessions for approximately of about 13 min. each while also receiving teacher/tutor-led needs-based instruction for 45 minutes daily in a small group setting. Hourly paraprofessionals and an hourly teacher will utilize a research-based reading program to work with small groups of students not meeting high standards to reteach, reinforce, and reassess. Teachers and paraprofessionals will maintain communication to ensure students are making adequate progress and adjust instruction as needed. Review and discuss formative assessment data to ensure progress is being made and adjust instruction accordingly. Utilize grade level meetings for teachers to discuss effective strategies and activities that will challenge and support student progress. The administrator will monitor.</p>	<p>4A.1. Formative: Successmaker CAI program reports; Tier 3 weekly ongoing progress monitoring assessment data; Florida Assessments in Reading (FAIR) data reports, in-class assessments; District Interim data reports; student authentic work; teacher observation during small group instruction. Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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	level text.	<p>Students will use graphic organizers during initial instruction to develop summary statements and identify topics and themes across texts. As skills develop, students will be able to “code” text effectively and be able to respond more masterfully to these types of questions.</p> <p>Students will practice making inferences and drawing conclusions across texts, identify causal relationships embedded in text and become more familiar with text structures such as cause/ effect, compare/ contrast, and chronological order.</p>					
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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2012 administration of the FCAT 2.0 Reading test, 79% of the lowest 25% of students made learning gains. The 2013 expected level of performance is that 84% or better of the lowest 25% of students, will make learning gains in reading, reflecting a minimum increase of 5 percentage points.							
	79% (51)	84% (55)					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>56%</u>	60%	63%	67%	71%	74%	78%
<p><u>Reading Goal #5A:</u></p> <p>The results from the 2012 FCAT 2.0 Reading Test indicate that 50% (194 students) achieved Levels 3-5 proficiency in grades 3-5.</p> <p>While our long-term goal is to reduce the percent of non-proficient students by 50% over six years (from 2011-2017), our annual goal is to increase student proficiency in Reading by 3 percentage points to 63%.</p>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Hispanic students require ongoing scaffolded instruction in vocabulary and reading comprehension. Therefore, additional strategies will be consistently utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.</p>	<p>5B.1. During pre-reading activities, concept maps will be utilized to help build students' general knowledge of word meanings and relationships, synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.</p> <p>Utilize various types of graphic organizers before-, during and after reading to demonstrate meanings and relationships between vocabulary words and develop a summary or other content skill statements (i.e. causal relationships, comparisons, etc.) which demonstrate reading comprehension.</p> <p>Instruction will provide students with skills in understanding connotative language.</p> <p>More instruction will be given on the meanings of words, phrases and expressions, paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p> <p>Classroom read alouds will occur daily to increase students' exposure to vocabulary and reading for pleasure.</p>	<p>5B.1. Literacy Leadership Team and MTSS/Response-to-Intervention (Rtl) team</p>	<p>5B.1. Provide additional training and in- classroom support in the use of vocabulary and comprehension graphic organizers.</p> <p>Provide explicit direct instruction to students in the use of vocabulary and comprehension graphic organizers.</p> <p>Utilize grade level meetings and professional learning communities for teachers to discuss the effectiveness of strategies, activities and student progress.</p> <p>Conduct ongoing classroom walkthroughs to monitor implementation.</p>	<p>5B.1. Formative: Ongoing assessments; District Interim data reports; student authentic work; Florida Assessments in Reading (FAIR) data reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>On the 2012 administration of the FCAT 2.0 Reading test, 53% of Hispanic students achieved proficiency, reflecting 7 percentage points below the expected level of achievement. The 2013 expected level of performance is that 63% or more of Hispanic students will achieve proficiency in reading, reflecting a minimum increase of 10 percentage points.</p>							
	<p>Hispanic: 53% (199)</p> <p>White: N/A Black: N/A Asian: N/A American Indian: N/A</p>	<p>Hispanic: 63% (237)</p> <p>White: N/A Black: N/A Asian: N/A American Indian: N/A</p>					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. A decline was evident among this group as compared to previous performance of this population. This result is primarily attributed to the format of instructional delivery implemented for English Language Learners last year. English Language Learners (ELL) were placed in homogenous classrooms to receive core reading instruction, while the ELL teacher delivered resource services to ESOL Level 1 students, regardless of number of semesters in the ESOL program. While ESOL students of less than 2 years require additional opportunities for individualized</p>	<p>5C.1. A more heterogeneous (widespread) placement of English Language Learners with more than 3 semesters/18 months in the ESOL program, regardless of ESOL Level, into general education classrooms will benefit this group of students by providing peer models, further challenging students to meet expectations and enable the teacher to individualize instruction in small groups. General education teachers with ELL students will utilize ESOL strategies during instruction. Schedules will be adjusted to reflect a resource model/format of instructional</p>	<p>5C.1. Administration, Literacy Leadership Team</p>	<p>5C.1. Ensure that ELL students of less than 18 months, who are ESOL Level 1 according to CELLA, are provided resource classroom assignments with an ELL teacher for core reading instruction during the 90 minute reading block through fixed schedules. ELL in the ESOL program for more than 18 months will be placed in general education classrooms.</p>	<p>5C.1. Formative: Monitor student progress with weekly/bi-weekly assessments; Florida Assessments in Reading (FAIR) data reports. Diagnostic: FAIR Toolkit, Words Their Way Spelling Inventory, DAR Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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	<p>instruction by teachers, ELL students with 2 years or more require opportunities for peer-modeling and increased rigor to support greater growth and student achievement. Therefore, ELL students with more than 3 semesters (or 18 months) in the ESOL program will be placed in the mainstream heterogeneous general education classrooms, with an ESOL endorsed teacher.</p>	<p>delivery only for ESOL program students of less than 18 months, in order to meet these students' academic and language needs.</p>					
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<p>Reading Goal #5C: On the 2012 administration of the FCAT 2.0 Reading Test, 43% of the English Language Learners achieved at or above grade level in Reading, reflecting 9 percentage points below the expected level of achievement. The 2013 expected level of performance is that 57% or more of English Language Learners will achieve proficiency in reading, reflecting a minimum increase of 14 percentage points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>43% (67)</p>	<p>57% (89)</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Students with Disabilities require ongoing scaffolded instruction in vocabulary and reading comprehension. Therefore, additional strategies will be consistently utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.</p>	<p>5D.1. During pre-reading activities, concept maps will be utilized to help build students' general knowledge of word meanings and relationships, synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Utilize various types of graphic organizers before-, during and after reading to demonstrate meanings and relationships between vocabulary words and develop a summary or other content skill statements (i.e. causal relationships, comparisons, etc.) which demonstrate reading comprehension.</p>	<p>5D.1. Literacy Leadership Team and MTSS/Response-to-Intervention (RtI) team</p>	<p>5D.1. Provide additional training and in- classroom support in the use of vocabulary and comprehension graphic organizers. Provide explicit direct instruction to students in the use of vocabulary and comprehension graphic organizers. Utilize grade level meetings and professional learning communities for teachers to discuss the effectiveness of strategies, activities and student progress. Conduct ongoing classroom walkthroughs to monitor implementation.</p>	<p>5D.1. Formative: Ongoing assessments; District Interim data reports; student authentic work; Florida Assessments in Reading (FAIR) data reports. Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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	<p>Instruction will provide students with skills in understanding connotative language.</p> <p>More instruction will be given on the meanings of words, phrases and expressions, paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p> <p>Classroom read alouds will occur daily to increase students' exposure to vocabulary and reading for pleasure.</p>					
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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>On the 2012 administration of the FCAT 2.0 Reading Test, 23% of the Students with Disabilities achieved at or above grade level in Reading, reflecting 6 percentage points below the expected level of achievement. The 2013 expected level of performance is that 35% or more of Students with Disabilities will achieve proficiency in reading, reflecting a minimum increase of 12 percentage points.</p>							
	23% (9)	35% (14)					
		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		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Economically disadvantaged students require ongoing scaffolded instruction in vocabulary and reading comprehension. Therefore, additional strategies will be consistently utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.</p>	<p>5E.1. During pre-reading activities, concept maps will be utilized to help build students' general knowledge of word meanings and relationships, synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships. Utilize various types of graphic organizers before-, during and after reading to demonstrate meanings and relationships between vocabulary words and develop a summary or other content skill statements (i.e. causal relationships, comparisons, etc.) which demonstrate reading comprehension. Instruction will</p>	<p>5E.1. Literacy Leadership Team and MTSS/Response to Intervention (RtI) team</p>	<p>5E.1. Provide additional training and in-classroom support in the use of vocabulary and comprehension graphic organizers. Provide explicit direct instruction to students in the use of vocabulary and comprehension graphic organizers. Utilize grade level meetings and professional learning communities for teachers to discuss the effectiveness of strategies, activities and student progress. Conduct ongoing classroom walkthroughs to monitor implementation.</p>	<p>5E.1. Formative: Ongoing assessments; District Interim data reports; student authentic work; Florida Assessments in Reading (FAIR) data reports. Summative: 2013 FCAT 2.0 Reading Assessment</p>		
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	<p>provide students with skills in understanding connotative language.</p> <p>More instruction will be given on the meanings of words, phrases and expressions, paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p> <p>Classroom read alouds will occur daily to increase students' exposure to vocabulary and reading for pleasure.</p>					
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<u>Reading Goal #5E:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
On the 2012 administration of the FCAT 2.0 Reading test, 52% of Economically Disadvantaged students achieved proficiency, reflecting 6 percentage points below the expected level of achievement. The 2013 expected level of performance is that 62% or more of Economically Disadvantaged will achieve proficiency in reading, reflecting a minimum increase of 10 percentage points.	Level of Performance:*	Level of Performance:*					
	52% (190)	62% (227)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

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

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<p>Evidence-based strategies in the areas corresponding to the identified reporting categories including:</p> <ul style="list-style-type: none"> • Planning for depth of instruction/ Rigor (FCAT benchmarks and Common Core Standards) • Reader's Response journals to increase comprehension (writing to respond, summarize, analyze) • Transitioning from NGSSS to Common Core Standards • Research-based vocabulary strategies • Close analytic read 	<p>K-5</p>	<p>Reading Coach</p>	<p>K-5 Reading Teachers</p>	<p>Four weekly grade level common planning days: October 2, 2012, October 23, 2012, November 27, 2012 and January 8, 2013; Professional Development Day: November 6, 2012</p>	<p>Classroom walk-throughs, weekly grade level meetings/ discussions, lesson study groups, data chats</p>	<p>Literacy Leadership Team</p>
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PLC focus on the areas corresponding to the identified reporting categories and limited proficiency subgroups	K-5	PLC Leader and Reading Coach	K-5 Reading Teachers	Two Wednesday afternoons at 2:20 p.m.: October 10, 2012 and November 14, 2012	Discussions at grade level meetings	Administration

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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
Afterschool tutoring for less-proficient students	Supplementary materials (Curriculum Associates CARS and STARS)	Title I	\$3000.00
Provide rigorous instruction using grade level, real world informational text (Social Studies)	Time for Kids – 2 nd grade	EESAC	\$500.00
Enhanced systematic, explicit instruction with vocabulary that focuses on affixes and roots (prefixes, suffixes, etc.)	Sadlier-Oxford Vocabulary Resource - Gr. 3-5	Title I	\$2000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Enhanced instruction through technology	Smartboard	Title I	\$10,000
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
1 part-time paraprofessional to provide intervention to students	personnel	Title I	\$10,000
Providing students increased access to complex text for comprehensive reading skills application	Exemplar texts identified by the Common Core Standards curriculum guide	Title I	\$2000
Subtotal:			

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Total:			
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End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>1. Students scoring proficient in listening/speaking.</p>	<p>1.1. ELL students have generally had limited exposure to the English language and thus lack the receptive and expressive vocabulary necessary to communicate and understand English proficiently. Therefore, students need a high level of support in understanding and applying correct conventional English skills in listening and speaking.</p>	<p>1.1. Meaningful language practice will be provided using a variety of instructional strategies, in the context of listening and speaking activities.</p> <p>Part of instruction will focus on spoken vocabulary, using ESOL strategies, such as the Language Experience Approach, use of simple and direct language, modeling, teacher-led groups, discussions, choral reading, cooperative learning, role play and read alouds, while incorporating visual literacy using illustrations, diagrams, labels, etc.</p> <p>Instruction will also focus on listening skills, using ESOL strategies, such as Total Physical Response (TPR) and choral reading.</p> <p>The Imagine Learning software program will be utilized with ESOL Level 1 students to stimulate growth and understanding of oral language and acquisition of phonics and language patterns.</p> <p>Explicit instruction in conventional English skills (such as subject / verb agreement) and phonics skills addressing a variety of phonics patterns (such as long vowel patterns and inflectional endings), will further support student engagement, oral development and language achievement, while gradually enhancing grammar and vocabulary usage.</p> <p>Participation in the grant-funded CANA program, Cultural Awareness for New Americans,</p>	<p>1.1. Literacy Leadership Team, ELL Program Coordinator</p>	<p>1.1. Ongoing classroom observations and verbal assessments, focusing on the students' ability to use conventional English skills in verbal communication activities, to ensure progress is being made. Adjust instruction as needed.</p> <p>Conduct monthly data chats to attain teacher feedback on effectiveness of strategy.</p>	<p>1.1. Formative: Teacher-made assessments, observations of verbal usage</p> <p>Summative: 2013 CELLA</p>	
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		will also provide new ELL students with scaffolded support in listening and speaking skills along with instruction with American cultural awareness concepts.				
CELLA Goal #1: The results of the 2012 administration of the CELLA test indicate that 42% of English Language Learners scored proficient on the Listening/Speaking task. Our goal for 2013 performance is to increase proficiency by 1 percentage point to 43%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	42% (154)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		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	

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<p>2. Students scoring proficient in reading.</p>	<p>2.1. ELL students have limited proficiency with the English language and its structures, which inhibits the ability to read fluently. ELL students require explicit and scaffolded instruction in both the vocabulary components of English and in reading comprehension. Therefore, students need a high level of support in understanding the main idea, relevant supporting details, implied message, inference, chronological order and be able to identify text structures – especially with moderate and high complexity text. Additional strategies will need to be consistently utilized which address various learning modalities and methods of organizing reading content, in order for these students to demonstrate increased reading success.</p>	<p>2.1. Differentiate and scaffold instruction to accommodate students' differences, varying readiness levels and learning modalities by varying text complexity while focusing on text structures, vocabulary strategies and comprehension strategies, along with graphic organizers to organize and analyze text concepts and increase comprehension. ELL strategies such as the use of think alouds, cognates, semantic mapping, discussion, coding text, reciprocal teaching, retelling, summarizing and the SQ3R pre-reading strategy will help support comprehension. Note-taking and reader response journals will also be beneficial. Fluency skills practice opportunities will be incorporated to enhance automaticity, as well as systematic phonics instruction for decoding accuracy. Focus on activities that include identifying main idea, making inferences, drawing conclusions, returning to text to support answers, analyzing stated vs. implied main ideas, interacting with text, text structures and summarizing text will develop reading skills when used hand-in-hand with instruction.</p>	<p>2.1. Literacy Leadership Team</p>	<p>2.1. Ongoing classroom assessments focusing on students' ability to draw conclusions, make inferences, determine main idea and identify text structures in grade level text to ensure progress is being made and adjust intervention as needed. Conduct monthly data chats to determine effectiveness of instruction and adjust accordingly.</p>	<p>2.1. Formative: FAIR, teacher-made assessments, District Interim assessments, reader response journals Summative: 2013 CELLA</p>	
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<p><u>CELLA Goal #2:</u> The results of the 2012 administration of the CELLA test indicate that 26% of English Language Learners scored proficient on the Reading task. Our goal for 2013 performance is to increase proficiency by 1 percentage point to 27%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>26% (94)</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>3. Students scoring proficient in writing.</p>	<p>3.1. ELL students require ongoing scaffolded instruction in vocabulary and English language structure. Students also require additional support in the development of ideas through the use of relevant details enhanced with mature vocabulary and the proper conventions of English. Therefore, additional strategies must be utilized which address these needs.</p>	<p>3.1. Effective writing will be modeled by the teacher. Mentor texts, exemplar papers and rubrics will be used. Conversations about ideas for writing will occur before, during and after writing. Grammar, spelling and punctuation lessons will support writing mechanics. The use of graphic organizers will support planning writing that is logical, sequential and organized. Teacher-student conferences will support individualized growth. Utilize Writer's notebooks and student writing portfolios as writing process tools which demonstrate application of the stages of writing (planning/prewriting, drafting, revising, editing and publishing), practice with writer's craft techniques to support the use of details, elaboration and voice and the development of writing over time. The use of journals will provide additional practice and serve the purpose of developing writing fluency. Individual student writing resource folders, called Writer's Survival Kits, will support ELL by existing as ongoing compiled references of writing lessons and specialized word lists that will facilitate transfer of effective writing skills.</p>	<p>3.1. Literacy Leadership Team</p>	<p>3.1. Review and analyze student entries in Writer's notebooks. Assess writing monthly, monitor student progress and adjust instruction as necessary. Analyze holistic data monthly and conduct data chats to assess effectiveness of strategy.</p>	<p>3.1. Formative: Writer's notebooks, monthly writing assessments, District pre-test and mid-year assessments Summative: 2013 CELLA</p>	

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<p><u>CELLA Goal #3:</u> On the 2012 administration of the CELLA test, 22% of English Language Learners scored proficient on the Writing task. Our goal for 2013 performance is to increase proficiency by 1 percentage point to 23%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>22% (82)</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Intervention	Supplementary materials (Triumph Learning: Break Away to Reading Success)	Title I	\$922.00
Provide ELL students with needs-based systematic phonics instruction, as it pertains to patterns in the English language	Supplementary materials (Curriculum Associates: Phonics for Reading)	Title I	\$500.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Access to Imagine Learning Software Program for new language learners (ESOL Level 1 students)	Laptops and headphones	Title I	\$2100.00
Access to Imagine Learning Software Program for new language learners (ESOL Level 1 students)	Computers and Printers	(SBAB)	\$3620.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. In grades 3, 4 and 5, the most critical area of deficiency according to the 2012 FCAT 2.0 Mathematics data was Number: Base Ten and Fractions (reporting category 2 in grade 3, reporting category 3 in grade 4 and reporting category 1 in grade 5). In grade 3, students demonstrate difficulty understanding fractions and fraction equivalence. In grade 4, students demonstrate difficulty relating fractions to decimals and percents as well as generating equivalent fractions and simplifying fractions. In grade 5, students have</p>	<p>1A.1. Increase opportunities for all students to develop an understanding of fractions and fraction equivalence. In grade 5, focus instruction on factors, multiples and addition and subtraction of fractions. Engage students in Go Math! Technology activities that provide visual stimulus to develop conceptual understanding of fractions. Utilize the intervention skills resources from thinkcentral.com, along with Successmaker Math and Riverdeep Math computer-assisted instructional programs, to support students in achieving proficiency of these skills.</p>	<p>1A.1. MTSS/Response to Intervention (RtI) Leadership Team</p>	<p>1A.1. Review and discuss assessment data monthly, through small group data chats, to ensure progress is being made and adjust instruction as needed. Utilize grade level meetings to obtain teacher feedback on effectiveness of manipulative use with students.</p>	<p>1A.1. Formative: Weekly/biweekly assessments; District Interim data reports; Math journals; Student authentic work. Summative: 2013 FCAT 2.0 Mathematics Assessment</p>		
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	difficulty with addition and subtraction of fractions and decimals as well as factors and multiples in the context of fractions.						
Mathematics Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2012 administration of the FCAT 2.0 Mathematics test, 27% of students achieved proficiency (FCAT Level 3). The 2013 expected level of performance is that 33% or more of students will achieve proficiency in mathematics, reflecting a minimum increase of 6 percentage points.							
	27% (106)	33% (129)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1B.1. The student needs additional opportunities to use mathematics vocabulary in verbal explanations of math problems.</p>	<p>1B.1. The teacher will use repetition for long-term learning of math concepts.</p>	<p>1B.1. Administration & MTSS/Response to Intervention (RtI) team</p>	<p>1B.1. Observe the student's verbal explanations of how to solve mathematics problems, on a weekly basis. Review ongoing formative assessment data monthly to ensure progress is being made and adjust instruction as needed</p>	<p>1B.1. Formative Assessment: Teacher-generated assessments Summative Assessment: 2013 Florida Alternative Assessment</p>		
<p><u>Mathematics Goal #1B:</u> The results of the 2012 Florida Alternative Assessment indicate that 100% of tested students achieved Levels 4, 5 and 6. Our 2013 goal is to maintain satisfactory proficiency at Levels 4, 5 and 6 or improve it by decreasing 100% to 0%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>100% (1)</p>	<p>100% (1)</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. In grades 3, 4 and 5, the most critical area of deficiency according to the 2012 FCAT 2.0 Mathematics data was Geometry and Measurement (reporting category 3 in each grade). In grade 3, students demonstrate difficulty describing and analyzing properties of two-dimensional shapes and selecting appropriate units, strategies and tools to solve problems involving perimeter. In grade 4, students demonstrate difficulty determining the area of two-dimensional shapes, classifying angles and identifying and describing the results of transformations.</p>	<p>2A.1. Provide more rigorous grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop the foundations for understanding perimeter, area, volume and surface area. These activities should include the selection of appropriate units, strategies and tools to solve problems involving these measures. Engage students in activities involving technology, through programs such as Go Math!, Riverdeep and Successmaker, and resources such as GIZMOS, Brainpop and the National Library of Manipulatives, which provide the visual stimulus to help students develop</p>	<p>2A.1. MTSS/Response to Intervention (RTI) Leadership Team</p>	<p>2A. Review and discuss assessment data monthly through small group data chats to ensure progress is being made and adjust instruction as needed.</p>	<p>2A.1. Formative: Weekly/bi-weekly assessments; District Interim data reports; Student authentic work Summative: 2013 FCAT 2.0 Mathematics Assessment</p>		
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	<p>In grade 5, students have difficulty: analyzing the properties of 3-dimensional shapes which include volume and surface area, converting units of measures within the same dimension to solve problems and solving problems requiring attention to approximations, selections of appropriate tools, precision in measurement and applying formulas of area.</p> <p>Students scoring at FCAT Levels 4 and 5 require more enrichment activities involving geometric and measurement concepts.</p>	a conceptual understanding of measurement, geometry and spatial sense.					
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<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2012 administration of the FCAT 2.0 Mathematics test, 31% of students scored above proficiency (FCAT Levels 4-5). The 2013 expected level of performance is that 33% or more of students will score above proficiency in mathematics, reflecting a minimum increase of 2 percentage points.							
	31% (120)	33% (129)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					

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		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		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Disaggregated data indicates that students in grades 3 and 4 require additional contexts for exploration and development of Number: Operations and Problems concepts (reporting category 1). Disaggregated data indicates that students in grade 5 require additional contexts for exploration and development of algebraic Expressions, Equations and Statistics (reporting category 2). In order to increase proficiency,</p>	<p>3A.1. Provide contexts for mathematical exploration and development of number operations and problems concepts (grades 3 and 4) and algebraic expressions and equations concepts (grade 5), through the use of manipulatives and engaging opportunities for practice. In grades 3 and 4, provide grade level appropriate opportunities for identifying, duplicating, describing, extending and applying number patterns and use of number patterns to help students extend their knowledge of properties of numbers and operations. In grade 5, additional instruction will focus on making concrete</p>	<p>3A.1. MTSS/Response to Intervention (Rti) Leadership Team</p>	<p>3A.1. Review and discuss Math Journals and weekly/bi-weekly assessments through small group data chats to ensure progress is being made and adjust instruction as needed. Utilize grade level meetings to obtain teacher feedback on effectiveness of manipulative use with students.</p>	<p>3A.1. Formative: Weekly/bi-weekly assessments; student generated work in math journals. Summative: 2013 FCAT 2.0 Mathematics Assessment</p>		
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	<p>connections to abstract algebraic concepts through the use of both real and virtual manipulatives (National Library of Virtual Manipulatives), balance scales (to incorporate properties of equality) and pictorial clues. Increase opportunities for students to use the properties of equality to solve numerical and real world situations and use the order of operations to simplify expressions which include exponents and parentheses.</p> <p>Utilize cooperative learning groups to engage students in problem-solving activities which require mathematical discourse to communicate thinking.</p>					
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<u>Mathematics Goal</u> <u>#3A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
On the 2012 administration of the FCAT 2.0 Mathematics test, 77% of students made learning gains. The 2013 expected level of performance is that 82% or more of students will make learning gains in mathematics, reflecting a minimum increase of 5 percentage points.							
	77% (190)	82% (203)					

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		<p>3A.2.</p> <p>Disaggregated data indicates that all students are struggling with higher complexity items that require multi-step problem solving skills. Therefore, the mathematics department chairperson and grade level teams of mathematics teachers will refine and implement a consistent problem-solving process/protocol for students to use.</p>	<p>3A.2.</p> <p>Implement a school wide mathematics problem-solving protocol, called the “Show the Problem” technique, to develop students’ multi-step problem solving skills and higher order thinking skills. This technique encourages students to draw a picture, make an organized list, make a table or graph, act it out or use objects to solve problems.</p> <p>Another technique called “Solving a Simpler Problem,” will teach students how to break down complex, multi-step problems by chunking text.</p> <p>In addition, a Word Problem-of-the-Day activity will be implemented at the beginning of each daily lesson, to provide additional practice and reinforcement with these techniques/protocols. Included will be rigorous real-world problems, aligned to the content students are learning.</p> <p>Solving multi-step problems in cooperative groups will enable mathematical discourse among students to communicate thinking and processes while enabling students opportunities to verify the reasonableness of results.</p>	<p>3A.2.</p> <p>MTSS/Response to Intervention (RtI) Leadership Team</p>	<p>3A.2.</p> <p>Review and discuss Word Problem-of-the-Day Math Journals during whole group activities and ongoing assessment data monthly through small group data chats to ensure progress is being made and adjust instruction as needed.</p> <p>Utilize grade level meetings to obtain teacher feedback on the effectiveness of multi-step problem solving protocols and tools with students.</p>	<p>3A.2.</p> <p>Formative: Weekly/bi-weekly assessments; student generated work in math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>	
		<p>3A.3.</p>	<p>3A.3.</p>	<p>3A.3.</p>	<p>3A.3.</p>	<p>3A.3.</p>	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u> N/A	<u>2013 Expected Level of Performance:*</u> N/A					
	N/A	N/A					
		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		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Disaggregated data indicates that students in grades 3-5 require additional contexts for exploration and development of Number: Operations and Problems concepts (reporting category 1). Students in the lowest 25% require small group individualized instruction and additional support in Number: Operations and Problems concepts.</p>	<p>4A.1. Use manipulatives to enhance student learning by enabling concrete representation of concepts in order to move students toward developing abstract conceptual understanding of number sense operations.</p>	<p>4A.1. MTSS/Response to Intervention (RtI) Leadership Team</p>	<p>4A.1. Review assessment data to ensure students are making adequate progress and adjust instruction as needed. Review computer-assisted program reports to ensure students are making progress.</p>	<p>4A.1. Formative: In-class observation, ongoing classroom assessments, District Interim assessments, student authentic work, reports generated from FCAT Explorer and Successmaker. Summative: 2013 FCAT 2.0 Mathematics Assessment</p>		

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Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>On the 2012 administration of the FCAT 2.0 Mathematics test, 82% of the lowest 25% of students made learning gains. The 2013 expected level of performance is that 87% or more of the lowest 25% of students will make learning gains in mathematics, reflecting a minimum increase of 5 percentage points.</p>							
	82% (57)	87% (60)					

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		<p>4A.2.</p> <p>Disaggregated data indicates that students in grades 3-5 require additional contexts for exploration and development of Number: Operations and Problems concepts (reporting category 1).</p> <p>Students in the lowest 25% require additional opportunities to develop quick recall of addition, subtraction, multiplication and division facts. These opportunities will be provided through small group intervention with a tutor and also through the use of computer-assisted instructional programs. As students improve, computational errors will be minimized and mathematics</p>	<p>4A.2.</p> <p>Identify the lowest performing students and their instructional needs, based on ongoing 3rd-5th grade assessment data.</p> <p>Provide individualized instruction/intensive intervention (tutoring) during school hours, as well as before or after school, if monetary resources allow.</p> <p>Provide opportunities for students to develop quick recall of multiplication facts and related division facts in order to develop fluency with whole numbers.</p> <p>Engage students in activities which use technology (such as Riverdeep, Successmaker, FCAT Explorer, FOCUS, National Library of Virtual Manipulatives) as exploration tools of math concepts and extra practice.</p> <p>Provide routine access to the computer lab for students to use computer-assisted instructional programs including Successmaker and FCAT Explorer.</p>	<p>4A.2.</p> <p>MTSS/Response to Intervention (RtI) Leadership Team</p>	<p>4A.2.</p> <p>Review student work to ensure students are making adequate progress and adjust instruction as needed.</p> <p>Review computer-assisted program reports to ensure students are making progress.</p>	<p>4A.2.</p> <p>Formative: In-class observation, ongoing classroom assessments, District Interim assessments, student authentic work, reports generated from FCAT Explorer and Successmaker.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>	
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		fluency will increase.					
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<p><u>Mathematics Goal</u> #5A:</p> <p><i>The results from the 2012 FCAT 2.0 Mathematics Test indicate that 58% (226 students) achieved Levels 3-5 proficiency in grades 3-5.</i></p> <p><i>Our long-term goal is to reduce the percent of non-proficient students by 50% over six years (from 2011-2017).</i></p> <p><i>Our annual goal is to increase student proficiency in Mathematics by 3 percentage points to 68%.</i></p>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Mathematics Goal #5B:</u> <i>On the 2012 administration of the FCAT 2.0 Mathematics test, 61% of Hispanic students achieved proficiency, reflecting 4 percentage points below the expected level of achievement. The 2013 expected level of performance is that 68% or more of Hispanic students will achieve proficiency in mathematics, reflecting a minimum increase of 7 percentage points.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>On the 2012 administration of the FCAT 2.0 Mathematics test, 48% of the English Language Learners achieved at or above grade level in Mathematics, reflecting 8 percentage points below the expected level of achievement. The 2013 expected level of performance is that 60% or more of English Language Learners will achieve proficiency in mathematics, reflecting a minimum increase of 12 percentage points.</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>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>On the 2012 administration of the FCAT 2.0 Mathematics test, 28% of the Students with Disabilities achieved at or above grade level in Mathematics, reflecting 12 percentage points below the expected level of achievement. The 2013 expected level of performance is that 45% or more of Students with Disabilities will achieve proficiency in mathematics, reflecting a minimum increase of 17 percentage points.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>On the 2012 administration of the FCAT 2.0 Mathematics test, 58% of Economically Disadvantaged students achieved proficiency, reflecting 5 percentage points below the expected level of achievement. The 2013 expected level of performance is that 67% or more of Economically Disadvantaged will achieve proficiency in mathematics, reflecting a minimum increase of 9 percentage points.</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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	

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		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
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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	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u> <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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: <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>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Mathematics Goal #2B:</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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <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>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal #3B:</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>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>62%</u>	65%	68%	72%	75%	78%	81%
<p><u>Mathematics Goal #5A:</u></p> <p>The results from the 2012 FCAT 2.0 Mathematics Test indicate that 58% (226 students) achieved Levels 3-5 proficiency in grades 3-5.</p> <p>While our long-term goal is to reduce the percent of non-proficient students by 50% over six years (from 2011-2017), our annual goal is to increase student proficiency in Mathematics by 3 percentage points to 68%.</p>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: <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> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <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>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <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>					
		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	Mathemat	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1: <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>					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: <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>					
		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		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <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>					
		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

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Algebra 1 Goal #1: <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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> <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>					
		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 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	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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<p>Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		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		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> <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		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <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.	

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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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> <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>					
		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

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal #1: <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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: <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>					
		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 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		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<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		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: <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		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> <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.	

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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		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <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>					
		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

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

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<p>Problem-solving: How-to Guidelines and Instructional Procedure using the Problem-Solving Teaching tool & Using problem-solving to create meaning in a real-world context for student application of new concepts and skills</p>	K-5	Mathematics Department Chairperson	K-5 Mathematics teachers	<p>Wednesday 2:15-3:15 p.m. and/or November 6, 2012 Professional Development Day</p>	Student work, Classroom walkthroughs	Leadership Team
<p>Math Journals/Learning Notebooks: Guidelines for Implementation</p>	K-5	Mathematics Department Chairperson	K-5 Mathematics teachers	<p>Wednesday 2:15-3:15 p.m. and/or November 6, 2012 Professional Development Day</p>	Student work, Classroom walkthroughs	Leadership Team
<p>Common Core SS in Mathematics</p>	K-5	Mathematics Department Chairperson	K-5 Mathematics teachers	<p>Wednesday 2:15-3:15 p.m. and/or November 6, 2012 Professional Development Day</p>	Student work, Classroom walkthroughs	Leadership Team
<p>Teaching Fraction Concepts and Operations</p>	K-5	Mathematics Department Chairperson	K-5 Mathematics teachers	<p>Wednesday 2:15-3:15 p.m. and/or November 6, 2012 Professional Development Day</p>	Student work, Classroom walkthroughs	Leadership Team

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Bell Ringers	Willie's Warm-up: K-5	EESAC	1995.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
1 part-time paraprofessional to provide intervention to students	personnel	Title I	\$10,000.00
Subtotal:			
Total:			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1A.1. Students require additional support in developing higher order scientific thinking skills, which will impact their proficiency across the Physical Science, Earth and Space Science, Life Science and Nature of Science content cluster reporting categories.</p>	<p>1A.1. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts through participation in a variety of lab activities and experiments, which will be recorded in a Labzone journal.</p> <p>Integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking and reading about science.</p>	<p>1A.1. MTSS/Response to Intervention (Rtl) team</p>	<p>1A.1. Review and discuss weekly/bi-weekly lab activities and experiments.</p>	<p>1A.1. Formative: School-site biweekly assessments; LabZone Journal</p> <p>Summative: 2013 FCAT 2.0 Science test</p>		
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<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On the 2012 administration of the FCAT Science test, 39% of students achieved proficiency (FCAT Level 3). The expected level of performance for 2013 is that 42% or more of students will achieve FCAT Level 3 proficiency, reflecting a minimum increase of 3 percentage points.							
	39% (55)	42% (59)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					

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		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		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. Students require more opportunities for enrichment in scientific process-based experiments and projects. An area of deficiency as noted according to the 2012 FCAT Science data is the Scientific Thinking.</p>	<p>2A.1. Provide enrichment activities for students to design and develop science and engineering projects in order to increase scientific thinking skills. Develop and implement inquiry-based activities that allow for testing of hypothesis, data analysis, explanation of variables, and experimental design in Scientific Thinking.</p>	<p>2A.1. MTSS/Response to Intervention (RtI) team</p>	<p>2A.1. Review and discuss the development of monthly project-based assignments.</p>	<p>2A.1. Formative: School-site biweekly assessments. Summative: 2013 FCAT 2.0 Science test</p>		

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<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
On the 2012 administration of the FCAT Science test, 16% of students scored above proficiency (FCAT Level 4-5). The expected level of performance for 2013 is that 18% or more of students will achieve above proficiency (FCAT Levels 4 or 5), reflecting a minimum increase of 2 percentage points.							
	16% (23)	18% (25)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
N/A							
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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

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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		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: <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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected 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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievem						

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	ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: <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>					
		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		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<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.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Elementary Science Leaders/ Coaches Dialogues	Grades K-5	District, Science Department Chairperson	K-5 science teachers	October 2012-May 2013	Grade level planning sessions, lesson plans	Administration, Science Chairperson

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
To provide more opportunities and materials for conducting hands-on scientific process-based experiments	Science Resource Kit (JJ Educational Boot Camp)	Title I	\$527.95
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
1 part-time paraprofessional to provide intervention to students	personnel	Title I	\$10,000
Subtotal:			
Total:			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Students require additional exposure to vocabulary in order to compose writing consisting of precise word choice and specificity of language, as evident in mature writing. In addition, students need to improve their skills in elaboration, revision, and editing, in order to become more proficient writers.</p>	<p>1A.1. Read-alouds with carefully-selected mentor texts will be utilized to provide writing models to students and increased exposure to vocabulary. Students will collect words and phrases from these carefully selected mentor texts read aloud by the teacher daily, to use in their writing. Students will engage in the multiple stages of the writing process with emphasis on elaboration and revision, in order to build students' writing skills with instructional support. Strategies will be explicitly taught and evidenced in student writing drafts and accomplished through whole group, small group, and</p>	<p>1A.1. Literacy Leadership Team and MTSS/Response to Intervention (RtI) team</p>	<p>1A.1. Review and analyze student entries in Writer's Notebooks. Administer and score writing monthly to monitor student progress and adjust instruction as necessary.</p>	<p>1A.1. Formative: Writer's Notebooks, Monthly writing prompts/assessments, Pre, Mid-year, and Post Writing Pieces Summative: 2013 FCAT Writing Test</p>		
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	<p>individual writing conferences. All writing will be dated and placed in a work folder for monitoring of growth over time.</p> <p>Utilize state rubrics and released exemplar papers to become familiar with the more rigorous expectations for writing proficiency and to be able to measure individual progress.</p> <p>Teachers will recognize student writing which demonstrates the skilled use of words and writer's craft, through the school-developed Star Writers program and beyond.</p> <p>The use of word lists and word arrays will also be utilized to enhance student vocabulary.</p>					
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	<p>Classroom environments will be set up so that charts and bulletin boards will be used as interactive instructional tools and resources.</p> <p>In addition, students' writer's notebooks will serve as resources for supporting students in mastering higher level skills in the process of writing. Teacher modeling and an increased amount of revision/editing lessons and teacher-student conferences will support higher standards of proficiency in writing.</p>					
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<p><u>Writing Goal #1A:</u> On the 2012 administration of the FCAT Writing test, 90% of students scored 3.0 or higher. The expected level of performance for the 2013 administration of the FCAT Writing test is to maintain a 91% proficiency or higher in the percentage of students scoring at 3.5 or above.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	90% (101)	91% (102)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<p><u>Writing Goal #1B:</u> N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
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Writing Professional Development

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

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<p>Model/provide mini-lessons on:</p> <ul style="list-style-type: none"> • elaboration strategies (i.e. Show, Don't Tell, Magnified Moments to create mind movies) • use of mentor texts, released exemplar and anchor papers • review more rigorous rubric and expectations for writing • use of Writer's Notebooks and portfolios • revision and editing strategies • sentence variety • student conferencing 	<p>Writing (K-5)</p>	<p>Reading Coach</p>	<p>Language Arts/Writing teachers</p>	<p>Weekly Common Planning time</p>	<p>Review and analyze student entries in Writer's Notebooks.</p> <p>Administer and score monthly writing prompts to monitor student progress and adjust instruction as necessary.</p>	<p>MTSS/Response to Intervention (RtI) team</p>

Writing Budget (Insert rows as needed)

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

End of Writing Goals

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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		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: <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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: <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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Civics 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

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

End of Civics Goals

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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		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	<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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	<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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

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

U.S. History Budget (Insert rows as needed)

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>1.1. Communicable diseases such as H1N1 and the Flu, may keep students at home.</p>	<p>1.1. Use written communication, such as flyers, to inform parents about proper hand washing techniques and coughing/sneezing protection methods and educate students on the same using posters and closed-circuit television demonstrations. Maintain a weekly attendance bulletin board in the main hallway for all key stakeholders to see. Reward top classes at each grade level on a monthly basis; Reward individual students with top attendance at quarterly assemblies and at the end-of-the-year awards ceremony. When needed, hold attendance</p>	<p>1.1. Community Involvement Specialist (CIS); Counselor; Administrators</p>	<p>1.1. Review and print out daily attendance bulletins. Parents will be contacted when students are consistently absent. Review Truancy Referral Report twice monthly. Use SCAMs as documentation of excessive excused/unexcused absences.</p>	<p>1.1. School developed charts; daily attendance bulletins; MDCPS portal attendance rate report every nine weeks; Truancy Referral Report.</p>		
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		intervention committee meetings monthly.				
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>				
<p>During the 2011-2012 school year, Palm Springs Elementary maintained an average daily attendance rate of 96.89%. Our goal for the 2012-2013 school year is to increase the attendance rate to 97.39%.</p> <p>During the 2011-2012 school year, 169 students had excessive absences of 10 or more. Our goal for the 2012-2013 school year is to reduce that number to 161 or less.</p> <p>During the 2011-2012 school year, 137 students had excessive tardies of 10 or more. Our goal for the 2012-2013 school year is to reduce that number to 130 or less.</p>						
	96.89% (763)	97.39% (766)				
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>				
	169	161				

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	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	137	130					
		1.2. Parents and students need additional support in understanding the correlation between school attendance and student achievement.	1.2. Educate students and parents about the correlation between attendance and student achievement. Identify students developing a pattern of absences/tardies.	1.2. Administration; Counselor	1.2. Use SCAMs as documentation of excessive excused/unexcused tardies. Parents will be contacted when students are consistently tardy. Conduct a meeting every grading period/9 weeks with an administrator, the counselor, and parent.	1.2. School developed chats; District generated monthly attendance reports; MDCPS portal attendance rate report every 9 weeks.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monitoring and Coding Student attendance	K-5 Attendance	Assistant Principal, Counselor	K-5 teachers	Teacher Planning Day - November 6, 2012	Assistant Principal will monitor implementation of SCAMs	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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Quarterly reward for individual students with top attendance and end-of-year recognition for perfect attendance	Incentives	PTA	500.00
Monthly reward for classes with top attendance at each grade level	incentives	PTA	300.00
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Suspension</p>	<p>I.1. More opportunities must be provided in order to recognize students for positive behavior. Provide students with continued support in understanding alternative methods to resolve conflict.</p>	<p>I.1. Promote good behavior monthly through the school-developed "Got Caught" program which encourages positive character values. Provide students with mini-lessons on character values through the Healthy Me program in conjunction with the local Citrus Health Organization and offer students counseling in school to promote good behavior. Familiarize students and parents with the Code of Student Conduct during the first few weeks of school. Provide an alternative setting within the school to complete class work assignments when the students must be removed from the classroom. Utilize the Discipline Learning Packet System from Discipline Advantage to provide students with alternative ways to respond to altercations.</p>	<p>I.1. MTSS/Response to Intervention (Rtl) team</p>	<p>I.1. Counselor will maintain a log of students counseled. Parents and students will sign and return confirmation of review of Code of Student Conduct. Monitor student compliance with the Code of Student Conduct. Observe, record, and note patterns of misbehavior for incidents in which requests for assistance is being sought from the counselor or administrator. Analyze the data to determine which character values may need continued reinforcement.</p>	<p>I.1. Monthly District generated Suspension Rate Report</p>		
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<p>Suspension Goal #1:</p> <p>During the 2011-2012 school year, Palm Springs Elementary had 0 in-school suspensions. It is our goal to maintain that number.</p> <p>During the 2011-2012 school year, Palm Springs Elementary had 0 suspensions in-school. It is our goal to maintain that number.</p> <p>During the 2011-2012 school year, Palm Springs Elementary had 0 out-of-school suspensions. It is our goal to maintain that number.</p> <p>During the 2011-2012 school year, Palm Springs Elementary had 0 suspensions out-of-school. It is our goal to maintain that number.</p> <p>We will continue to provide a safe environment where students are respectful to adults and each other.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	0	0					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	0	0					

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	<u>2012 Total</u> <u>Number of Out-of-</u> <u>School Suspensions</u>	<u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u>					
	0	0					
	<u>2012 Total Number</u> <u>of Students</u> <u>Suspended</u> <u>Out- of- School</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>Suspended</u> <u>Out- of-School</u>					
	0	0					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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
Discipline Issues	K-5	Counselor	K-5 teachers	Teacher Planning Day - November 6, 2012	Teachers will provide feedback to counselor on issues that arise	Counselor, Assistant Principal
Code of Student Conduct	Pre-K-5th	Teachers	Parents and students	Open House and parent meetings/conferences	Monitor student compliance with the Code of Student Conduct.	Administration

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Incentive for good behavior		PTA donation	\$1000.00
Subtotal:			
Total:			

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Parent Involvement Goal #1:</u> Enter narrative for the goal in this box. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	Enter numerical data for current level of parent involvement in this box.	Enter numerical data for expected level of parent involvement in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Parent Resource Center	Computers	Title I	\$1700.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
1 part-time Community Involvement Specialist (CIS)	personnel	Title I	\$4,000.00
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Conduct a schoolwide Science Family Night in conjunction with the school’s annual Science Fair to provide an opportunity for students in grades K-5 to develop their inquiry and investigational skills while implementing the scientific process.</p>	<p>1.1.</p> <p>Students require more opportunities to engage in scientific process-based experiments and projects, in order to develop higher order scientific thinking skills.</p> <p>An area of deficiency as noted according to the 2012 FCAT Science data is the Scientific Thinking.</p> <p>STEM activities which integrate math with science and technology need to be incorporated schoolwide.</p>	<p>1.1.</p> <p>Conduct a Science Family Night in which parents and students participate in teacher-led science stations which engage students in hands-on experiments to develop their science process skills.</p> <p>Host an annual schoolwide Science Fair in which students submit and exhibit their projects and share ideas with other students.</p> <p>Engage students in hands-on, real world STEM projects and activities that infuse mathematics and science concepts and skills with more rigor while integrating technology.</p>	<p>1.1.</p> <p>MTSS/Response to Intervention (RtI) team</p>	<p>1.1.</p> <p>Monitor student participation in the Science Fair.</p> <p>Analyze the results of student performance in the Science Fair through the use of project-based rubrics.</p> <p>Review and analyze the Fall and Winter mathematics and science Interim assessment data to monitor progress and adjust instruction as necessary.</p>	<p>1.1.</p> <p>Formative: Teacher-made assessments, Fall and Winter District Interim assessments, Science Lab reports; Science Fair results, Mathematics and Science journals</p> <p>Summative: 2013 FCAT 2.0 Mathematics and Science assessments</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

August 2012

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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
Elementary Science Leaders/ Coaches Dialogues	Grades K-5	District	K-5 mathematics and science teachers	October 2012-May 2013	Grade level planning sessions, lesson plans	Administration, Science Department Chairperson
STEM: Implementing Educational Technology	Pre-K-5 th grades	Science department chairperson	Pre-K-5 th grade teachers	October 2012-May 2013	Development and implementation of lessons that involve technology and engineering	Administration

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE 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
CTE Goal #1: <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 <small>Please note that each Strategy does not require a</small>						
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professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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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 Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goals Professional Development

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
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.
Palm Springs Elementary School’s Educational Excellence Advisory Council (EESAC) will meet on a monthly basis to provide support and assistance for the preparation, implementation and monitoring of the School Improvement Plan. The EESAC will also discuss and plan activities and events that support school-wide goals and objectives to further impact our students and school.

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Describe the projected use of SAC funds.	Amount
SAC funds will be used to purchase supplemental reading, mathematics and science materials to enhance instruction for students in the lowest 35%.	