

# 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:<br>Chester A. Moore Elementary School | District Name:<br>St. Lucie                       |
| Principal:<br>Ms. Felicia Nixon                    | Superintendent:<br>Mr. Michael Lannon             |
| SAC Chair:<br>Ms. Martha Nixon                     | Date of School Board Approval:<br>October 9, 2012 |

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.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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| Position | Name | Degree(s)/<br>Certification(s) | Number of<br>Years at<br>Current School | Number of<br>Years as an<br>Administrator | Prior Performance Record (include prior School Grades, FCAT/<br>statewide assessment Achievement Levels, learning gains, lowest<br>25%), and AMO progress, along with the associated school year) |
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|-----------|-------------------|---|---|----|---|
| Principal | Ms. Felicia Nixon | <p>Bachelor of Science: Elementary Education, Master:</p> <p>Bachelor of Science: Elementary Education, Master:</p> | 1 | 11 | <p><b>2011-2012</b></p> <p>Principal</p> <p>C.A. Moore Elementary School</p> <p>School Grade: C</p> <p>Points Earned: 436</p> <p>% Meeting High Standards in Reading-28</p> <p>%Meeting High Standards in Math-39</p> <p>%Meeting High Standards in Writing-75</p> <p>%Meeting High Standards in Science-27</p> <p>%Making Learning Gains in Reading-63</p> <p>%Making Learning Gains in Math-61</p> <p>%Lowest 25% Making Learning Gains in Reading-63</p> <p>%Lowest 25% Making Learning Gains in Math-69</p> <p><b>2010-2011</b></p> <p>Principal</p> <p>Lawnwood Elementary School</p> <p>School Grade: A</p> |
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|  |  |  |  |  | <p>Points Earned: 536</p> <p>%Meeting High Standards in Reading-65</p> <p>%Meeting High Standards in Math-80</p> <p>%Meeting High Standards in Writing-98</p> <p>%Meeting High Standards in Science-45</p> <p>%Making Learning Gains in Reading-62</p> <p>%Making Learning Gains in Math-64</p> <p>%Lowest 25% Making Learning Gains in Reading-59</p> <p>%Lowest 25% Making Learning Gains in Math-63</p> <p>Total AYP-No</p> <p>Total Writing Proficiency Met-Yes</p> <p>Total Reading Proficiency Met-No</p> <p>Total Math Proficiency Met-No</p> <p>Reading Proficiency White-Yes</p> <p>Reading Proficiency Black-Yes</p> <p>Reading Proficiency-Hispanic-No</p> |
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|  |  |  |  |  | <p>Reading Proficiency ED-No</p> <p>Math Proficiency White-No</p> <p>Math Proficiency Black-Yes</p> <p>Math Proficiency Hispanic-No</p> <p>Math Proficiency ED-Yes</p> <p><b>2009-2010:</b></p> <p>Principal</p> <p>Lawnwood Elementary</p> <p>School Grade: A, 565 Points, FCAT Proficiency:<br/>Reading 67%, Math 79%, Writing 88%, Science 58%</p> <p>Lowest 25%: Reading 68% Math 65%</p> <p>AYP: 92% No, Reading-Black, ED</p> <p><b>2008-2009:</b></p> <p>Principal</p> <p>Lawnwood Elementary</p> <p>School Grade: B, 530 Points, FCAT Proficiency:<br/>Reading 65%, Math 75%, Writing 96%, Science 52%</p> <p>Lowest 25%: Reading 36%, Math 70%</p> |
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|  |  |  |  |  | <p>AYP: 85% No, Reading-Black, Hispanic, ED, SWD;<br/>Math-Black</p> <p><b>2007-2008:</b></p> <p>Principal</p> <p>Lawnwood Elementary</p> <p>School Grade: A, 531 Points</p> <p>Reading 71%</p> <p>Math 70%, Writing 96%</p> <p>Science 8%</p> <p>Lowest 25%: Reading 65%, Math 56%</p> <p>AYP: 87% No, Reading-ED, SWD; Math-Black, ED, SWD</p> <p>Mastery</p> <p><b>2006-2007</b></p> <p>Principal</p> <p>Lawnwood Elementary</p> |
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|  |  |  |  |  | <p>School Grade: B, 515 Points</p> <p>Reading 74%</p> <p>Math 72%</p> <p>Writing 96%</p> <p>Science 43%</p> <p>Lowest 25%: Reading 42%, Math 63%</p> <p>AYP: 97%, No, Math-SWD</p> <p><b>2005-2006:</b></p> <p>School Grade: B 405 Points</p> <p>Reading 70%</p> <p>Math 66%</p> <p>Writing 88%</p> <p>Lowest 25%: Reading 57%</p> <p>AYP: 87% No, Reading-SWD; Math-Black, SWD</p> <p><b>2004-2005:</b></p> <p>School Grade: C, 377 Points</p> <p>Reading 69%</p> |
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|  |  |  |  |  | Math 65%<br>Writing 76%<br>Lowest 25%: Reading 46%<br>AYP: 97% No, Writing |
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| Assistant Principal | Pamela Holmes | Master's Educational Leadership (all levels)<br><br>BA Elementary Education 1-6-<br><br>ESOL Endorsement | 4 | 5 | <p><b>2010-2011</b></p> <p>Assistant Principal<br/>C.A. Moore<br/>School Grade: C<br/>Number of Points: 471<br/>% Meeting High Standards in Reading-49<br/>%Meeting High Standards in Math-62<br/>%Meeting High Standards in Writing-77<br/>%Meeting High Standards in Science-27<br/>%Making Learning Gains in Reading-53<br/>%Making Learning Gains in Math-69<br/>%of Lowest 25% Making Learning Gains in Reading-62<br/>%of Lowest 25% Making Learning Gains in Math-72<br/>Total AYP Met: No<br/>Total Reading Proficiency – No<br/>Total Math Proficiency-Yes<br/>Reading Proficiency Black-No</p> |
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|  |  |  |  |  | <p>Reading Proficiency Hispanic-No</p> <p>Reading Proficiency ED-No</p> <p>Reading Proficiency ELL-No</p> <p>Math Proficiency Black-Yes</p> <p>Math Proficiency Hispanic-Yes</p> <p>Math Proficiency ED-Yes</p> <p>Math Proficiency ELL-Yes</p> <p><b>2009-2010</b></p> <p>Assistant Principal</p> <p>C.A. Moore</p> <p>Grade-C</p> <p>Reading Proficiency-48%</p> <p>% making learning gains in reading-59%</p> <p>% of lowest 25% making learning gains in reading-62%</p> <p>Math Proficiency-58%</p> |
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|  |  |  |  | <p>% making learning gains in math-55%</p> <p>% of lowest 25% making learning gains in math-69%</p> <p>Writing Proficiency-89%</p> <p>Science Proficiency-28%</p> <p>AYP-79%</p> <p>Total, Black, &amp; ED did not make AYP in reading.</p> <p>Hispanic and ELL made AYP in reading.</p> <p>Total, Black, Hispanic, ED and ELL did not make AYP in math.</p> <p><b>2008-2009</b></p> <p>Assistant Principal</p> <p>Chester A. Moore Elementary</p> <p>Grade-B</p> <p>Reading Proficiency-48%</p> <p>% making learning gains in reading-65%</p> |
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|  |  |  |  |  | <p>% of lowest 25% making learning gains in reading-62</p> <p>Math Proficiency-63%</p> <p>% making learning gains in math-77%</p> <p>% of lowest 25% making learning gains in math-84%</p> <p>Writing Proficiency-99%</p> <p>Science Proficiency-16%</p> <p>AYP-90%</p> <p>Total, Black, ED and ELL did not make AYP in reading.</p> <p>Hispanic made AYP in reading.</p> <p>Total, Black, Hispanic, ED and ELL made AYP in math.</p> <p><b>2007-2008</b></p> <p>Assistant Principal</p> |
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|  |  |  |  |  | <p>Ft. Pierce Magnet School of the Arts K-8</p> <p>Grade-A</p> <p>Reading Proficiency-73%</p> <p>% making learning gains in reading-68%</p> <p>% of lowest 25% making learning gains in reading-63%</p> <p>Math Proficiency-61%</p> <p>% making learning gains in math-61%</p> <p>% of lowest 25% making learning gains in math-69%</p> <p>Writing Proficiency-87%</p> <p>Science Proficiency-43%</p> <p>AYP-92%</p> <p>Total, White, Black, and ED made AYP in reading.</p> <p>White made AYP in math.</p> <p>Total, Black and ED did not make AYP in</p> |
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|  |  |  |  |  | math |
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

### Instructional Coaches

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

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
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| Literacy | Barbara Sutton | <p>Master's Degree Reading and Literacy</p> <p>Bachelor's Degree Elementary Education K-6</p> <p>Elementary Education 1-6</p> <p>ESOL Endorsement</p> <p>Reading Endorsement</p> | <1 | <1 | <p>2011-2012</p> <p>Kindergarten Teacher</p> <p>Lawnwood Elementary</p> <p>School Grade: B</p> <p>Points: 434 (Adjusted-495)</p> <p>%Meeting High Standards in Reading-45</p> <p>%Meeting High Standards in Math-51</p> <p>%Meeting High Standards in Writing-81</p> <p>%Meeting High Standards in Science-38</p> <p>%Making Learning Gains Reading-55</p> <p>%Making Learning Gains Math-54</p> <p>%Lowest 25% Making Learning Gains Reading-65</p> <p>%Lowest 25% Making Learning Gains Math-45</p> <p>2010-2011</p> <p>Kindergarten Teacher</p> <p>Lawnwood Elementary School</p> <p>School Grade: A</p> <p>Points Earned: 536</p> <p>%Meeting High Standards in Reading-65</p> |
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|  |  |  |  |  | <p>%Meeting High Standards in Math-80</p> <p>%Meeting High Standards in Writing-98</p> <p>%Meeting High Standards in Science-45</p> <p>%Making Learning Gains in Reading-62</p> <p>%Making Learning Gains in Math-64</p> <p>%Lowest 25% Making Learning Gains in Reading-59</p> <p>%Lowest 25% Making Learning Gains in Math-63</p> <p>Total AYP-No</p> <p>Total Writing Proficiency Met-Yes</p> <p>Total Reading Proficiency Met-No</p> <p>Total Math Proficiency Met-No</p> <p>Reading Proficiency White-Yes</p> <p>Reading Proficiency Black-Yes</p> <p>Reading Proficiency-Hispanic-No</p> <p>Reading Proficiency ED-No</p> <p>Math Proficiency White-No</p> |
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|  |  |  |  | <p>Math Proficiency Black-Yes</p> <p>Math Proficiency Hispanic-No</p> <p>Math Proficiency ED-Yes</p> <p>2009-2010:</p> <p>Kindergarten Teacher</p> <p>Lawnwood Elementary</p> <p>School Grade: A, 565 Points, FCAT Proficiency:</p> <p>Reading 67%, Math 79%, Writing 88%, Science 58%</p> <p>Lowest 25%: Reading 68% Math 65%</p> <p>AYP: 92% No, Reading-Black, ED</p> <p>2008-2009:</p> <p>Kindergarten Teacher</p> <p>Lawnwood Elementary</p> <p>School Grade: B, 530 Points, FCAT Proficiency:</p> <p>Reading 65%, Math 75%, Writing 96%, Science 52%</p> <p>Lowest 25%: Reading 36%, Math 70%</p> <p>AYP: 85% No, Reading-Black, Hispanic, ED, SWD;</p> |
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|  |  |  |  |  | Math-Black |
|  |  |  |  |  |            |
|  |  |  |  |  |            |

**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. Administration reviews applications using the Skyward System<br><br>Administration interviews qualified candidates<br><br>Administration conducts a reference check          | Administration                | Summer                    |
| 2. Administration assigns every new teacher a mentor and schedules monthly meetings to address questions, concerns and to share best instructional practice.                    | Administration                | Monthly                   |
| 3. New teachers participate in the District's SHINE (Supportive High-quality Induction for New Educators) Program and attend monthly NEST (New Educator Support Team) meetings. | Administration/District       | Ongoing                   |
| 4. Administration will provide formal and informal observations. Immediate feedback will be provided.   | Administration                | Ongoing                   |
| 5. Coaching and modeling will be provided to support instruction.   | Administration/Literacy Coach | Ongoing                   |

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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 |
|  |   |

***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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--|--------------------------------|--|-----------------------------|
| 46                                  | 17.39 (8)                | 19.57 (9)                                  | 30.43 (14)                                  | 32.61 (15)                                 | 36.96 (17)                          |  | 2.17 (1)                       | 6.52 (3)                               | 52.17 (24)                  |

***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 |
|-------------|-----------------|-----------------------|------------------------------|

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| Katherine Christopher | Talea Burgess   | Both teachers are kindergarten teachers.              | <p>Participate in SHINE (Supportive High Quality Induction for New Educators) and NEST (New Educator Support Team)</p> <p>Meet regularly to share best practices and discuss research-based strategies to maximize teacher effectiveness and build capacity for planning, instructing, assessing, and using the data. The mentor/mentee will participate in learning communities and professional development as deemed appropriate.</p> |
| Stephanie White       | Aislinn Manning | Both teachers are resource teachers.                  | <p>Participate in SHINE (Supportive High Quality Induction for New Educators) and NEST (New Educator Support Team)</p> <p>Meet regularly to share best practices and discuss research-based strategies to maximize teacher effectiveness and build capacity for planning, instructing, assessing, and using the data. The mentor/mentee will participate in learning communities and professional development as deemed appropriate.</p> |
| Katherine Christopher | Luz Camacho     | Ms. Christopher was a VPK teacher prior to this year. | <p>Participate in SHINE (Supportive High Quality Induction for New Educators) and NEST (New Educator Support Team)</p> <p>Meet regularly to share best practices and discuss research-based strategies to maximize teacher effectiveness and build capacity for planning, instructing, assessing, and using the data. The mentor/mentee will participate in learning communities and professional development as deemed appropriate.</p> |

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| Karen Koehnlein | Barbara Zidek   | Both teachers are second grade teachers. | <p>Participate in SHINE (Supportive High Quality Induction for New Educators) and NEST (New Educator Support Team)</p> <p>Meet regularly to share best practices and discuss research-based strategies to maximize teacher effectiveness and build capacity for planning, instructing, assessing, and using the data. The mentor/mentee will participate in learning communities and professional development as deemed appropriate.</p> |
| Heather Gray    | Cristina Valle  | Both teachers are third grade teachers.  | <p>Participate in SHINE (Supportive High Quality Induction for New Educators) and NEST (New Educator Support Team)</p> <p>Meet regularly to share best practices and discuss research-based strategies to maximize teacher effectiveness and build capacity for planning, instructing, assessing, and using the data. The mentor/mentee will participate in learning communities and professional development as deemed appropriate.</p> |
| Heather Gray    | Emily Picarello | Both teachers are third grade teachers.  | <p>Participate in SHINE (Supportive High Quality Induction for New Educators) and NEST (New Educator Support Team)</p> <p>Meet regularly to share best practices and discuss research-based strategies to maximize teacher effectiveness and build capacity for planning, instructing, assessing, and using the data. The mentor/mentee will participate in learning communities and professional development as deemed appropriate.</p> |



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| Barbara Chenette | Susan Smith-McEachern | Both teachers are third grade teachers.    | <p>Participate in SHINE (Supportive High Quality Induction for New Educators) and NEST (New Educator Support Team)</p> <p>Meet regularly to share best practices and discuss research-based strategies to maximize teacher effectiveness and build capacity for planning, instructing, assessing, and using the data. The mentor/mentee will participate in learning communities and professional development as deemed appropriate.</p> |
| Keonisha Bobo    | Tyrhonda Starks       | Both teachers teach intermediate students. | <p>Participate in SHINE (Supportive High Quality Induction for New Educators) and NEST (New Educator Support Team)</p> <p>Meet regularly to share best practices and discuss research-based strategies to maximize teacher effectiveness and build capacity for planning, instructing, assessing, and using the data. The mentor/mentee will participate in learning communities and professional development as deemed appropriate.</p> |
| Keonisha Bobo    | Michael Clark         | Both teachers teach intermediate students. | <p>Participate in SHINE (Supportive High Quality Induction for New Educators) and NEST (New Educator Support Team)</p> <p>Meet regularly to share best practices and discuss research-based strategies to maximize teacher effectiveness and build capacity for planning, instructing, assessing, and using the data. The mentor/mentee will participate in learning communities and professional development as deemed appropriate.</p> |

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| Beverly Harris | Nadine Brooks-Jones | Both teachers teach self-contained ESE students. | <p>Participate in SHINE (Supportive High Quality Induction for New Educators) and NEST (New Educator Support Team)</p> <p>Meet regularly to share best practices and discuss research-based strategies to maximize teacher effectiveness and build capacity for planning, instructing, assessing, and using the data. The mentor/mentee will participate in learning communities and professional development as deemed appropriate.</p> |
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## 2012-2013 School Improvement Plan (SIP)-Form SIP-1

### Additional Requirements

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

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

|   |
|---|
| Title I, Part A   |
| Allocations provide additional funding for the Literacy Coach who serves as a resource to classroom teachers in implementing strategies that support students in meeting grade level expectations in reading and writing. Third grade students scoring a level 1 on FCAT are provided the opportunity to attend summer school for additional remediation. |
| Title I, Part C- Migrant  |
| Migrant ID recruiters provide support to migrant students and their families. The students and their parents are supported through parent involvement activities.   |
| Title I, Part D   |
| Student services are coordinated with the St. Lucie County School District's dropout prevention programs.   |
| Title II  |
| In coordination with Title I and Title III, Title II provides professional development that addresses the needs of teachers so that they can meet the needs of their students. Professional development is continuous and data-driven. Action research ensures that the strategies are being implemented.   |
| Title III   |
| The district ESOL program specialist provides support to teachers. Professional development is provided to teachers so that they acquire the skills and strategies that work best for English Language Learners. ELL students are provided additional support in learning academic vocabulary and curriculum utilizing our English learning lab.          |
| Title X- Homeless   |
| Chester A. Moore Elementary works with student service specialists and various community agencies to provide needed resources such as clothing, school supplies and social service referrals to students identified as homeless.  |

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| Supplemental Academic Instruction (SAI)   |
| The Supplementary Academic Instruction Program provides assistance to students who are functioning below grade level in reading with priority given to 3rd grade students. Supplemental Academic Instruction (SAI) Tutorial services are provided before and/or after school. Funding for the additional hour of literacy instruction is provided by SAI.   |
| Violence Prevention Programs  |
| Positive Behavior Support (PBS) (school-wide initiative) and CHAMPS promote positive behavior through problem solving strategies. Second Step and Too Good for Drugs address behavior and discourage the use of alcohol, tobacco and drugs to help foster a drug free and safe environment. Bullying and Harassment is reviewed at the beginning of the school year.  |
| Nutrition Programs  |
| C.A. Moore participated in a partnership with the local health department on educating families on dental care. The school participates in the free and reduced lunch program. Universal free breakfast is provided to all CAM students. The school is partnering with University of Florida to present lessons to PK-2 students with interactive lessons on nutrition. Students in grades PK-5 participate in the fruit/vegetable program. |
| Housing Programs  |
| Head Start  |
| The Houghton Mifflin Harcourt (HMH) partnership with the St. Lucie County School district impacts curriculum and Pre-Kindergarten development. Students feed into the C.A. Moore kindergarten program.  |
| Adult Education   |
| Career and Technical Education  |
| C.A. Moore students are exposed to various careers through business partners visiting classrooms to talk about careers.   |
| Job Training  |
| Other   |

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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 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.

Members include:

- Administrator(s) – Felicia Nixon and Pam Holmes
- RTI:B Team Liaison – Nicole Bernhard
- School Counselor – Xiomara Lopez
- Literacy Coach – Barbara Sutton
- School Psychologist – Nicole Bernhard
- School-Based ESE Specialist – LaBelth Howard
- District RTI Specialist – Gina Renna
- K-2 Representative - Katherine Christopher
- 3-5 Representative – Kanika Williams
- 3-5 Representative – Nicole Rodriguez

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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 purpose of the Core PST is to review school wide data for the purpose of strengthening the Core learning environment.

### **Activities of the Core PST include:**

- Determining school-wide learning and development areas in need of improvement
- Identifying barriers which have or could prohibit school from meeting improvement goals
- Developing action plans to meet school improvement goals (e.g., SIP)
- Identifying resources to implement plans
- Monitoring fidelity and effectiveness of core, tiered support & ESE instruction
- Managing and coordinating efforts between all school teams
- Supporting the problem solving efforts of other school teams

### **RtI Core PST Chair**

- Schedules and prepares agenda for Core PST meetings three to four times a school year
- Sends invitations and meeting agenda to all members and/or invitees

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- Confirms that personnel responsible for presentations are prepared prior to the meeting
- Facilitates collegial conversation and consensus building while using the data driven “problem-solving” model.
- Keeps conversation on task and focused

### **Data Keeper**

- Provides school-wide data in specialty area for all members to view
- Communicates curriculum, program, procedural or policy concern
- Initiates discussion of the interpretation of the data

### **Time Keeper**

- Provides periodic updates to team member regarding the amount of time left to complete a given task

### **Recorder**

- Responsible for taking notes for the purpose of capturing important discussions and outcomes of meetings
- Forwards minutes of the meeting, including attendee names, to each member of the Core Team and building principal for approval
- Following administrative approval and when appropriate, shares minutes with the school staff

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### **Various School Teams**

Teams (grade levels, team leaders, departments, cross-curricular, role-alike teams, etc.) meet weekly or monthly depending on the schedule. All teams work together within their respective groups to solve Tier 1 (core) problems as identified within the team. At the point in which a team is in need of further support, a representative from the team requesting assistance will present the evidence/data they have collected to a member of the PST.

### **Group PST**

Meetings at this level include members of the Core PST meeting with grade level teams to review data, finalize identification of intervention groups, and/or review response of students receiving interventions. Teachers alone should not be making identification and intervention placement decisions. Decisions such as these must be made with PST members.

### **Individual PST**

Individual PST meetings occur upon a student being identified as needing more intensive Tier 3 intervention, a parent request, or for severe behavioral/academic needs whereas immediate action must take place in order to maintain safety or meet the Free and Appropriate Public Education requirements (FAPE).



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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will consider the end of year 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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

### **Academic**

- Oral Reading Fluency Measures
- EasyCBM Benchmark Assessments
- Journeys Benchmark Assessments
- State/Local Math and Science assessments
- FCAT

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- Student grades
- School site specific assessments

### **Behavior**

- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance
- Referrals to Tier 2 and/or Tier 3 behavioral interventions, referrals for additional testing if necessary

Positive Behavior Support (PBS)

CHAMPS (Proactive and Positive Approach to Classroom Management)

3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in EasyCBM.

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| <p>Describe the plan to train staff on MTSS.</p> <p>The district professional development and support will include:</p> <ol style="list-style-type: none"><li>1. Training for all administrators along with their Core Team to support the identification of students in need of intervention using data.</li><li>2. District RTI Specialists, School Psychologists, and Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures.</li></ol> |
|--|

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Describe the plan to support MTSS.

Based upon the information from [http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf), but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team

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| Identify the school-based Literacy Leadership Team (LLT).<br><br>Administration, Literacy Coach, Media Specialist, Reading Resource Teacher, ESE Department Chair  |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).<br><br>The LLT collaborates with the School Leadership Team. The LLT includes individuals who are committed to improving school wide literacy and who will best serve the literacy needs of the school. Members are expected to attend all meetings, professional development and commitments planned by the team. The team will meet monthly to evaluate and review the SIP goals as well as the effectiveness of the literacy professional development occurring with grade level teams and literacy coach. The Literacy Coach meets weekly with grade teams in analyzing data and seeks their input on continuous improvement. The team will have clearly defined goals and expectations as related to increasing student achievement in literacy. |
| What will be the major initiatives of the LLT this year?<br><br>The team collaborates and builds a culture of literacy. Initiatives are based on literacy-related data and needs assessments related to the school. The team will ensure that the SLC Literacy Plan, Literacy Routines, and the Journeys Program are implemented with fidelity. Additional emphasis will be placed on diagnosing students' literacy deficits and implementing academic strategies that are aimed at reducing those deficits. Enriching instruction will be provided to help to increase the levels of proficiency. 100 Book Challenge will be utilized in the classroom as well as a resource class.   |

### ***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.

C.A. Moore has two VPK units. The VPK team provides developmentally appropriate, educationally engaging activities for children. Additionally, we invite local preschoolers to meet the administrators, teachers, and staff and gain valuable information regarding policies and procedures at C.A.Moore Elementary School. School readiness information is provided to parents. Day care centers visit and tour our facility.

***\*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.

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]).

| <b>Reading Goals</b>  | <b>Problem-Solving Process to Increase Student Achievement</b> |          |   |   |                 |  |  |
|---|--|----------|---|---|-----------------|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. <b>FCAT 2.0:</b><br/>Students scoring at Achievement Level 3 in reading.</p> | <p>1A.1.<br/>Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p> | <p>1A.1.<br/>Grade groups will collaborate.<br/><br/>Literacy Coach will model and train teachers on how to utilize the Common Core Standards (CCSS).<br/><br/>Instructional coaching will be provided by the literacy coach.<br/><br/>Teachers will implement CCSS.</p> | <p>1A.1.<br/>Classroom Teachers<br/><br/>Literacy Coach<br/><br/>Administration</p> | <p>1A.1<br/>Administration will conduct observations and provide immediate feedback<br/><br/>Teacher lesson design reflecting Common Core understanding</p> | <p>1A.1.<br/>SLC Framework<br/><br/>SLC Framework Administrative Walkthroughs</p> |  |  |
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|  |  | <p>Teachers will collaborate and design lessons according to CCSS Anchor Standards.</p> <p>Administration will conduct classroom walkthroughs and on-going support as it relates to the St. Lucie County (SLC) Framework.</p> <p>The District Instructional Partners (IP) Team will</p> |  |  |  |  |  |
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|  |  | <p>monitor student achievement and provide assistance.</p> <p>The Literacy Coach will collaborate with teachers as they unpack and align the CCSS and the delivery of instruction.</p> <p>The Literacy Coach will provide professional development on text complexity.</p> |  |  |  |  |  |
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| <p><u>Reading Goal #1A:</u></p> <p>By June 2013, 40% (106) of the students will score proficient (Level 3) as measured by FCAT 2.0 Reading Test.</p> | <p><u>2012 Current Level of Performance:*</u></p> <p>28% (77) of the students in grades 3-5 scored proficient (Level 3 or above) on the FCAT 2.0 Reading Test.</p> | <p><u>2013 Expected Level of Performance:*</u></p> <p>By June 2013, 40% (106) of the students in grades 3-5 will score proficient (Level 3) on the FCAT 2.0 Reading Test.</p> |  |  |  |  |  |
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|  |  | <p>1A.2.</p> <p>Lack of knowledge as it relates to matching students to appropriate leveled text for remediation and enrichment.</p> | <p>1A.2.</p> <p>Literacy Coach will train teachers how to use various diagnostic assessments to match readers to the appropriate leveled text.</p> <p>The Literacy Coach will observe teachers and continue the coaching modeling cycle.</p> <p>Teachers will use the Independent Reading Level Assessment (100 Book Challenge) to match readers to the appropriate text</p> <p>An additional sixty minutes has been added to literacy instruction.</p> | <p>1A.2.</p> <p>Classroom Teachers</p> <p>Literacy Coach</p> <p>Administration</p> | <p>1A.2.</p> <p>Administration will conduct informal and formal observations.</p> <p>Administration observation of effective implementation and feedback.</p> | <p>1A.2.</p> <p>SLC Framework</p> <p>SLC Framework Administrative Walkthroughs</p> |  |
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|  |  | 1A.3.<br>Teacher Effectiveness   | 1A.3.<br>Teachers will collaborate with district leaders and administration to improve teaching and learning.<br><br>The Art and Science of Teaching by Marzano will be the framework that will be used to enhance student achievement. | 1A.3.<br>Administration<br>Teachers           | 1A.3.<br>Informal and formal observations will be conducted to evaluate teacher effectiveness.<br><br>Teacher lesson design reflecting of SLC Framework for Quality Instruction . | 1A.3.<br>SLC Framework<br>SLC Framework Administrative Walkthroughs |  |
| <b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>          | 1B.1.<br>Train teacher to effectively implement Access Points. | 1B.1.<br>Instructional staff will participate in department opportunities. | 1B.1.<br>District Instructional Partners<br>ESE Specialists<br>Administration   | 1B.1.<br>Observations and debriefing sessions | 1B.1.<br>Teacher Observation  |   |  |
| <u>Reading Goal #1B:</u><br><br>No students will score at a Level 4, 5, or 6 as measured by the FAA. | <u>2012 Current Level of Performance</u><br>.*<br>—            | <u>2013 Expected Level of Performance</u><br>.*<br>—                       |   |   |   |   |  |

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|  | No students scored at a Level 4, 5, or 6. | No students will score at a Level 4, 5, or 6 as measured by the FAA.                          |  |  |  |   |  |
|  |   | 1B.2.<br>Students have processing challenges for recalling information and supporting details | 1B.2.<br>Use read aloud materials, auditory tapes, and text readers that provide print with visuals and or symbols | 1B.2.<br>Literacy coach<br>Administration<br>Teacher | 1B.2.<br>Students' written or oral responses | 1B.2.<br>Student performance tasks on teacher made assessments<br><br>Teacher Observation |  |
|  |   | 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<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |  |
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| <p><b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b></p> | <p>2A.1.<br/>Teacher expectation and lack of time and resources to provide students scoring above proficiency.</p> | <p>2A.1.<br/>The literacy block has been increased by 60 minutes to help address the needs of students scoring Levels 4 and 5.<br/><br/>The Literacy Coach will model differentiated instructional strategies.<br/><br/>The Literacy Coach will provide profes</p> | <p>2A.1.<br/>Teachers<br/>Literacy Coach<br/>Administration</p> | <p>2A.1.<br/>Teachers will use data to drive all instructional decisions.<br/><br/>Informal and formal observations will be conducted and teachers will be provided with immediate feedback.</p> | <p>2A.1.<br/>SLC Framework<br/>SLC Framework<br/>Administrative Walkthroughs</p> |  |  |
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|  |  | <p>sional development (PD) on differentiated instruction and text complexity.</p> <p>Journeys core advanced materials will be used to support enrichment instruction.</p> <p>SLC Literacy routines will be followed with fidelity to frame instructional delivery of enrich</p> |  |  |  |  |  |
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|   |   | ment<br>instructio<br>n.   |  |  |  |  |  |
| <u>Reading Goal #2A</u><br><br>By June 2013, 25% (69) of the students in Grades 3-5 will score above proficiency (Levels 4 and 5) on the FCAT 2.0 Reading Test. | <u>2012 Current Level of Performance</u> :*   | <u>2013 Expected Level of Performance</u> :*   |  |  |  |  |  |
|   | June 2012, 11% (31) of the students in Grades 3-5 scored above proficiency (Levels 4 and 5) on the FCAT 2.0 Reading Test. | In Grades 3-5, 25% (69) of the students will score above proficiency on the FCAT 2.0 Reading Test. |  |  |  |  |  |

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|  |  | <p>2A.2.</p> <p>Not all teachers have attended Thinking Maps training.</p>  | <p>2A.2.</p> <p>Provide Thinking Maps training for teachers that have not been trained.</p> <p>Provide opportunities for students to apply critical thinking skills (evaluate, synthesize, and analyze information)</p>   | <p>2A.2.</p> <p>Classroom Teachers</p> <p>Literacy Coach</p> <p>Administration</p>                             | <p>2A.2.</p> <p>Instructional coaching will be provided.</p> <p>Administration will provide informal and formal observations.</p>                   | <p>2A.2.</p> <p>SLC Framework</p> <p>SLC Framework Administrative Walkthroughs</p> |  |
|  |  | <p>2A.3.</p> <p>The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p> | <p>2A.3.</p> <p>Instructional staff will be provided training on designing reflective questions and analyzing student responses to determine their depth of understanding.</p> <p>Students will use journals to respond to the text and demonstrate their thinking process.</p> | <p>2A.3.</p> <p>District Instructional Partners</p> <p>Literacy Coach</p> <p>Administration</p> <p>Teacher</p> | <p>2A.3.</p> <p>Administration observation of effective implementation with feedback</p> <p>Individual and collaborative review of student work</p> | <p>2A.3.</p> <p>Student responses from teacher made performance task items.</p>    |  |

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| <p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b></p>   | <p>2B.1.<br/>Train teachers to effectively implement Access Points.</p>                                  | <p>2B.1.<br/>Instructional staff will participate in department PD opportunities.</p>                              | <p>2B.1.<br/>District Instructional Partner Team<br/><br/>ESE Specialists<br/><br/>Administrative team</p> | <p>2B.1.<br/>Observations</p> | <p>2B.1.<br/>FAA</p> |  |  |
| <p><u>Reading Goal #2B:</u><br/><br/>By June 2013, 100% of students in grades 3-5 will score at a Level 7 or higher on the FAA Reading Test.</p> | <p><u>2012 Current Level of Performance:</u>*</p>  | <p><u>2013 Expected Level of Performance:</u>*</p>   |  |                               |                      |  |  |
|  | <p>100% of the students in grades 3-5 are proficient at a Level 7 or higher on the FAA Reading Test.</p> | <p>By June 2013, 100% of the students in grades 3-5 will score at a Level 7 or higher on the FAA Reading Test.</p> |  |                               |                      |  |  |

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|  |  | 2B.2.<br>Limited schema with fiction, non-fiction, and informational texts               | 2B.2.<br>Students will be exposed to fiction, non-fiction, and informational text and be taught to identify the differences using Thinking Maps.  | 2B.2.<br>District Instructional Partners  | 2B.2.<br>Observation of DQ Element 18                                    | 2B.2.<br>FAA<br><br>Feedback using SLC Framework |  |
|  |  | 2B.3.<br>Students' lack of understanding the use of context clues to comprehend the text | 2B.3.<br>Research-based strategies to enhance vocabulary and effectively utilize context clues should be explicitly taught to students (e.g. pictures accompanying print; pictures should be faded for long-term comprehension and retention) | 2B.3.<br>District Instructional Partners<br><br>Literacy Coach<br><br>Administration<br><br>Teacher | 2B.3.<br>Increased time for students to use new vocabulary appropriately | 2B.3.<br>Teacher made assessments<br><br>FAA     |  |

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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<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |  |
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| <p><b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b></p> | <p>3A.1.<br/>Increased rigor on the FCAT 2.0 Reading Test</p> | <p>3A.1.<br/>Students will write across content areas.<br/><br/>Increase rigor of instruction by focusing on Design Question 3 of the SLC Framework.<br/><br/>Training will be provided on text complexity and FCAT Item Specifications<br/><br/>Frequently assess</p> | <p>3A.1.<br/>Teachers<br/>Literacy Coach<br/>Administration</p> | <p>3A.1.<br/>Administration observation of effective implementation with feedback.</p> | <p>3A.1.<br/>Student responses from teacher made performance task items.</p> |  |  |
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|   |   | students and provide opportunities for improvement |  |  |  |  |  |
| <p><u>Reading Goal #3A:</u></p> <p>By June 2013, 65% (180) of the students in grades 3-5 will make learning gains as measured by the FCAT 2.0 Reading Test.</p> | <p><u>2012 Current Level of Performance:</u>*</p> | <p><u>2013 Expected Level of Performance:</u>*</p> |  |  |  |  |  |

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|  | 44% (121) of the students in grades 3-5 made learning gains on the FCAT 2.0 Reading Test. | By June 2013, 65% (180) of the students will make learning gains on the FCAT 2.0 Reading Test.   |  |  |  |  |  |
|  |   | 3A.2.<br><br>Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity. | 3A.2.<br><br>Instructional staff will be provided professional development on CCSS.<br><br>Teachers will use learning scales to describe expectations for student progress in attaining learning goals | 3A.2.<br><br>Teachers<br><br>Literacy Coach<br><br>Administration<br><br>District Instructional Partner Team | 3A.2.<br><br>Administration observation of effective implementation with feedback.<br><br>Teacher lesson design reflecting CCSS understanding. | 3A.2<br><br>SLC Framework<br><br>Administrative Classroom Walkthroughs |  |

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|  |  | <p>3A.3.</p> <p>Students often lack fluency, which often impedes their comprehension of text.</p> | <p>3A.3.</p> <p>Utilize Reader's Theatre in order to increase fluency</p> <p>Students will read and be able to spell sight words</p> <p>Teachers will monitor students' word count per minute</p> <p>Teachers will utilize repeated reading strategies using Quick Reads</p> <p>Reading logs will be used to monitor independent reading.</p> <p>Teachers will conference with students and check for understanding</p> | <p>3A.3</p> <p>Administration</p> <p>Literacy Coach</p> | <p>3A.3.</p> <p>Lesson Plans</p> <p>Calculation of fluency, accuracy and word count per minute</p> <p>Administrative Walkthroughs</p> | <p>3A.3.</p> <p>Progress of students on a variety of assessments</p> |  |
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| <p><b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b></p>                                   | <p>3B.1.<br/>Train teachers to effectively implement Access Points.</p> | <p>3B.1.<br/>Instructional staff will participate in department PD opportunities</p> | <p>3B.1.<br/>District Instructional Partners<br/><br/>ESE Specialists<br/><br/>Administration</p> | <p>3B.1.<br/>Observations</p> | <p>3B.1.<br/>FAA</p> |  |  |
| <p><u>Reading Goal #3B:</u><br/><br/>By June 2013, 100% (3) of students in grades 3-5 will make learning gains on the FAA Reading Test</p> | <p><u>2012 Current Level of Performance:</u>*</p>                       | <p><u>2013 Expected Level of Performance:</u>*</p>                                   |   |                               |                      |  |  |

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|  | In 2012, 100% of students in grades 3-5 scored a Level 7 or higher on the FAA Reading Test. There is no previous data to measure learning gains. | By June 2013, 100% (3) of students in grades 3-5 will make learning gains on the FAA Reading Test                                       |  |   |   |   |  |
|  |  | 3B.2.<br><br>Limited teacher training on rubric interpretation and effective instructional strategies to achieve levels of proficiency. | 3B.2.<br><br>Instructional staff will participate in department PD opportunities to gain a higher level of understanding of the rubrics and how to interpret the data to drive instruction | 3B.2.<br><br>District Instructional Partners<br><br>ESE Specialists<br><br>Administration | 3B.2.<br><br>Collaborative meetings to review student data to design effective instructional strategies to support student deficits | 3B.2.<br><br>FAA<br><br>Teacher generated assessments |  |

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

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|--|--|---|---|--|--|--|--|
|  |  | <p>3B.3.</p> <p>Students' lack of understanding the use of context clues to comprehend the text</p> | <p>3B.3.</p> <p>Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long-term comprehension and retention</p> | <p>3B.3.</p> <p>District Instructional Partners</p> <p>Literacy coach</p> <p>Administration</p> <p>Teacher</p> | <p>3B.3.</p> <p>Increased time students use new vocabulary appropriately</p> | <p>3B.3.</p> <p>Teacher generated assessments</p> <p>FAA</p> |  |
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of Strategy | Evaluation Tool |  |  |
|---|---------------------|----------|--|--|-----------------|--|--|
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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| <p><b>4. FCAT 2.0:</b><br/> <b>Percentage of students in lowest 25% making learning gains in reading.</b></p> | <p>4A.1.<br/>                 Students may be deficient or lack the foundational literacy skills that are necessary to comprehend text.<br/><br/>                 Students lack motivation for reading.<br/><br/>                 Students may lack decoding and sight word recognition skills.</p> | <p>4A.1.<br/>                 Provide differentiated instruction<br/><br/>                 The literacy block has been extended by one hour to provide additional support for struggling readers<br/><br/>                 Implement small flexible groups to provide targeted and intensive intervention to underperforming students and students that require enrichment.</p> | <p>4A.1.<br/>                 Administration<br/>                 Literacy Coach<br/>                 Teachers</p> | <p>4A.1.<br/>                 Frequent progress monitoring of student performance</p> | <p>4A.1.<br/>                 Various diagnostic assessments<br/><br/>                 FCAT</p> |  |  |
|---|---|---|--|---|---|--|--|

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|  |  | <p>Continue RtI to determine the needs of the students</p> <p>Journeys core materials will be used to provide literacy instruction</p> <p>Earobics will be used to deepen students' phonemic awareness and phonics skills.</p> <p>Adhere to the SLC Literacy Routines (differentiated instruction, fluency, word work, oral</p> |  |  |  |  |  |
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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|  |  | reading, and independent reading)<br><br>Students will be assigned leveled readers and reading logs will be used to document the time spent reading |  |  |  |  |  |
| <u>Reading Goal #4:</u><br><br>By June 2013, 80% (47) students in Grades 3-5 in the lowest 25% will make learning gains on FCAT 2.0 Reading. | <u>2012 Current Level of Performance</u><br>.* | <u>2013 Expected Level of Performance</u><br>.*   |  |  |  |  |  |

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|  | 74% (43) students in Grades 3-5 in the lowest 25% made learning gains on FCAT 2.0 Reading. | By June 2013, 80% (47) students in Grades 3-5 in the lowest 25% will make learning gains on FCAT 2.0 Reading.  |  |  |  |   |  |
|  |  | 4A.2.<br>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff. | 4A.2.<br>Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading. | 4A.2.<br>District Professional Development Team<br>Reading Coach | 4A.2.<br>Administration observation of effective implementation with feedback.<br><br>*Teacher lesson design reflecting of St. Lucie County Framework. | 4A.2.<br>SLC Framework<br><br>Administrative Classroom Walkthroughs |  |

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|  |  | <p>4A.3.</p> <p>The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p> | <p>4A.3.</p> <p>Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.</p> <p>Instructional and peer coaching.</p> | <p>4A.3.</p> <p>District Professional Development Team</p> <p>Reading Coach</p> <p>Administration</p> <p>Teacher</p> | <p>4A.3</p> <p>Administration observation of effective implementation with feedback.</p> <p>Individual and Collaborative review of student work.</p> | <p>4A.3.</p> <p>Student Responses from teacher made performance task items.</p> |  |
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**



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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years  | 2011-2012  | 2012-2013   | 2013-2014   | 2014-2015   | 2015-2016  | 2016-2017  |   |
|---|--|---|---|---|--|--|---|
| <p><b>5A. In six years school will reduce their achievement gap by 50%.</b></p>   | <p><b>Baseline data</b></p> <p><b>2010-2011</b></p> <p>47% of the total population scored at or above proficiency in reading</p> | <p>June 2012, 28% of the students scored proficient, decreasing 19%</p> | <p>June 2013, 38% of the students will score proficient as measured by FCAT 2.0 Reading</p> | <p>June 2014, 48% of the students will score proficient as measured by FCAT 2.0 Reading</p> | <p>By June 2015, 58% of the students will score proficient as measured by FCAT 2.0 Reading</p> | <p>By June 2016, 68% of the students will score proficient as measured by FCAT 2.0 Reading</p> | <p>By June, 2017, 74% of the students will score proficient as measured by FCAT 2.0 Reading</p> |
| <p><u>Reading Goal #5A:</u></p> <p>At Chester A. Moore, we will focus on increasing the proportion of students scoring at levels 3 and above and reducing the proportion of students scoring at levels 1 and 2 by 50% over six years.</p> |  |   |   |   |  |  |   |

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| <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:</p> | <p>Anticipated Barrier</p> <p>Lack of exposure.</p> <p>Students are not always able to make text to text and text to real world connections.</p> | <p>Strategy</p> <p>Increase students’ vocabulary by using the Journeys Vocabulary component.</p> <p>Provide read aloud and model think aloud to increase students’ metacognition skills.</p> | <p>Person or Position</p> <p>Responsible for Monitoring</p> <p>Administration</p> <p>Literacy Coach</p> <p>District Instructional Partners</p> | <p>Process Used to Determine</p> <p>Effectiveness of Strategy</p> <p>Administration</p> <p>Observation of effective implementation with feedback</p> <p>Student “think aloud” activities will provide evidence to support their ability to make inferences and draw conclusions.</p> | <p>Evaluation Tool</p> <p>Journeys assessments</p> <p>FCAT</p> |  |  |
|--|--|--|--|--|--|--|--|

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|---|--|--|---|---|---|--|--|
| <p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b></p> | <p>5B.1.<br/>Lack of exposure.<br/><br/>Students are not always able to make text to text and text to real world connections due to lack of experiences with various genres.<br/><br/>Lack of ability to attend to longer and increased difficulty of passages/ questions.</p> | <p>5B.1.<br/>Follow Literacy Routine<br/><br/>Direct Explicit Instruction<br/><br/>Thinking Maps</p> | <p>5B.1.<br/>Administration<br/><br/>Literacy coach<br/><br/>Instructional Partners</p> | <p>5B.1.<br/>Data Analysis<br/><br/>Observation of effective implementation with feedback</p> | <p>5B.1.<br/>FCAT<br/><br/>Journeys assessments</p> |  |  |
|---|--|--|---|---|---|--|--|

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

| <p><u>Reading Goal #5B:</u></p> <p>Each ethnic group will have a 10% increase in the numbers of students proficient in reading up from 2011-2012.</p> | <p><u>2012 Current Level of Performance:*</u></p>   | <p><u>2013 Expected Level of Performance:*</u></p>   |       |       |       |       |
|---|---|--|-------|-------|-------|-------|
|   | <p>Black: 74% not making satisfactory progress in reading</p> <p>Hispanic:</p> <p>68% not making satisfactory progress in reading</p> <p>White: *</p> <p>Asian: *</p> <p>American Indian*</p> | <p>Each ethnic group will have a 10% increase in the number of students proficient in reading.</p> |       |       |       |       |
|   |   | 5B.2.  | 5B.2. | 5B.2. | 5B.2. | 5B.2. |
|   |   | 5B.3.  | 5B.3. | 5B.3. | 5B.3. | 5B.3. |

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier                               | Strategy  | Person or Position<br>Responsible for Monitoring                                  | Process Used to Determine Effectiveness of Strategy                       | Evaluation Tool  |  |  |
|--|---|---|---|---|--|--|--|
| <p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>   | <p>5C.1.<br/>Students lack vocabulary skills.</p> | <p>5C.1.<br/>Utilize leveled Journeys leveled readers<br/><br/>Support vocabulary development by using Journeys vocabulary component<br/><br/>Utilize Imagine Learning English Software</p> | <p>5C.1.<br/>ESOL Paraprofessionals<br/>Administration<br/>Classroom Teachers</p> | <p>5C.1.<br/>Informal/Formal Observations<br/><br/>Immediate Feedback</p> | <p>5C.1.<br/>Journeys Assessments<br/>Easy CBM<br/>CELLA</p> |  |  |

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

| <u>Reading Goal #5</u><br><br>—<br><br>ELL students will have a 10% increase in the numbers of students proficient in reading up from 2011-2012. | <u>2012</u><br><u>Current</u><br><u>Level of</u><br><u>Performan</u><br><u>ce:*</u> | <u>2013</u><br><u>Expected</u><br><u>Level of</u><br><u>Performan</u><br><u>ce:*</u>                      |  |  |  |  |  |
|--|---|---|--|--|--|--|--|
|  | ELL:<br>64% not making satisfactory progress in reading                             | ELL students will have a 10% increase in the numbers of students proficient in reading up from 2011-2012. |  |  |  |  |  |

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

|  |                     |   |  |   |  |   |  |
|--|---------------------|---|--|---|--|---|--|
|  |                     | 5C.2.<br>Students lack phonemic awareness, fluency and phonics skills   | 5C.2.<br>Utilize Earobics to support ELL students<br><br>Develop students' emergent literacy skills by incorporating daily fluency and word work practice. Expand students' vocabulary-basic and academic words. | 5C.2.<br>Classroom Teacher<br>Administration<br>ESOL Paraprofessionals                  | 5C.2.<br>Journeys Reading Program<br>Imagine Learning Software<br>Fluency Instruction  | 5C.2.<br>Data from:<br>Imagine Learning English Software<br><br>Fluency/Accuracy and WCPM Assessments |  |
|  |                     | 5C.3.<br>The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice | 5C.3.<br>Instructional staff will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.                              | 5C.3.<br>District Instructional Partners<br>Literacy Coach<br>Teacher<br>Administration | 5C.3.<br>Administration observation of effective implementation with feedback<br><br>Individual and collaborative review of student work | 5C.3.<br>Student responses from teacher made performance task items based on the performance scale    |  |
| 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<br><br>Responsible for Monitoring   | Process Used to Determine<br><br>Effectiveness of Strategy                              | Evaluation Tool  |   |  |



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|--|--|---|--|---|--|--|--|
| <p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>  | <p>5D.1.<br/>Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p> | <p>5D.1.<br/>Instructional staff will be provided professional development in CCSS and Text Complexity.</p> | <p>5D.1.<br/>District Instructional Partners<br/>Literacy Coach<br/>Administration</p> | <p>5D.1.<br/>Administration observation of effective implementation with feedback.<br/>2. Teacher lesson design reflecting Common Core understanding.</p> | <p>5D.1.<br/>SLC Framework<br/>Administrative Classroom<br/>Walkthroughs</p> |  |  |
| <p><u>Reading Goal #5D:</u><br/><br/>SWD subgroup will have a 10% increase in the numbers of students proficient in reading up from 2011-2012.</p> | <p><u>2012 Current Level of Performance</u><br/>.*<br/>—</p>   | <p><u>2013 Expected Level of Performance</u><br/>.*<br/>—</p>   |  |   |  |  |  |

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|--|---|--|---|--|---|---|--|
|  | SWD:<br>88% not making satisfactory progress in reading | SWD subgroup will have a 10% increase in the numbers of students proficient in reading up from 2011-2012.  |   |  |   |   |  |
|  | –   | 5D.2.<br>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff. | 5D.2.<br>Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer-support and self-reading.<br><br>St. Lucie County literacy routines will be implemented to support continued professional development. | 5D.2.<br>District Instructional Partners<br><br>Literacy Coach<br><br>Administration | 5D.2.<br>Administration observation of effective implementation with feedback.<br><br>Teacher lesson design reflecting of St. Lucie County Framework.<br><br>Administrative/Teacher conferencing. | 5D.2.<br>SLC Framework<br><br>Administrative Classroom Walkthroughs |  |

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|  |  | <p>5D.3.</p> <p>The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice</p> | <p>5D.3.</p> <p>Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.</p> <p>Instructional and peer coaching.</p> | <p>5D.3.</p> <p>District Professional Development Team</p> <p>Reading Coach</p> <p>Teacher</p> <p>Administration</p> | <p>5D.3.</p> <p>Administration observation of effective implementation with feedback.</p> <p>Individual and collaborative review of student work.</p> | <p>5D.3.</p> <p>Student responses from teacher made</p> <p>Performance task items based on the performance scale.</p> |  |
|--|--|--|--|--|---|---|--|

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier   | Strategy   | Person or Position<br><br>Responsible for Monitoring  | Process Used to Determine<br><br>Effectiveness of Strategy  | Evaluation Tool  |  |  |
|--|---|--|---|---|--|--|--|
| <p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>   | <p>5E.1.<br/><br/>Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p> | <p>5E.1.<br/><br/>Instructional staff will be provided professional development in CCSS for Reading and Text Complexity.</p> | <p>5E.1.<br/><br/>District Instructional Partners<br/><br/>Literacy Coach<br/><br/>Administration</p> | <p>5E.1.<br/><br/>Administration observation of effective implementation with feedback.<br/><br/>Teacher lesson design reflective of Common Core understanding.</p> | <p>5E.1.<br/><br/>SLC Framework<br/><br/>Administrative Classroom Walkthroughs</p> |  |  |

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

| <p><u>Reading Goal #5E:</u></p> <p>ED subgroup will have a 10% increase in the numbers of students proficient in reading up from 2011-2012.</p> | <p><u>2012 Current Level of Performance</u><br/>.*<br/>—</p> | <p><u>2013 Expected Level of Performance</u><br/>.*<br/>—</p>   |  |  |  |  |  |
|---|--|---|--|--|--|--|--|
|   | <p>ED: 72% not making satisfactory progress in reading</p>   | <p>ED subgroup will have a 10% increase in the numbers of students proficient in reading up from 2011-2012.</p> |  |  |  |  |  |

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|  |  | <p>5E.2.</p> <p>A broad range of knowledge and abilities to implement research based practices of the St. Lucie County framework exist among instructional staff</p> | <p>5E.2.</p> <p>Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer-support and self-reading.</p> | <p>5E.2.</p> <p>District Instructional Partners Team</p> <p>Literacy Coach</p> <p>Administration</p> | <p>5E.2.</p> <p>Administration observation of effective implementation with feedback.</p> <p>Teacher lesson design reflective of the St. Lucie County Framework.</p> <p>Administrative/Teacher conferencing.</p> | <p>5E.2.</p> <p>SLC Framework</p> <p>Administrative Classroom Walkthroughs</p> |  |
|--|--|--|---|--|--|--|--|

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|--|--|---|--|---|--|---|--|
|  |  | 5E.3.<br><br>The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice | 5E.3.<br><br>Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.<br><br>Instructional and peer coaching | 5E.3.<br><br>Instructional Partners Team<br><br>Literacy Coach<br><br>Teacher<br><br>Administration | 5E.3.<br><br>Administration observation of effective implementation with feedback.<br><br>Individual and collaborative review of student work. | 5E.3.<br><br>Student responses from teacher made performance task items based on the performance scale. |  |
|--|--|---|--|---|--|---|--|

**Reading Professional Development**

**Professional Development (PD) aligned with Strategies through Professional**

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



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**Learning  
Community  
(PLC) or PD  
Activities**

Please note that each strategy does not require a professional development or PLC activity.

| PD Content/Topic<br>and/or PLC Focus | Grade Level/<br>Subject | PD<br>Facilitator<br><br>and/or   | PD Participants<br><br>(e.g., PLC, subject, grade<br>level,<br><br>or school-wide) | Target Dates (e.g., early<br>release) and Schedules<br><br>(e.g., frequency of<br>meetings) | Strategy for Follow-up/<br>Monitoring                           | Person or Position Responsible<br><br>for Monitoring |
|--------------------------------------|-------------------------|---|--|---|---|--|
| Common Core                          | K-5                     | PLC Leader<br>Administrati<br>on<br><br>SLC<br>Instructional<br>Partners<br><br>Teacher<br>Leaders<br><br>Literacy<br>Coach | School-wide  | Monthly Meetings<br><br>August-June   | Feedback<br><br>Coaching/Modeling<br><br>Classroom Observations | Administration                                       |
| Easy CBM                             | K-5                     | SLC<br>Instructional<br>Partners<br><br>Literacy<br>Coach   | School-wide  | Once per nine week<br>period  | Coaching/Modeling   | Administration/Literacy Coach                        |

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|                                   |      |  |             |                   |   |                               |
|-----------------------------------|------|--|-------------|-------------------|---|-------------------------------|
| Journeys                          | K-5  | Administration<br>SLC<br>Instructional<br>Partners<br>Teacher<br>Leaders               | School-wide | Ongoing           | Coaching/Modeling                                       | Administration/Literacy Coach |
| Write From the Beginning          | K-5  | Literacy<br>Coach<br>Literacy<br>Coach   | School-wide | Ongoing as needed | Coaching/Modeling<br>Classroom Observations             | Administration                |
| Thinking Maps                     | K-5  | SLC<br>Instructional<br>Partners<br>Literacy<br>Coach                                  | School-wide | Ongoing as needed | Coaching/Modeling<br>Classroom Observations             | Administration                |
| SLC Quality Instruction Framework | PK-5 | SLC<br>Instructional<br>Partners<br>Administration<br>SLC<br>Instructional<br>Partners | School-wide | Ongoing           | Feedback<br>Coaching/Modeling<br>Classroom Observations | Administration                |

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|   |     |   |             |         |   |                               |
|---|-----|---|-------------|---------|---|-------------------------------|
| Fluency/WCPM/<br>Sight Words/<br>Quick Reads/Text<br>Complexity | K-5 | Administration<br><br>SLC<br>Instructional<br>Partners<br><br>Teacher<br>Leaders                  | School-wide | Ongoing | Feedback<br><br>Coaching/Modeling<br><br>Classroom Observations | Administration/Literacy Coach |
| Collaborative Lesson<br>Design                                  | K-5 | Literacy<br>Coach<br>Instructional<br>Partners<br><br>Literacy<br>Coach<br><br>Teacher<br>Leaders | School-wide | Ongoing | Classroom Observations<br><br>Lesson Plans                      | Administration/Literacy Coach |

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

|  |   |   |                       |
|--|---|---|-----------------------|
| Include only school funded activities/<br>materials and exclude district funded<br>activities/materials. |   |   |                       |
| Evidence-based Program(s)/Materials(s)   |   |   |                       |
| Strategy   | Description of Resources                          | Funding Source  | Amount                |
| Increase the number of students who will<br>score proficient on FCAT Reading 2.0                         | Thinking Maps                                     | Title I   | \$130 per binder x 10 |
|  |   |   |                       |
| <b>Subtotal: \$1300.00</b>   |   |   |                       |
|  |   |   |                       |
| Strategy   | Description of Resources                          | Funding Source  | Amount                |
| Increase students' word count per<br>minute/fluency skills<br><br>(Repeated Reading Strategy)            | Quick Reads<br><br>Lowest performing readers      | Title I   | \$660.97 per kit x 10 |
|  |   |   |                       |
| <b>Subtotal: \$6609.70</b>   |   |   |                       |
| Technology   |   |   |                       |
| Strategy   | Description of Resources                          | Funding Source  | Amount                |
| Think Central  | Online software to improve reading<br>achievement | Technology resources previously paid for<br>by district dollars |                       |
| Earobics   | Online software to improve reading<br>achievement | Technology resources previously paid for<br>by district dollars |                       |
| 100 Book Challenge PD<br>\$5,000.00  |   |   |                       |
| 100 Book Challenge Materials<br>\$10,000.00  |   |   |                       |
|  |   |   |                       |

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|  |                          |                |        |
|--|--------------------------|----------------|--------|
| <b>Subtotal: \$15,000.00</b>             |                          |                |        |
|  |                          |                |        |
| Other                                    | Description of Resources | Funding Source | Amount |
| SLC Quality Instruction Framework        | District Representatives |                |        |
| Literacy Coach<br>Title I<br>\$43,566.00 |                          |                |        |
| <b>Total: \$66,475.70</b>                |                          |                |        |
|  |                          |                |        |
|  |                          |                |        |

*End of Reading Goals*

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

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

| <b>CELLA Goals</b>  | <b>Problem-Solving Process to Increase Language Acquisition</b>  |   |  |   |                 |  |
|---|--|---|--|---|-----------------|--|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. | Anticipated Barrier  | Strategy  | Person or Position<br>Responsible for Monitoring                           | Process Used to Determine<br>Effectiveness of Strategy                                | Evaluation Tool |  |
| <b>1. Students scoring proficient in listening/ speaking.</b>   | 1.1. ELL students need to learn both English as core content and social/ spoken English in order to communicate effectively. | 1.1.<br>Language Experience Approach<br><br>Utilize a Language Experience Approach were students produce language in response to first-hand, multi-sensorial experiences. | 1.1.<br>Administration<br>Literacy Coach<br><br>Team or Grade Level Leader | 1.1.<br>Teachers provide on-going formative assessment in both speaking and listening | 1.1.<br>CELLA   |  |

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| <p><u>CELLA Goal #1:</u></p> <p>Based on the 2012 CELLA data, 31% (24) of ELL students were proficient in listening/speaking. By June 2013, 45% (34) of ELL students will score proficient in listening/speaking as measured by CELLA.</p> | <p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>  |  |  |  |  |  |
|  | <p>Based on the 2012 CELLA data, 31% (24) of ELL students were proficient in listening/speaking as measured by CELLA.</p> |  |  |  |  |  |

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|  |                     | 1.2.     | 1.2.<br><br>Modeling<br><br>Teachers demonstrate to the learner how to do a task, with the expectation that the learner can copy the model. Modeling includes thinking aloud and talking about how to work through a task. | 1.2.<br><br>Administration<br><br>Literacy Coach<br><br>Team or Grade Level Leader | 1.2.<br><br>Classroom Observations utilizing the SLC Instructional Format | 1.2.<br><br>CELLA |
|  |                     | 1.3.     | 1.3.<br><br>Cooperative Learning<br><br>Group<br><br>Students work together in small intellectually and culturally mixed groups.   | 1.3.<br><br>Administration<br><br>Literacy Coach<br><br>Team or Grade Level Leader | 1.3.<br><br>Classroom Observations utilizing the SLC Instructional Format | 1.3.<br><br>CELLA |
| Students read grade-level text in English in a manner similar to non-ELL students. | Anticipated Barrier | Strategy | Person or Position<br><br>Responsible for Monitoring   | Process Used to Determine<br><br>Effectiveness of Strategy                         | Evaluation Tool   |                   |



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| <p><b>2. Students scoring proficient in reading.</b></p>   | <p>2.1.<br/>The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk</p> | <p>2.1.<br/>Activating and/or building prior knowledge</p> | <p>2.1.<br/>Administration<br/>Literacy Coach<br/>Team/Grade Level Leader</p> | <p>2.1.<br/>Formative Assessment</p> | <p>2.1.<br/>CELLA</p> |  |
| <p><u>CELLA Goal #2:</u><br/>—<br/>Based on the 2012 CELLA data, .26% (20) of ELL students were proficient in Reading. By June 2013, 35% (27) of ELL students will score proficient in Reading as measured by CELLA.</p> | <p><u>2012 Current Percent of Students Proficient in Reading:</u><br/>Based on the CELLA data, 26% (20) of ELL students were proficient in Reading.</p>                        |  |   |                                      |                       |  |
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|  |  | 2.2. | 2.2.<br>Reading aloud to students helps them develop and improve literacy skills. | 2.2.<br>Administration<br>Literacy Coach<br>Team/Grade Level Leader | 2.2.<br>Timed Student Reading | 2.2.<br>CELLA |
|  |  | 2.3. | 2.3.<br>Vocabulary with context clues   | 2.3.<br>Administration<br>Literacy Coach<br>Team/Grade Level Leader | 2.3.<br>Formative Assessments | 2.3.<br>CELLA |

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| Students write in English at grade level in a manner similar to non-ELL students.  | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring                                   | Process Used to Determine Effectiveness of Strategy | Evaluation Tool   |  |
|--|---|--|---|---|-------------------|--|
| <b>3. Students scoring proficient in writing.</b>  | 2.1.<br><br>The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk. | 2.1.<br><br>A dialog journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialog journals provide a communicative context for language and writing development. | 2.1.<br><br>Administration<br><br>Literacy Coach<br><br>Team/Grade Level Leader | 2.1.<br><br>Journals                                | 2.1.<br><br>CELLA |  |
| <u>CELLA Goal #3:</u><br><br>By June 2013, 40% (31) of ELL students will score proficient in Writing as measured by CELLA. | <u>2012 Current Percent of Students Proficient in Writing :</u>   |  |   |   |                   |  |
|  | Based on the 2012 CELLA data, 32% (24) of ELL students were proficient in Writing.  |  |   |   |                   |  |

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|  |  | 2.2. | 2.2.<br>Graphic Organizers   | 2.2.<br>Administration<br>Literacy Coach<br>Team/Grade Level Leader  | 2.2.<br>Student Work            | 2.2.<br>CELLA |
|  |  | 2.3. | 2.3.<br>Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. They are task specific, accompanied by exemplars, and used throughout the instructional process. | 2.3.<br>Administration<br>Literacy Coach<br>Team/Grade Level Leaders | 2.3.<br>Student Writing Samples | 2.3.<br>CELLA |

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

*End of 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]).

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

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| <p><b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b></p> | <p>1A.1.<br/>Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p> | <p>1A.1.<br/>Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)<br/><br/>Teachers will facilitate learning as students make sense of problems and persevere in solving them.</p> | <p>1A.1.<br/>District Instructional Partners<br/><br/>Administration<br/><br/>Teacher</p> | <p>1A.1.<br/>Administration observation of effective implementation with feedback<br/><br/>* Teacher lesson design reflective of Common Core understanding.</p> | <p>1A.1.</p> |  |  |
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|   |   | Students will be provided experiences that will encourage them to reason abstractly and quantitatively. |  |  |  |  |  |
| <u>Mathematics Goal #1A:</u><br><br>By June 2013, 49% (135) of the students in Grades 3-5 will score level 3 or higher on the FCAT 2.0 Math Test. | <u>2012 Current Level of Performance:</u> * | <u>2013 Expected Level of Performance:</u> *  |  |  |  |  |  |

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|  |  |  |   |   |  |   |  |
|--|--|--|---|---|--|---|--|
|  | 39% (108) students scored level 3 on the FCAT 2.0 Math Test. | By June 2013, 49% (135) of the students in Grades 3-5 will score level 3 or higher on the FCAT 2.0 Math Test.  |   |   |  |   |  |
|  |  | 1A.2.<br>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff. | 1A.2.<br>Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support. | 1A.2.<br>District Instructional Partners<br><br>Administration<br><br>Teacher | 1A.2.<br>Administration observation of effective implementation with feedback<br><br>Teacher lesson design reflecting application of St. Lucie County framework<br><br>Administrative/teacher conferencing | 1A.2.<br>SLC Framework<br><br>Administrative Classroom Walkthroughs |  |

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|  |  | <p>1A.3.</p> <p>Students lack mathematical fluency.</p> <p>Many students do not demonstrate mastery at the concrete level.</p> <p>Students struggle with complex, multi-step problems.</p> | <p>1A.3.</p> <p>Increase opportunities for students to model equivalent representations of given numbers using manipulatives.</p> <p>Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions. GoMath! Core materials will be used for instruction.</p> <p>Provide practice through Destination Math</p> <p>Utilize Thinking Maps for math instruction</p> <p>St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.</p> | <p>1A.3.</p> <p>District Instructional Partners</p> <p>Administration</p> <p>Teacher</p> | <p>1A.3.</p> <p>Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting application of St. Lucie County framework</p> <p>Administrative/teacher conferencing</p> | <p>1A.3.</p> <p>Progress of students on a variety of assessments</p> <p>SLC Framework</p> <p>Administrative Walkthroughs</p> |  |
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| <p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b></p>   | <p>1B.1.<br/>Train teachers to effectively implement Access Points.</p> | <p>1B.1.<br/>Instructional staff will participate in department PD opportunities</p> | <p>1B.1.<br/>District Instructional Partners<br/><br/>ESE Specialists<br/><br/>Administration</p> | <p>1B.1.<br/><br/>Observations</p> | <p>1B.1.<br/><br/>FAA</p> |  |  |
| <p><u>Mathematics Goal #1B:</u><br/><br/>By June 2013, 100% (3) of students in grades 3-5 will make learning gains on the FAA Reading Test</p> | <p><u>2012 Current Level of Performance:</u>*</p>                       | <p><u>2013 Expected Level of Performance:</u>*</p>                                   |   |                                    |                           |  |  |

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|  | 66% of the students in grades 3-5 were proficient at a level 4, 5, and 6 on the FAA Mathematics Test | By June 2013, 100%(3) of students in grades 3-5 will make learning gains on the FAA Reading Test |  |  |  |  |  |
|  |  | 1B.2.<br><br>Students are challenged to complete proper steps to solve a problem                 | 1B.2.<br><br>Provide students with opportunities to learn concepts using basic math vocabulary, manipulatives, visuals, number lines, and assistive technology | 1B.2.<br><br>Teacher<br><br>ESE Specialist<br><br>Administration | 1B.2.<br><br>Students will be provided opportunities to explain their thinking for problem solving | 1B.2.<br><br>Teacher generated assessment<br><br>Teacher Observations<br><br>FAA |  |

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|--|--|---|--|---|---|--|--|
|  |  | <p>1B.3.</p> <p>Based upon individual student's abilities such as indicated in their IEP, the student's cognition, and background knowledge impedes acquisition of skills to apply to high level mathematical equations</p> | <p>1B.3.</p> <p>Using research-based strategies and materials, the students will engage in lessons requiring repetition for long-term learning math concepts such as rote counting, fact fluency and tools for measurement</p> | <p>1B.3.</p> <p>Teacher</p> <p>ESE Specialist</p> <p>Administration</p> | <p>1B.3.</p> <p>The students will participate in daily work stations with accountability measures to support rote counting, fact fluency and tools for measurement.</p> | <p>1B.3.</p> <p>Teacher observation</p> <p>FAA</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<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of Strategy | Evaluation Tool |  |  |
|---|---------------------|----------|--|--|-----------------|--|--|
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| <p><b>2A. FCAT 2.0:</b><br/> <b>Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p> | <p>2A.1.<br/>                 Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p> | <p>2A.1.<br/>                 Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)<br/><br/>                 Students will construct viable arguments and critique the reasoning of others.</p> | <p>2A.1.<br/>                 District Instructional Partners<br/><br/>                 Administration<br/><br/>                 Teacher</p> | <p>2A.1.<br/>                 Administration observation of effective implementation with feedback<br/><br/>                 Teacher lesson design reflecting CCSS understanding</p> | <p>2A.1.<br/>                 SLC Framework<br/><br/>                 Administrative Classroom Walkthroughs</p> |  |  |
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| <p><u>Mathematics Goal #2A</u></p> <p>By June 2013, 25% (69) of the students in Grades 3-5 will score at or above levels 4 and 5 on the FCAT Math 2.0 Test.</p> | <p><u>2012 Current Level of Performance:</u><br/>*</p>  | <p><u>2013 Expected Level of Performance:</u><br/>*</p>  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
|   | <p>14% (39) of the students in Grades 3-5 scored a level 4 and 5 on the FCAT 2.0 Math Test.</p> | <p>By June 2013, 25% (69) of the students in Grades 3-5 will score at or above levels 4 and 5 on the FCAT Math 2.0 Test.</p> |  |  |  |  |  |

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|  |  | <p>2A.2.</p> <p>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p> | <p>2A.2.</p> <p>Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p> <p>Teachers will deepen students' understanding by examining errors in reasoning and organizing students to practice and deepen their knowledge</p> | <p>2A.2.</p> <p>District Instructional Partners</p> <p>Administration</p> <p>Teacher</p> | <p>2A.2.</p> <p>Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting application of SLC Framework</p> <p>Administrative/Teacher Conferencing</p> | <p>2A.2.</p> <p>SLC Framework</p> <p>Administrative Classroom Walkthroughs</p> |  |
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|  |  | <p>2A.3.</p> <p>The area of deficiency is teacher understanding of extended thinking practices</p> | <p>2A.3.</p> <p>GoMath! Grab-N-Go and Enrichment materials will be utilized for differentiated instruction</p> <p>St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.</p> <p>Select rigorous, real-world problems, aligned to the content the students are learning</p> <p>Destination Math and Thinking Maps will be utilized for Math instruction</p> | <p>2A.3.</p> <p>Teachers</p> <p>Administration</p> <p>District Instructional Partners</p> | <p>2A.3.</p> <p>Individual and collaborative review of student reflective logs</p> | <p>2A.3.</p> <p>Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks</p> <p>Results from the 2013 FCAT 2.0 Mathematics assessment</p> <p>Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p> |  |
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| <p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b></p>   | <p>2B.1.<br/>Train teachers to effectively implement Access Points</p> | <p>2B.1.<br/>Instructional staff will participate in department PD opportunities</p> | <p>2B.1.<br/>District Instructional Partners<br/><br/>ESE Specialists<br/><br/>Administration</p> | <p>2B.1.<br/>Observations</p> | <p>2B.1.<br/>FAA</p> |  |  |
| <p><u>Mathematics Goal #2B:</u><br/><br/>By June 2013, 45% of the students in grades 3-5 will score a level 7 or higher on the FAA Mathematics Test.</p> | <p><u>2012 Current Level of Performance:</u>*</p>                      | <p><u>2013 Expected Level of Performance:</u>*</p>                                   |   |                               |                      |  |  |

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|--|---|--|--|---|---|---|--|
|  | In 2012, 33% of the students in grades 3-5 were proficient at a Level 7 or higher on the FAA Mathematics Test | By June 2013, 45% of the students in grades 3-5 will score a level 7 or higher on the FAA Mathematics Test |  |   |   |   |  |
|  |   | 2B.2.<br>Background knowledge may be limited due to support review and require further instruction in DQ 2 | 2B.2.<br>Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement | 2B.2.<br>District Instructional Partners<br><br>ESE Specialists<br><br>Administration | 2B.2.<br>Students will participate in academic games and learning stations focused on individual concepts and supporting review of concepts | 2B.2.<br>Teacher generated assessments<br><br>FAA |  |

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|  |  | <p>2B.3.</p> <p>Due to the nature of the student's disability, students are challenged with processing and application of math concepts</p> | <p>2B.3.</p> <p>Using research-based strategies and materials students must have explicit instruction and continuous</p> | <p>2B.3.</p> <p>District Instructional Partners</p> <p>Administrations</p> <p>ESE Specialists</p> | <p>2B.3.</p> <p>Students will participate in a daily practice with digestible bites delivered of each concept and provided time to practice to demonstrate understanding</p> | <p>2B.3.</p> <p>Teacher generated assessments</p> <p>FAA</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<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of Strategy | Evaluation Tool |  |  |
|---|---------------------|----------|--|--|-----------------|--|--|
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| <p><b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b></p> | <p>3A.1.<br/>Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p> | <p>3A.1.<br/>Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice (full staff, grade levels, teams, etc.)<br/><br/>Integrate concepts in skills from reading, writing, speaking, listening into the Math instructional units.</p> | <p>3A.1.<br/>Teachers<br/><br/>Administration<br/><br/>District Instructional Partners</p> | <p>3A.1.<br/>Administration observation of effective implementation with feedback<br/><br/>Teacher lesson design reflective of Common Core understanding</p> | <p>3A.1.<br/>SLC Framework<br/><br/>Administrative Walkthroughs</p> |  |  |
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| <p><u>Mathematics Goal #3A:</u></p> <p>By June 2013, 60% (166) students in Grades 3-5 will make learning gains as measured by the FCAT 2.0 Math Test.</p> | <p><u>2012 Current Level of Performance:</u>*</p>   | <p><u>2013 Expected Level of Performance:</u>*</p>  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|
|   | <p>48% (132) of the students in Grades 3-5 made learning gains as measured by the FCAT 2.0 Math Test.</p> | <p>By June 2013, 60% (166) students in Grades 3-5 will make learning gains as measured by the FCAT 2.0 Math Test.</p> |  |  |  |  |  |

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|  |  | <p>3A.2.</p> <p>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p> | <p>3A.2.</p> <p>Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p> <p>Provide professional development that will build content and pedagogical knowledge for students.</p> | <p>3A.2.</p> <p>Teachers</p> <p>Administration</p> <p>District Instructional Partners</p> | <p>3A.2.</p> <p>Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting application of the SLC Framework</p> <p>Administrative/teacher conferencing</p> | <p>3A.2.</p> <p>SLC Framework</p> <p>Administrative Walkthroughs</p> |  |
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|  |  | <p>3A.3.</p> <p>Students have significant deficits in basic number sense, basic math facts, and solving real world problems</p> | <p>3A.3.</p> <p>GoMath! Grab-N-Go materials</p> <p>St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.</p> <p>Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations</p> <p>Administer benchmark assessments and grade level assessments and diagnostics to determine baseline data</p> <p>Conduct ongoing data analysis on student performance on assessments</p> | <p>3A.3.</p> <p>Teachers</p> <p>Administration</p> <p>District Instructional Partners</p> | <p>3A.3.</p> <p>Individual and collaborative review of student work</p> | <p>3A.3.</p> <p>Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks</p> <p>Results from the 2013 FCAT 2.0 Mathematics assessment</p> <p>Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p> |  |
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|  |  |  | Develop instruction based on student performance on formative and progress monitoring assessments |  |  |  |  |
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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| <p><b>3B. Florida Alternate Assessment:</b><br/> <b>Percentage of students making learning gains in mathematics.</b></p> | <p>3B.1.</p> <p>Provide teachers with professional development to effectively implement Access Points.</p> | <p>3B.1.</p> <p>Teachers will participate in professional development</p> | <p>3B.1.</p> <p>Administration<br/> ESE Specialists<br/> Instructional Partners</p> | <p>3B.1.</p> <p>Observations with feedback</p> | <p>3B.1.</p> <p>FAA</p> |  |  |
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

| <u>Mathematics Goal</u><br><u>#3B:</u><br><br>By June 2013,<br>100% (3) of the<br>students in grades<br>3-5 will make<br>learning gains on<br>the FAA Math test. | <u>2012 Current</u><br><u>Level of</u><br><u>Performance:</u><br>*<br>-              | <u>2013</u><br><u>Expected</u><br><u>Level of</u><br><u>Performance:</u><br>*<br>-  |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
|  | In 2012,<br>100% (3)<br>scored a<br>level 4 or<br>higher on<br>the FAA<br>Math test. | By June<br>2013,<br>100%<br>(3) of the<br>students in<br>grades 3-5<br>will make<br>learning<br>gains on<br>the FAA<br>Math test. |  |  |  |  |  |

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|  |  | 3B.2. Due to the individual student's disability, students are challenged with processing and application of math concepts | 3B.2. Provide students with continuous repetition when learning math concepts | 3B.2. Teachers<br>Instructional Partners<br>Administration | 3B.2. Teachers will provide instruction in digestible bites and provide practice on the concepts to demonstrate level of understanding | 3B.2. FAA<br>Teacher generated assessments |  |
|  |  | 3B.3.  | 3B.3.   | 3B.3.  | 3B.3.  | 3B.3.                                      |  |



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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of Strategy | Evaluation Tool |  |  |
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| <p><b>4. FCAT 2.0:</b><br/> <b>Percentage of students in lowest 25% making learning gains in mathematics.</b></p> | <p>4A.1.<br/>                 Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p> | <p>4A.1.<br/>                 Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice (full staff, grade levels, teams, etc.)<br/><br/>                 Teachers will integrate CCSS for English Language Arts and Math.</p> | <p>4A.1.<br/>                 District Instructional Partners<br/><br/>                 Administration</p> | <p>4A.1.<br/>                 Administration observation of effective implementation with feedback<br/><br/>                 Teacher lesson design reflective of Common Core understanding.</p> | <p>4A.1.<br/>                 St. Lucie County Framework<br/><br/>                 Administrative Classroom Walkthroughs</p> |  |  |
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| <p><u>Mathematics Goal #4:</u></p> <p>By June 2013, 74% (43) of the students in the lowest 25% in Grades 3-5 will make learning gains as measured by the FCAT 2.0 Math Test.</p> | <p><u>2012 Current Level of Performance:</u>*</p>   | <p><u>2013 Expected Level of Performance:</u>*</p>  |  |  |  |  |  |
|--|---|---|--|--|--|--|--|
|  | <p>69% (40) of the students in the lowest 25% in Grades 3-5 made learning gains as measured by the FCAT 2.0 Math Test</p> | <p>By June 2013, 74% (43) of the students in the lowest 25% in Grades 3-5 will make learning gains as measured by the FCAT 2.0 Math Test.</p> |  |  |  |  |  |

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|  |  | <p>4A.2.</p> <p>A broad range of knowledge and abilities</p> <p>to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p> | <p>4A.2.</p> <p>Instructional staff members will be provided professional development opportunities in research-based practices of the SLC Framework: learning communities, webinars, self-study, and peer support.</p> | <p>4A.2.</p> <p>District Instructional Partners</p> <p>Administration</p> | <p>4A.2.</p> <p>Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting application of St. Lucie County Framework</p> <p>Administrative/teacher conferencing</p> | <p>4A.2.</p> <p>St. Lucie County Framework</p> <p>Administrative Classroom</p> <p>Walkthroughs</p> |  |
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|  |  | <p>4A.3.</p> <p>Students have significant deficiencies in fundamental skills and knowledge of number sense.</p> <p>Students lack the mastery of basic math facts.</p> <p>Students having reading deficits that impede their ability to read and understand word problems.</p> | <p>4A.3.</p> <p>Go Math! RtI Support</p> <p>Think Central Strategic Intervention</p> <p>Use of core curriculum and supplemental math instruction</p> <p>SLC Mathematics routine will be implemented with fidelity to frame instructional delivery</p> <p>Analyze assessment results to determine skill deficits</p> | <p>4A.3.</p> <p>District Instructional Partners</p> <p>Teacher</p> <p>Administration</p> | <p>4A.3.</p> <p>Individual and collaborative review of student reflective logs</p> | <p>4A.3.</p> <p>Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks</p> <p>Results from the 2013 FCAT 2.0 Mathematics assessment</p> <p>Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p> |  |
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | 2011-2012   | 2012-2013  | 2013-2014   | 2014-2015   | 2015-2016   | 2016-2017   |   |
|--|---|--|---|---|---|---|---|
| <p><b>5A. In six years school will reduce their achievement gap by 50%.</b></p>  | <p><b>Baseline data 2010-2011</b><br/><br/>61% of the students in Grades 3-5 scored at or above proficiency as measured by FCAT Math.</p> | <p>In June 2012, 39% of the students in Grades 3-5 scored proficient in Math as measured by FCAT 2.0 Math Test, decreasing by 22%.</p> | <p>In June 2013, 49% of the students in Grades 3-5 will score proficient as measured by the FCAT 2.0 Math Test increasing by 10%.</p> | <p>In June 2014, 59% of the students in Grades 3-5 will score proficient as measured by the FCAT 2.0 Math Test increasing by 10%.</p> | <p>In June 2015, 69% of the students in Grades 3-5 will score proficient as measured by the FCAT 2.0 Math Test increasing by 10%.</p> | <p>In June 2016, 79% of the students in Grades 3-5 will score proficient as measured by the FCAT 2.0 Math Test increasing by 10%.</p> | <p>In June 2017, 89% of the students in Grades 3-5 will score proficient as measured by the FCAT 2.0 Math Test increasing by 10%.</p> |



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| <p><u>Mathematics Goal</u><br/><u>#5A:</u></p> <p>By June 2013,<br/>54% (149) of<br/>the students in<br/>Grades 3-5 will be<br/>proficient in Math<br/>and increasing from<br/>previous year by<br/>15%.</p> |  |  |  |  |  |  |  |
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups: | Anticipated Barrier   | Strategy  | Person or Position<br><br>Responsible for Monitoring  | Process Used to Determine<br><br>Effectiveness of Strategy  | Evaluation Tool  |  |  |
|---|---|---|---|---|--|--|--|
|   | Common Core standards present new learning for instructional staff to gain a full understanding of each standard. | Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.) | District Instructional Partners<br><br>Administration | Administration Observation of effective implementation with feedback<br><br>Teacher lesson design reflective of Common Core understanding | SLC Framework<br><br>Administrative Classroom Walkthroughs |  |  |

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|---|---|--|---|--|---|--|--|
| <p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in mathematics.</b></p> | <p>5B.1.<br/>Students may have significant deficiencies in fundamental skills and knowledge of number sense.</p> <p>Students having reading deficits that impede their ability to read and understand word problems.</p> <p>Students may lack cultural diversity.</p> | <p>5B.1.<br/>SLC Math Routine will be implemented with fidelity to frame instructional delivery.</p> <p>Teachers will follow the CCSS to support students with any misconceptions.</p> | <p>5B.1.<br/>Teachers</p> <p>Administration</p> | <p>5B.1.<br/>Individual and collaborative review of student work</p> | <p>5B.1.<br/>Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks</p> <p>Results from the 2013 FCAT 2.0 Mathematics assessment</p> <p>Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p> |  |  |
|---|---|--|---|--|---|--|--|

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|   |   |   |  |  |  |  |  |
| <p><u>Mathematics Goal #5B:</u></p> <p>Each ethnic subgroup will have a 10% increase in the numbers of students proficient in Math up from 2011-2012.</p> | <p><u>2012 Current Level of Performance:*</u></p>   | <p><u>2013 Expected Level of Performance:*</u></p>  |  |  |  |  |  |
|   | <p>White:*</p> <p>Black: 69% not making satisfactory progress in mathematics</p> <p>Hispanic: 43% not making satisfactory progress in mathematics</p> <p>Asian:*</p> <p>American Indian:*</p> | <p>Each ethnic subgroup will have a 10% increase in the numbers of students proficient in Math up from 2011-2012.</p> |  |  |  |  |  |

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|  |  | <p>5B.2.</p> <p>The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.</p>                                 | <p>5B.2</p> <p>. Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding.</p> <p>Instructional and peer coaching</p> | <p>5B.2.</p> <p>District Instructional Partners</p> <p>Administration</p> | <p>5B.2.</p> <p>Administration observation of effective implementation with feedback</p> <p>Individual and collaborative review of student work</p>   | <p>5B.2.</p> <p>Student responses from teacher-made performance task items</p> |  |
|  |  | <p>5B.3.</p> <p>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p> | <p>5B.3.</p> <p>Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>   | <p>5B.3.</p> <p>District Instructional Partners</p> <p>Administration</p> | <p>5B.3.</p> <p>Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting application of St. Lucie County Framework</p> <p>Administrative/teacher conferencing</p> | <p>5B.3.</p> <p>SLC Framework</p> <p>Administrative Classroom Walkthroughs</p> |  |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier   | Strategy   | Person or Position<br><br>Responsible for Monitoring                          | Process Used to Determine<br><br>Effectiveness of Strategy  | Evaluation Tool  |  |  |
|--|---|--|---|---|--|--|--|
| <p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>   | <p>5C.1.<br/><br/>Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p> | <p>5C.1.<br/><br/>Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice (full staff, grade levels, teams, etc.)</p> | <p>5C.1.<br/><br/>District Instructional Partners<br/><br/>Administration</p> | <p>5C.1.<br/><br/>Administration observation of effective implementation with feedback<br/><br/>Teacher lesson design reflective of Common Core understanding</p> | <p>5C.1.<br/><br/>SLC Framework<br/><br/>Administrative Classroom Walkthroughs</p> |  |  |

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| <u>Mathematics Goal</u><br><u>#5C:</u><br><br>The ELL subgroup will have a 10% increase in the number of students proficient in Math up from 2011-2012. | <u>2012 Current Level of Performance:</u><br>*<br>-        | <u>2013 Expected Level of Performance:</u><br>*<br>-  |  |  |  |  |  |
|---|--|---|--|--|--|--|--|
|   | ELL: 43% did not make satisfactory progress in mathematics | The ELL subgroup will have a 10% increase in the number of students proficient in Math up from 2011-2012. |  |  |  |  |  |



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|  |  | <p>5C.2.</p> <p>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.</p> | <p>5C.2.</p> <p>Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p> | <p>5C.2.</p> <p>District Instructional Partners</p> <p>Administration</p> | <p>5C.2.</p> <p>Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting application of St. Lucie County Framework</p> <p>Administrative/teacher conferencing</p> | <p>5C.2.</p> <p>SLC Framework</p> <p>Administrative</p> <p>Classroom Walkthroughs</p> |  |
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|  |  | <p>5C.3.</p> <p>Students come with limited academic language and lack of background knowledge</p> | <p>5C.3.</p> <p>Instructional staff will engage students in daily vocabulary activities</p> <p>Utilize CO Math ELL resources to enhance students' math skills</p> <p>Scaffold instruction according to students' needs</p> <p>Provide ongoing systematic instruction that includes immediate feedback</p> <p>Use appropriate models, designs, and manipulatives to build students' background knowledge</p> <p>Use Imagine Learning technology resources</p> | <p>5C.3.</p> <p>District Instructional Partners</p> <p>Administration</p> | <p>5C.3.</p> <p>Academic vocabulary used by students in written and oral responses</p> | <p>5C.3.</p> <p>Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks</p> <p>Results from the 2013 FCAT 2.0 Mathematics assessment</p> <p>Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p> |  |
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier  | Strategy  | Person or Position<br>Responsible for Monitoring                         | Process Used to Determine Effectiveness of Strategy  | Evaluation Tool  |  |  |
|--|--|---|--|--|--|--|--|
| <p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>  | <p>5D.1.<br/>Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p> | <p>5D.1.<br/>Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice (full staff, grade levels, teams, etc.)</p> | <p>5D.1.<br/>District Instructional Partners<br/><br/>Administration</p> | <p>5D.1.<br/>Administration observation of effective implementation with feedback<br/><br/>Teacher lesson design reflective of Common Core understanding</p> | <p>5D.1<br/>SLC Framework<br/><br/>Administrative Classroom Walkthroughs</p> |  |  |

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| <u>Mathematics Goal</u><br><u>#5D:</u><br><br>The SWD subgroup will have a 10% increase in the number of students proficient in Math up from 2011-2012. | <u>2012 Current Level of Performance:</u><br>*<br>-           | <u>2013 Expected Level of Performance:</u><br>*<br>-  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|
|   | SWD:<br>77% did not make satisfactory progress in mathematics | The SWD subgroup will have a 10% increase in the number of students proficient in Math up from 2011-2012. |  |  |  |  |  |

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|  | - | <p>5D.2.</p> <p>A broad range of knowledge and abilities</p> <p>to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p> | <p>5D.2.</p> <p>Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p> | <p>5D.2.</p> <p>District professional development team</p> <p>Administration</p> | <p>5D.2.</p> <p>Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting</p> <p>application of St. Lucie County framework</p> <p>Administrative/teacher conferencing</p> | <p>5D.2.</p> <p>SLC Framework</p> <p>Administrative Classroom Walkthroughs</p> |  |
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|  |  | <p>5D.3.</p> <p>Due to the nature and severity of the individual's disability, students have difficulty processing multi-step problems.</p> | <p>5D.3.</p> <p>Using research-based strategies, provide explicit instruction in solving multi-step problems and provide students with step-by-step support for problem solving.</p> | <p>5D.3.</p> <p>Teachers</p> <p>Administration</p> <p>District Instructional Partners</p> | <p>5D.3.</p> <p>Observation of student independently applying step-by-step problem solving</p> | <p>5D.3.</p> <p>Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks</p> <p>Results from the 2013 FCAT 2.0 Mathematics assessment</p> <p>Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p> |  |
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier   | Strategy   | Person or Position<br><br>Responsible for Monitoring                          | Process Used to Determine<br><br>Effectiveness of Strategy   | Evaluation Tool  |  |  |
|--|---|--|---|--|--|--|--|
| <p><b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b></p>   | <p>5E.1.<br/><br/>Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p> | <p>5E.1<br/><br/>. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p> | <p>5E.1.<br/><br/>District Instructional Partners<br/><br/>Administration</p> | <p>5E.1.<br/><br/>Administration observation of effective implementation with feedback<br/><br/>Teacher lesson design reflective of CCSS understanding</p> | <p>5E.1.<br/><br/>SLC Framework<br/><br/>Administrative Classroom Walkthroughs</p> |  |  |



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| <u>Mathematics Goal #5E:</u>   | <u>2012 Current Level of Performance</u><br>-*           | <u>2013 Expected Level of Performance:</u><br>*  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| The ED subgroup will have a 10% increase in the number of students proficient in Math up from 2011-2012. | ED:61% did not make satisfactory progress in mathematics | The ED subgroup will have a 10% increase in the number of students proficient in Math up from 2011-2012. |  |  |  |  |  |

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|--|--|---|--|---|---|--|--|
|  |  | <p>5E.2.</p> <p>A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p> | <p>5E.2.</p> <p>Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p> | <p>5E.2.</p> <p>District Instructional Partners</p> <p>Administration</p> | <p>5E.2.</p> <p>Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting</p> <p>application of SLC Framework</p> <p>Administrative/teacher conferencing</p> | <p>5E.2.</p> <p>SLC Framework</p> <p>Administrative Classroom Walkthroughs</p> |  |
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|  |  | <p>5E.3.</p> <p>Students lack the schema necessary to solve real-world problems.</p> | <p>5E.3.</p> <p>Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real-world situations</p> <p>Use of core curriculum and supplemental instructional math materials</p> | <p>5E.3.</p> <p>Teachers</p> | <p>5E.3.</p> <p>Observation of appropriate use of vocabulary in student written and oral language.</p> | <p>5E.3.</p> <p>Weekly assessments and St. Lucie County Benchmarks, and Easy CBM Benchmarks</p> <p>Results from the 2013 FCAT 2.0 Mathematics assessment</p> <p>Teacher assessment identifying learning scales achievement of targeted goal-level 3.</p> |  |
|--|--|--|---|------------------------------|--|--|--|

*End of Elementary School Mathematics Goals*

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**Middle School Mathematics Goals**

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

| Middle School Mathematics Goals   | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |  |
|---|---------------------|----------|---|---|-----------------|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |  |
| <b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>  | 1A.1.               | 1A.1.    | 1A.1.   | 1A.1.   | 1A.1.           |  |  |

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| <u>Mathematics Goal #1A:</u><br><br><i>Enter narrative for the goal in this box.</i>            | <u>2012 Current Level of Performance</u><br>-*<br>-                       | <u>2013 Expected Level of Performance:</u><br>*<br>-                       |       |       |       |       |  |
|---|---|--|-------|-------|-------|-------|--|
|   | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> |       |       |       |       |  |
|   |   | 1A.2.  | 1A.2. | 1A.2. | 1A.2. | 1A.2. |  |
|   |   | 1A.3.  | 1A.3. | 1A.3. | 1A.3. | 1A.3. |  |
| <b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b> | 1B.1.   | 1B.1.  | 1B.1. | 1B.1. | 1B.1. |       |  |

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

| <u>Mathematics Goal #1B:</u><br><br><i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance</u><br>-*<br>-                       | <u>2013 Expected Level of Performance:</u><br>*<br>-                       |       |       |       |       |  |
|--|---|--|-------|-------|-------|-------|--|
|  | <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<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |       |  |
|---|--|---|--|---|-----------------|-------|--|
| <b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>  | 2A.1.  | 2A.1.   | 2A.1.  | 2A.1.   | 2A.1.           |       |  |
| <p><u>Mathematics Goal #2A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>   | <p><u>2012 Current Level of Performance:</u><br/>*</p> <p>-</p>                  | <p><u>2013 Expected Level of Performance:</u><br/>*</p> <p>-</p>                  |  |   |                 |       |  |
|   | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> |  |   |                 |       |  |
|   |  | 2A.2.   | 2A.2.  | 2A.2.   | 2A.2.           | 2A.2. |  |
|   |  | 2A.3.   | 2A.3.  | 2A.3.   | 2A.3.           | 2A.3. |  |

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|  |  |   |       |       |       |       |  |
|--|--|---|-------|-------|-------|-------|--|
| <p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b></p> | 2B.1.  | 2B.1.   | 2B.1. | 2B.1. | 2B.1. |       |  |
| <p><u>Mathematics Goal #2B:</u><br/><br/><i>Enter narrative for the goal in this box.</i></p>        | <p><u>2012 Current Level of Performance:</u><br/>*<br/>-</p>                     | <p><u>2013 Expected Level of Performance:</u><br/>*<br/>-</p>                     |       |       |       |       |  |
|  | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> |       |       |       |       |  |
|  |  | 2B.2.   | 2B.2. | 2B.2. | 2B.2. | 2B.2. |  |
|  |  | 2B.3.   | 2B.3. | 2B.3. | 2B.3. | 2B.3. |  |



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

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

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

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|  |  |   |       |       |       |       |  |
|--|--|---|-------|-------|-------|-------|--|
| <p><b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b></p> | 3B.1.  | 3B.1.   | 3B.1. | 3B.1. | 3B.1. |       |  |
| <p><u>Mathematics Goal #3B:</u><br/><br/><i>Enter narrative for the goal in this box.</i></p>                | <p><u>2012 Current Level of Performance:</u><br/>*<br/>-</p>                     | <p><u>2013 Expected Level of Performance:</u><br/>*<br/>-</p>                     |       |       |       |       |  |
|  | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> |       |       |       |       |  |
|  |  | 3B.2.   | 3B.2. | 3B.2. | 3B.2. | 3B.2. |  |
|  |  | 3B.3.   | 3B.3. | 3B.3. | 3B.3. | 3B.3. |  |

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier   | Strategy   | Person or Position<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |       |  |
|---|---|--|--|---|-----------------|-------|--|
| <b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>  | 4A.1.   | 4A.1.  | 4A.1.  | 4A.1.   | 4A.1.           |       |  |
| <u>Mathematics Goal #4:</u><br><br><i>Enter narrative for the goal in this box.</i>   | <u>2012 Current Level of Performance:</u><br>*<br>-                       | <u>2013 Expected Level of Performance:</u><br>*<br>-                       |  |   |                 |       |  |
|   | <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 |  |
| <b>5A. In six years, school will reduce their achievement gap by 50%.</b>   | <b>Baseline data 2010-2011</b> |           |  |  |                 |           |  |
| <u>Mathematics Goal #5A:</u><br><br><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<br><br>Responsible for Monitoring | Process Used to Determine<br><br>Effectiveness of Strategy | Evaluation Tool |           |  |

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

|  |   |  |              |              |              |              |  |
|--|---|--|--------------|--------------|--------------|--------------|--|
| <p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b></p> | <p>5B.1.<br/>White:<br/>Black:<br/>Hispanic:<br/>Asian:<br/>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><br/><br/><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><br/><br/>White:<br/>Black:<br/>Hispanic:<br/>Asian:<br/>American Indian:</p> | <p><i>Enter numerical data for expected level of performance in this box.</i><br/><br/>White:<br/>Black:<br/>Hispanic:<br/>Asian:<br/>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> |  |



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

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

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

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

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

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

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

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

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

**Florida Alternate Assessment High School Mathematics Goals**

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

| High School   | Mathematics Goals   | Problem-Solving Process to Increase Student Achievement |   |   |                 |  |  |
|---|---------------------|---|---|---|-----------------|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |  |
| <b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>  | 1.1.                | 1.1.  | 1.1.  | 1.1.  | 1.1.            |  |  |

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

|  |  |   |  |   |                 |      |  |
|--|--|---|--|---|-----------------|------|--|
| <p><u>Mathematics Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>   | <p><u>2012 Current Level of Performance</u><br/>*<br/>-</p>                      | <p><u>2013 Expected Level of Performance:</u><br/>*<br/>-</p>                     |  |   |                 |      |  |
|  | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> |  |   |                 |      |  |
|  |  | 1.2.  | 1.2.   | 1.2.  | 1.2.            | 1.2. |  |
|  |  | 1.3.  | 1.3.   | 1.3.  | 1.3.            | 1.3. |  |
| <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 group:</p> | Anticipated Barrier  | Strategy  | Person or Position<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |      |  |
| <p><b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b></p>  | 2.1.   | 2.1.  | 2.1.   | 2.1.  | 2.1.            |      |  |

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

| <u>Mathematics Goal #2:</u><br><br><i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance</u><br><u>.*</u>                     | <u>2013 Expected Level of Performance:</u><br><u>*</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. |  |



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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier   | Strategy   | Person or Position<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |      |  |
|---|---|--|--|---|-----------------|------|--|
| <b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>  | 3.1.  | 3.1.   | 3.1.   | 3.1.  | 3.1.            |      |  |
| <u>Mathematics Goal #3:</u><br><br><i>Enter narrative for the goal in this box.</i>   | <u>2012 Current Level of Performance</u><br>-*                            | <u>2013 Expected Level of Performance:</u><br>*<br>-                       |  |   |                 |      |  |
|   | <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*

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

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

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

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

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

|  |  |   |  |   |                 |      |  |
|--|--|---|--|---|-----------------|------|--|
| <p><u>Algebra 1 Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>   | <p><u>2012 Current Level of Performance</u><br/>.*</p>                           | <p><u>2013 Expected Level of Performance</u><br/>.*</p>                           |  |   |                 |      |  |
|  | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> |  |   |                 |      |  |
|  |  | 1.2.  | 1.2.   | 1.2.  | 1.2.            | 1.2. |  |
|  |  | 1.3.  | 1.3.   | 1.3.  | 1.3.            | 1.3. |  |
| <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 group:</p> | Anticipated Barrier  | Strategy  | Person or Position<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |      |  |
| <p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b></p>   | 2.1.   | 2.1.  | 2.1.   | 2.1.  | 2.1.            |      |  |

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

| <u>Algebra Goal #2:</u><br><br><i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance</u><br><u>.*</u>                     | <u>2013 Expected Level of Performance</u><br><u>.*</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. |  |

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years                    | 2011-2012                      | 2012-2013 | 2013-2014  | 2014-2015  | 2015-2016       | 2016-2017 |  |
|---|--------------------------------|-----------|--|--|-----------------|-----------|--|
| <b>3A. In six years, school will reduce their achievement gap by 50%.</b>   | <b>Baseline data 2010-2011</b> |           |  |  |                 |           |  |
| <p><u>Algebra 1 Goal</u><br/><u>#3A:</u></p> <p><i>Enter narrative for the goal in this box.</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<br><br>Responsible for Monitoring | Process Used to Determine<br><br>Effectiveness of Strategy | Evaluation Tool |           |  |

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

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

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

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

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



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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<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |       |  |
|--|--|---|--|---|-----------------|-------|--|
| <b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>   | 3D.1.  | 3D.1.   | 3D.1.  | 3D.1.   | 3D.1.           |       |  |
| <p><u>Algebra 1 Goal #3D:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>  | <p><u>2012 Current Level of Performance</u><br/>*<br/>_</p>                      | <p><u>2013 Expected Level of Performance</u><br/>*<br/>_</p>                      |  |   |                 |       |  |
|  | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> |  |   |                 |       |  |
|  |  | 3D.2.   | 3D.2.  | 3D.2.   | 3D.2.           | 3D.2. |  |
|  |  | 3D.3.   | 3D.3.  | 3D.3.   | 3D.3.           | 3D.3. |  |

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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]).

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

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|  |  |   |  |   |                 |      |  |
|--|--|---|--|---|-----------------|------|--|
| <p><u>Geometry Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>  | <p><u>2012 Current Level of Performance</u><br/>.*</p>                           | <p><u>2013 Expected Level of Performance</u><br/>.*</p>                           |  |   |                 |      |  |
|  | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> |  |   |                 |      |  |
|  |  | 1.2.  | 1.2.   | 1.2.  | 1.2.            | 1.2. |  |
|  |  | 1.3.  | 1.3.   | 1.3.  | 1.3.            | 1.3. |  |
| <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 group:</p> | Anticipated Barrier  | Strategy  | Person or Position<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |      |  |
| <p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b></p>  | 2.1.   | 2.1.  | 2.1.   | 2.1.  | 2.1.            |      |  |

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| <u>Geometry Goal #2:</u><br><br><i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance</u><br><u>.*</u>                     | <u>2013 Expected Level of Performance</u><br><u>.*</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       |  |  |
| <b>3A. In six years, school will reduce their achievement gap by 50%.</b>   | <b>Baseline data 2011-2012</b> |           |  |  |                 |  |  |
| <u>Geometry Goal #3A:</u><br><br><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<br><br>Responsible for Monitoring | Process Used to Determine<br><br>Effectiveness of Strategy | Evaluation Tool |  |  |

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|   |   |  |              |              |              |  |  |
|---|---|--|--------------|--------------|--------------|--|--|
| <p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b></p> | <p>3B.1.<br/>White:<br/>Black:<br/>Hispanic:<br/>Asian:<br/>American Indian:</p>  | <p>3B.1.</p>   | <p>3B.1.</p> | <p>3B.1.</p> | <p>3B.1.</p> |  |  |
| <p><u>Geometry Goal #3B:</u><br/><br/><i>Enter narrative for the goal in this box.</i></p>  | <p><u>2012 Current Level of Performance</u><br/>.*<br/>—</p>  | <p><u>2013 Expected Level of Performance</u><br/>.*<br/>—</p>  |              |              |              |  |  |
|   | <p><i>Enter numerical data for current level of performance in this box.</i><br/><br/>White:<br/>Black:<br/>Hispanic:<br/>Asian:<br/>American Indian:</p> | <p><i>Enter numerical data for expected level of performance in this box.</i><br/><br/>White:<br/>Black:<br/>Hispanic:<br/>Asian:<br/>American Indian:</p> |              |              |              |  |  |



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|  |  |       |       |       |       |       |  |
|--|--|-------|-------|-------|-------|-------|--|
|  |  | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. |  |
|  |  | 3B.3. | 3B.3. | 3B.3. | 3B.3. | 3B.3. |  |

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

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

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

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

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

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

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

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

**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<br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br>and/or                            | PD Participants<br>(e.g., PLC, subject, grade level,<br>or school-wide) | Target Dates (e.g., early<br>release) and Schedules (e.g.,<br>frequency of meetings) | Strategy for Follow-up/Monitoring                  | Person or Position Responsible<br>for Monitoring  |
|--------------------------------------|-------------------------|---|---|--|--|---|
| Common Core                          | K-5                     | PLC Leader<br>District<br>Instructional<br>Partners | School-wide   | Ongoing  | Classroom Observations<br><br>Grade Group Planning | Administration<br><br>Teacher Leaders   |
| SLC Math Routines                    | K-5                     | District<br>Instructional<br>Partners               | School-wide   | Ongoing  | Modeling and Coaching                              | District Instructional Partners<br>Administration<br><br>Teacher Leaders<br><br>District Instructional Partners |
|                                      |                         | Administrato<br>rs                                  |   |  |  |   |

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

|  |     |   |               |         |                                     |   |
|--|-----|---|---------------|---------|-------------------------------------|---|
| Writing Across the Curriculum                | K-5 | Literacy Coach                                    | School-wide   | Ongoing | Collaborative Scoring               | Administration                                    |
|  |     |   |               |         | Classroom Observations              | Teacher Leaders                                   |
| Math Fluency                                 | K-5 | District Instructional Partners                   | School-wide   | Ongoing | Classroom Observations              | District Instructional Partners<br>Administration |
|  |     |   |               |         | Coaching and Modeling               | Teacher Leaders                                   |
|  |     |   |               |         |                                     | District Instructional Partners                   |
| GoMath/Think Central                         | K-5 | Administration<br>District Instructional Partners | School – wide | Ongoing | Classroom Observations              | Administration                                    |
|  |     |   |               |         |                                     | Teacher Leaders                                   |
|  |     |   |               |         |                                     | District Instructional Partners                   |
| Technology (Destination Math, FCAT Explorer) | K-5 | Administration<br>District Instructional Partners | 3-5 Teachers  | Ongoing | Classroom Observations              | Administration                                    |
|  |     |   |               |         |                                     | Teacher Leaders                                   |
| Collaborative Lesson Design                  | K-5 | District Instructional Partners                   | School-wide   | Ongoing | Classroom Observations/Lesson Plans | District Instructional Partners<br>Administration |



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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   |
| SLC Math Routines  | PD Printing              | Title I  | \$300.00 |
| Write Across the Curriculum  |                          |  |          |
| Common Core Math   |                          |  |          |
| <b>Subtotal: \$300.00</b>  |                          |  |          |
| Technology   |                          |  |          |
| Strategy   | Description of Resources | Funding Source   | Amount   |
| CPALMS (Collaborate, Plan, Learn, Motivate, Share)   | Technology Support       | FLDOE, National Science Foundation, FCR-STEM                 |          |
| Think Central-GoMath   | Technology Support       | Technology resources previously paid for by district dollars |          |
| Destination Math   | Technology Support       | Technology resources previously paid for by district dollars |          |
| <b>Subtotal:</b>   |                          |  |          |
| Professional Development   |                          |  |          |
| Strategy   | Description of Resources | Funding Source   | Amount   |
| Math Fluency   | PD Printing              | Title I  | \$500.00 |
| Common Core  |                          |  |          |
| <b>Subtotal: \$500.00</b>  |                          |  |          |
| Other  |                          |  |          |
| Strategy   | Description of Resources | Funding Source   | Amount   |
|  |                          |  |          |
| <b>Subtotal:</b>   |                          |  |          |
| <b>Total: \$800.00</b>   |                          |  |          |

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*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

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

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|   |   |  |   |  |  |  |  |
|---|---|--|---|--|--|--|--|
| <p><b>1A. FCAT 2.0:<br/>Students scoring<br/>at Achievement<br/>Level 3 in science.</b></p>   | <p>1A.1.<br/><br/>Lack of multiple resources to meet the science NGSS standards</p> | <p>1A.1.<br/><br/>Provide common-planning time for team collaboration on various instructional strategies.</p> | <p>1A.1.<br/><br/>Grade Group Chair</p> | <p>1A.1.<br/><br/>Team Meeting Data Elements</p> | <p>1A.1.<br/><br/>Teacher Evaluation Framework</p> |  |  |
| <p><u>Science Goal #1A:</u><br/><br/>By June 2013, 37% (29) of the students in Grades 3-5 will score proficient (level 3) as measured by the FCAT 2.0 Science Test.</p> | <p><u>2012 Current Level of Performance:*</u></p>                                   | <p><u>2013 Expected Level of Performance:*</u></p>   |   |  |  |  |  |

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

|  |   |  |   |   |   |                                       |  |
|--|---|--|---|---|---|---------------------------------------|--|
|  | 27% (21) students scored proficient (level 3) as measured by the FCAT 2.0 Science Test. | By June 2013, 37% (29) of the students in Grades 3-5 will score proficient (level 3) as measured by the FCAT 2.0 Science Test. |   |   |   |                                       |  |
|  |   | 1A.2.<br>Time and funding for professional development   | 1A.2.<br>Implement and train teachers on the 5e lesson model as the standard for science instruction. | 1A.2.<br>Science Committee/<br>District | 1A.2.<br>Professional development surveys | 1A.2.<br>Teacher Evaluation Framework |  |

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|  |  |  |   |   |   |   |  |
|--|--|--|---|---|---|---|--|
|  |  | <p>1A.3.</p> <p>Opportunities for students to express their learning in regards to science content</p> | <p>1A.3.</p> <p>Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical, Life, Earth Space, and Nature of Science.</p> <p>Ensure that instruction includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.</p> <p>Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from</p> | <p>1A.3.</p> <p>Science Committee Chairperson</p> <p>Administration</p> | <p>1A.3.</p> <p>Monitor the implementation of inquiry based, hands-on activities/labs addressing the necessary benchmarks.</p> <p>Monitor the use of nonfiction writing (e.g., Power Writing/Lab Reports, Conclusion writing, Current Events, etc.)</p> <p>After each assessment (Interim or Quarterly Science Benchmark Assessments), conduct data analysis to identify students' performance within those categories and develop differentiated instructional activities to address individual student needs.</p> <p>Conduct mini-assessments and utilize results to drive instruction.</p> | <p>1A.3.</p> <p>Classroom Observations of student work during labs</p> <p>Writing prompts</p> <p>Benchmark Assessments</p> <p>Science Fair Projects</p> |  |
|--|--|--|---|---|---|---|--|

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|  |       |       |  |       |  |  |  |
|--|-------|-------|--|-------|--|--|--|
|  |       |       | <p>tables in order to find averages or differences.</p> <p>.</p> <p>Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science.</p> <p>.</p> <p>Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides.</p> |       | <p>Monitor students' participation in applied STEM activities, i.e., Science Fair and other types of science competitions and the quality of their work.</p> |  |  |
| <p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b></p> | 1B.1. | 1B.1. | 1B.1.  | 1B.1. | 1B.1.  |  |  |

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|  |   |   |              |              |              |              |  |
|--|---|---|--------------|--------------|--------------|--------------|--|
| <p><u>Science Goal #1B:</u><br/><br/>No students are slated to be assessed in the area of Science in 2013.</p> | <p><u>2012 Current Level of Performance</u><br/>.*<br/>—</p>    | <p><u>2013 Expected Level of Performance</u><br/>.*<br/>—</p>               |              |              |              |              |  |
|  | <p>No students were assessed in the area of Science in 2012</p> | <p>No students are slated to be assessed in the area of Science in 2013</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<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of Strategy | Evaluation Tool |  |  |
|---|---------------------|----------|--|--|-----------------|--|--|
|---|---------------------|----------|--|--|-----------------|--|--|

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|   |  |  |   |  |   |  |  |
|---|--|--|---|--|---|--|--|
| <p><b>2A. FCAT 2.0:</b><br/> <b>Students scoring at or above Achievement Levels 4 and 5 in science.</b></p> | <p>2A.1.<br/>                 Elementary Science Teachers do not have a depth of Science background knowledge.</p> | <p>2A.1.<br/>                 Grade level teams will research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical, Earth Space, and Life Sciences. This will include vertical and horizontal alignment within the school in order to</p> | <p>2A.1.<br/>                 Teacher Leaders</p> | <p>2A.1.<br/>                 Meeting Data<br/><br/>                 Student Data from Formative Assessments</p> | <p>2A.1.<br/>                 Benchmark Science Assessments, FCAT</p> |  |  |
|---|--|--|---|--|---|--|--|

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

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
|   |   | <p>ensure continuity of concepts taught and to stress the importance of the New Generation SS Standards.</p> <p>Use of Science Fusion and all included resources</p> |  |  |  |  |  |
| <p><u>Science Goal #2A:</u></p> <p>By June 2013, 20% (15) of the students in Grades 3-5 will score at or above Levels 4 and 5 as measured by the FCAT 2.0 Science Test.</p> | <p><u>2012 Current Level of Performance:</u>*</p> | <p><u>2013E xpected Level of Performance:</u>*</p>   |  |  |  |  |  |

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

|  |   |  |  |   |  |   |  |
|--|---|--|--|---|--|---|--|
|  | 7% (16) of the students in Grades 3-5 scored at or above Levels 4 and 5 as measured by the FCAT 2.0 Science Test. | By June 2013, 20% (15) of the students in Grades 3-5 will score at or above Levels 4 and 5 as measured by the FCAT 2.0 Science Test. |  |   |  |   |  |
|  |   | 2A.2.<br>Students need to master informational reading and nonfiction writing.   | 2A.2.<br>Infuse Science into the Literacy Block. | 2A.2.<br>Classroom Teachers<br><br>Administration | 2A.2.<br>Informal/Formal Observations, Student Work, Collaborative Grading Rubrics, and data from Student samples. | 2A.2.<br>Writing Samples, FCAT Writing, Formative/Summative Assessments |  |

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

|  |       |   |  |  |   |                          |  |
|--|-------|---|--|--|---|--------------------------|--|
|  |       | <p>2A.3.</p> <p>Students have significant misconceptions about Science</p> <p>Students inability to conceptualize various abstract Science concepts</p> | <p>2A.3.</p> <p>Provide students with various learning experiences that emphasize the concepts being taught</p> <p>Provide students with pictorial strategies that assists them in understanding the problem</p> | <p>2A.3.</p> <p>Classroom Teachers</p> <p>Administration</p> | <p>2A.3.</p> <p>Analysis of benchmark and core curriculum classroom assessments</p> | <p>2A.3.</p> <p>FCAT</p> |  |
| <p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p> | 2B.1. | 2B.1.   | 2B.1.  | 2B.1.  | 2B.1.   |                          |  |

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| <u>Science Goal #2B</u>   | <u>2012 Current Level of Performance</u><br>.*            | <u>2013 Expected Level of Performance</u><br>.*                       |       |       |       |       |  |
|---|---|---|-------|-------|-------|-------|--|
| No students are slated to be assessed in the area of Science in 2013. | No students were assessed in the area of Science in 2012. | No students are slated to be assessed in the area of Science in 2013. |       |       |       |       |  |
|   |   | 2B.2.   | 2B.2. | 2B.2. | 2B.2. | 2B.2. |  |
|   |   | 2B.3.   | 2B.3. | 2B.3. | 2B.3. | 2B.3. |  |

*End of Elementary and Middle School Science Goals*

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

**Florida Alternate Assessment High School Science Goals**

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

| <b>High School Science Goals</b>  | <b>Problem-Solving Process to Increase Student Achievement</b> |          |   |   |                 |  |  |
|---|--|----------|---|---|-----------------|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier  | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |  |
| <b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>  | 1.1.   | 1.1.     | 1.1.  | 1.1.  | 1.1.            |  |  |

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

|   |  |   |  |   |                 |      |  |
|---|--|---|--|---|-----------------|------|--|
| <p><u>Science Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>  | <p><u>2012 Current Level of Performance</u><br/>.*</p>                           | <p><u>2013 Expected Level of Performance</u><br/>.*</p>                           |  |   |                 |      |  |
|   | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> |  |   |                 |      |  |
|   |  | 1.2.  | 1.2.   | 1.2.  | 1.2.            | 1.2. |  |
|   |  | 1.3.  | 1.3.   | 1.3.  | 1.3.            | 1.3. |  |
| <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 group:</p> | Anticipated Barrier  | Strategy  | Person or Position<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |      |  |
| <p><b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b></p>   | 2.1.   | 2.1.  | 2.1.   | 2.1.  | 2.1.            |      |  |



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

| <u>Science Goal #2:</u><br><br><i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance</u><br>*                             | <u>2013 Expected Level of Performance</u><br>*                             |      |      |      |      |  |
|---|---|--|------|------|------|------|--|
|   | <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]).

| <b>Biology 1 EOC Goals</b> | <b>Problem-Solving Process to Increase Student Achievement</b> |  |  |  |  |  |  |
|----------------------------|--|--|--|--|--|--|--|
|                            |  |  |  |  |  |  |  |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier   | Strategy   | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of Strategy | Evaluation Tool |      |  |
|---|---|--|--|--|-----------------|------|--|
| <b>1. Students scoring at Achievement Level 3 in Biology 1.</b>   | 1.1.  | 1.1.   | 1.1.   | 1.1.   | 1.1.            |      |  |
| <u>Biology 1 Goal #1:</u><br><br><i>Enter narrative for the goal in this box.</i>   | <u>2012 Current Level of Performance</u><br>.*<br>—                       | <u>2013 Expected Level of Performance</u><br>.*<br>—                       |  |  |                 |      |  |
|   | <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. |  |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier   | Strategy   | Person or Position<br>Responsible for Monitoring | Process Used to Determine<br>Effectiveness of Strategy | Evaluation Tool |      |  |
|---|---|--|--|--|-----------------|------|--|
| <b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>   | 2.1.  | 2.1.   | 2.1.   | 2.1.   | 2.1.            |      |  |
| <b>Biology 1 Goal #2:</b><br><br><i>Enter narrative for the goal in this box.</i>   | <u>2012 Current Level of Performance</u><br>-*                            | <u>2013 Expected Level of Performance</u><br>-*                            |  |  |                 |      |  |
|   | <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*

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

**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<br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader | PD Participants<br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring   | Person or Position Responsible for Monitoring |
|---------------------------------------|-------------------------|--|---|---|---|---|
| Science Fusion                        | K-5                     | District Science Liaison               | School-wide   | Quarterly Sessions  | Classroom Observations<br>Coaching/Modeling   | Administration                                |
| Think Central                         | K-5                     | District Science Liaison               | School-wide   | Quarterly Sessions  | Collaborative Planning<br>Classroom Observations<br>Coaching/Modeling                           | Administration                                |
| Science Labs                          | K-5                     | District Science Liaison               | School-wide   | Quarterly Sessions  | Collaborative Planning<br>Classroom Observations<br>Coaching/Modeling<br>Collaborative Planning | Administration                                |

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

**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    |
| Supplies for experiments and demonstrations   | Science materials                              | Title I  | \$1000.00 |
|   |  |  |           |
| <b>Subtotal:\$1000.00</b>   |  |  |           |
| Technology  |  |  |           |
| Strategy  | Description of Resources                       | Funding Source   | Amount    |
| Think Central Science Fusion  | Online Software to enhance Science instruction | Technology resources previously paid for by district funds |           |
|   |  |  |           |
| <b>Subtotal:</b>  |  |  |           |
| Professional Development  |  |  |           |
| Strategy  | Description of Resources                       | Funding Source   | Amount    |
| Writing Across the Curriculum   | Writing across the content areas               |  |           |
| Collaborative Planning  |  |  |           |
| <b>Subtotal:</b>  |  |  |           |
| Other   |  |  |           |
| Strategy  | Description of Resources                       | Funding Source   | Amount    |
|   |  |  |           |
| <b>Subtotal:</b>  |  |  |           |
| <b>Total:\$1000.00</b>  |  |  |           |

*End of Science Goals*

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

**Writing Goals**

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

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

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

|  |  |   |   |  |   |  |  |
|--|--|---|---|--|---|--|--|
| <p><b>1A. FCAT:</b><br/> <b>Students scoring at Achievement Level 3.0 and higher in writing.</b></p> | <p>1A.1.<br/>                 Knowledge of the Anchor Standards for Writing as outlined in the CCSS for K – 5.</p> | <p>1A.1.<br/>                 Conduct grade level specific professional development to deepen understanding of Writing curriculum and expectations.<br/><br/>                 Teachers will use the collaborative scoring technique<br/><br/>                 Teachers will coach and model for students as they write informat</p> | <p>1A.1.<br/>                 Literacy Coach<br/><br/>                 District Instructional Partners<br/><br/>                 Administration</p> | <p>1A.1.<br/>                 Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4</p> | <p>1A.1.<br/>                 SLC Framework documentation</p> |  |  |
|--|--|---|---|--|---|--|--|

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

|   |   |   |  |  |  |  |  |
|---|---|---|--|--|--|--|--|
|   |   | ional and explanatory texts to examine a topic or convey ideas and information clearly. |  |  |  |  |  |
| <p><u>Writing Goal #1A:</u></p> <p>By June 2013, 80% (74) students in Grades 3-5 will score Level 3 or higher as measured by the FCAT 2.0 Writing Test.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p>                                      |  |  |  |  |  |



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

|  |   |  |   |                              |   |                                      |  |
|--|---|--|---|------------------------------|---|--------------------------------------|--|
|  | 74% (69) of the students in Grades 3-5 scored level 3 or higher on the FCAT 2.0 Writing Test. | By June 2013, 80% (74) students in Grades 3-5 will score Level 3 or higher as measured by the FCAT 2.0 Writing Test.   |   |                              |   |                                      |  |
|  |   | 1A.2.<br>Students' appropriate use of conventions of writing and use of details that include high levels of vocabulary | 1A.2.<br>Classroom instructors will utilize Appendix C from CCSS ELA to model exemplars in writing.<br><br>Teachers will provide explicit instruction on figurative language, word relationships, similes, metaphors, and nuances in word meanings<br><br>• | 1A.2.<br>Administrative Team | 1A.2.<br>Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4 | 1A.2.<br>SLC Framework documentation |  |

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

|  |   |   |   |   |  |                                   |  |
|--|---|---|---|---|--|-----------------------------------|--|
|  |   | 1A.3.<br>Appropriate implementation according to the research supporting Write From the Beginning | 1A.3.<br>K – 2 teachers will implement Write From the Beginning lessons with fidelity | 1A.3.<br>Literacy Coach<br><br>Administration   | 1A.3.<br><br>Administrative Walkthroughs | 1A.3.<br><br>Student Work Samples |  |
| <b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b> | 1B.1.<br>Students' appropriate determination of writing structure | 1B.1.<br>Incorporate read alouds into lesson design to support guided writing practice            | 1B.1.<br>Administration<br><br>Literacy Coach<br><br>ESE Chair<br><br>Teacher         | 1B.1.<br><br>Classroom observation and feedback on elements in DQ1, DQ2, DQ3, and DQ4 | 1B.1.<br><br>SLC Framework               |                                   |  |

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

| <p><u>Writing Goal #1B:</u></p> <p>By June 2013, 45% of the students in grades 3-5 will score a 4 or higher on the FAA Writing Test.</p> | <p><u>2012</u><br/><u>Current</u><br/><u>Level of</u><br/><u>Performan</u><br/><u>ce:*</u></p> | <p><u>2013</u><br/><u>Expected</u><br/><u>Level of</u><br/><u>Performan</u><br/><u>ce:*</u></p>          |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  | <p>Writing was not assessed in 2012.</p>   | <p>By June 2013, 45% of the students in grades 3-5 will score a 4 or higher on the FAA Writing Test.</p> |  |  |  |  |  |

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

|  |  |   |  |   |   |                            |  |
|--|--|---|--|---|---|----------------------------|--|
|  |  | 1B.2.<br>Students' ability to sequence appropriately                            | 1B.2.<br>Using writing exemplars from CCSS, desing a variety of lessons requiring students to deconstruct and reorganize passages sequentially | 1B.2.<br>Administration<br><br>Literacy coach<br><br>ESE Chair<br><br>Teacher | 1B.2.<br><br>Classroom observation and feedback on elements in DQ1, DQ2, DQ3, and DQ4 | 1B.2.<br><br>SLC Framework |  |
|  |  | 1B.3.<br>Students' ability to identify main idea and details within a paragraph | 1B.3.<br>Using sentence strips, students will practice sorting main idea and details into paragraphs   | 1B.3.<br>Administration<br><br>Literacy coach<br><br>ESE Chair<br><br>Teacher | 1B.3.<br><br>Classroom observation and feedback on elements in DQ1, DQ2, DQ3, and DQ4 | 1B.3.<br><br>SLC Framework |  |

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

**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<br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader<br>Administra<br>tion<br>Teacher<br>Leaders<br>Administra<br>tion<br>Teacher<br>Leaders | PD Participants<br>(e.g. , PLC, subject, grade level, or<br>school-wide) | Target Dates (e.g. , Early<br>Release) and Schedules (e.g.,<br>frequency of meetings) | Strategy for Follow-up/Monitoring                   | Person or Position Responsible for<br>Monitoring                   |
|---------------------------------------|-------------------------|--|--|---|---|--|
| Writing Rubric<br>(FLDOE)             | K-5                     | Administra<br>tion   | School-wide  | Monthly Sessions  | Classroom Observations<br><br>Collaborative Scoring | Administration<br><br>Instructional Partners<br><br>Literacy Coach |
|                                       | K-5                     | Administra<br>tion   | School-wide  | Monthly Sessions  | Coaching  | Administration   |
| Collaborative<br>Scoring              |                         | Teacher<br>Leaders   |  |   | Modeling  | Instructional Partners<br><br>Literacy Coach                       |

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

|                                 |     |                                   |             |                  |                                   |  |
|---------------------------------|-----|-----------------------------------|-------------|------------------|-----------------------------------|--|
| Write From the Beginning (WFTB) | K-5 | Administration<br>Teacher Leaders | School-wide | Monthly Sessions | Modeling<br>Collaborative Scoring | Administration<br>Instructional Partners<br>Literacy Coach |
| CCSS                            | K-5 | Administration<br>Teacher Leaders | School-wide | Monthly Sessions | Classroom Observations            | Administration<br>Instructional Partners<br>Literacy Coach |

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

|   |  |                |               |
|---|--|----------------|---------------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. |  |                |               |
| Evidence-based Program(s)/Materials(s)  |  |                |               |
| Strategy  | Description of Resources   | Funding Source | Amount        |
| WFTB Binders  |  | Title I        | \$450.00 x 10 |
| <b>Subtotal: \$4500.00</b>  |  |                |               |
| Technology  |  |                |               |
| Strategy  | Description of Resources   | Funding Source | Amount        |
|   |  |                |               |
| <b>Subtotal:</b>  |  |                |               |
| Professional Development  |  |                |               |
| Strategy  | Description of Resources   | Funding Source | Amount        |
| Writing Consultant  | Non-biased scoring of student papers, providing feedback to teachers | Title I        | \$7,000.00    |
| DOE Writing Rubric, Specific Feedback, Analyze Student Writing  |  |                |               |

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

|                             |                          |                |        |
|-----------------------------|--------------------------|----------------|--------|
| <b>Subtotal: \$7,000.00</b> |                          |                |        |
| Other                       |                          |                |        |
| Strategy                    | Description of Resources | Funding Source | Amount |
|                             |                          |                |        |
| <b>Subtotal:</b>            |                          |                |        |
| <b>Total: \$11,500.00</b>   |                          |                |        |

*End of Writing Goals*

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

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

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

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



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

|  |  |   |   |  |                 |      |  |
|--|--|---|---|--|-----------------|------|--|
| <p><u>Civics Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>  | <p><u>2012 Current Level of Performance</u><br/>.*<br/>_</p>                     | <p><u>2013 Expected Level of Performance</u><br/>.*<br/>_</p>                     |   |  |                 |      |  |
|  | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> |   |  |                 |      |  |
|  |  | 1.2.  | 1.2.  | 1.2.   | 1.2.            | 1.2. |  |
|  |  | 1.3.  | 1.3.  | 1.3.   | 1.3.            | 1.3. |  |
| <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 group:</p> | Anticipated Barrier  | Strategy  | <p>Person or Position</p> <p>Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | Evaluation Tool |      |  |
| <p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b></p>  | 2.1.   | 2.1.  | 2.1.  | 2.1.   | 2.1.            |      |  |

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

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

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

**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<br><br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br><br>and/or<br>PLC Leader | PD Participants<br><br>(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 |
|  |                          |                |        |
|  |                          |                |        |

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

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

*End of Civics Goals*

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

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

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

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

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

|  |  |   |  |   |                 |      |  |
|--|--|---|--|---|-----------------|------|--|
| <p><u>U.S. History Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>  | <p><u>2012 Current Level of Performance</u><br/><u>.*</u></p>                    | <p><u>2013 Expected Level of Performance</u><br/><u>.*</u></p>                    |  |   |                 |      |  |
|  | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> |  |   |                 |      |  |
|  |  | 1.2.  | 1.2.   | 1.2.  | 1.2.            | 1.2. |  |
|  |  | 1.3.  | 1.3.   | 1.3.  | 1.3.            | 1.3. |  |
| <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 group:</p> | Anticipated Barrier  | Strategy  | Person or Position<br>Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |      |  |
| <p><b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b></p>  | 2.1.   | 2.1.  | 2.1.   | 2.1.  | 2.1.            |      |  |

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

| <u>U.S. History Goal #2:</u><br><br><i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance</u><br><u>.*</u>                     | <u>2013 Expected Level of Performance</u><br><u>.*</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. |  |

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

**U.S. History 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<br><br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br><br>and/or<br>PLC Leader | PD Participants<br><br>(e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|-------------------------|--|---|---|-----------------------------------|---|

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

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



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

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

*End of U.S. History Goals*

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

**Attendance Goal(s)**

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

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

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

|                             |  |  |  |  |   |  |  |
|-----------------------------|--|--|--|--|---|--|--|
| <p><b>1. Attendance</b></p> | <p>1.1.<br/>Lack of family structure in the home.<br/><br/>Parents lack of priority for school.<br/><br/>Students lack of motivation to come to school.<br/><br/>Limited or no transportation.</p> | <p>1.1.<br/>Identify and work with teachers on ensuring that students who are not in compliance with the District Attendance Policy have a compelling desire to attend school regularly.<br/><br/>Identify and refer students who may be developing a pattern of non-attendance to RtI/PST team for interv</p> | <p>1.1.<br/>Guidance Counselor<br/><br/>Data Specialist<br/><br/>Social Worker<br/><br/>Administration<br/><br/>Boys/Girls Club Truancy Specialist</p> | <p>1.1.<br/>Attendance Data Review<br/><br/>Collaborate with grade levels regarding student absences</p> | <p>1.1.<br/>Skyward attendance data and teacher attendance log<br/><br/>Parent/teacher conference notes</p> |  |  |
|-----------------------------|--|--|--|--|---|--|--|

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

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
|  |  | <p>ention services</p> <p>Work closely with Boys and Girls Club Truancy Project to reduce tardies and absences.</p> <p>Disseminate attendance information via student handbook, parent newsletters, Connect-Ed, school website, parent phone calls and conferences.</p> |  |  |  |  |  |
|--|--|---|--|--|--|--|--|

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

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
|   |  | <p>Encourage parents to see the connection of school and student success.</p> <p>Perfect attendance incentives</p> |  |  |  |  |  |
| <p><u>Attendance Goal #1:</u></p> <p>By June 2013, the average daily attendance will increase to 96%.</p> | <p><u>2012 Current Attendance Rate:*</u></p> | <p><u>2013 Expected Attendance Rate:*</u></p>  |  |  |  |  |  |

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

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
|  | The June 2012 Current Attendance Rate is 94%.                                      | By June 2013, the Attendance Rate will increase to 96%.                             |  |  |  |  |  |
|  | <u>2012 Current Number of Students with Excessive Absences</u><br><br>(10 or more) | <u>2013 Expected Number of Students with Excessive Absences</u><br><br>(10 or more) |  |  |  |  |  |
|  | There are 262 students with excessive absences.                                    | By June 2013, the number of students with excessive absences will decrease by 20%.  |  |  |  |  |  |
|  | <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>         |  |  |  |  |  |

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

|  |  |   |  |  |  |  |  |
|--|--|---|--|--|--|--|--|
|  | There are 265 students with excessive tardies. | By June 2013, the number of students with excessive tardies will decrease by 20%. |  |  |  |  |  |
|--|--|---|--|--|--|--|--|

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

|  |  |  |   |  |   |  |  |
|--|--|--|---|--|---|--|--|
|  | <p><u>1.2.</u></p> <p>Student tardies also include early pick-up</p> | <p>1.2.</p> <p>Communicate and educate parents on tardy policy to include early pick-up via newsletters, Connect-Ed, individual contact, home visits, notes/ phone calls home</p> <p>Monitor frequency of unexcused tardies-look-for patterns</p> <p>Conference with</p> | <p>1.2.</p> <p>Front office staff informs the parents (when arriving late and picking up early) of attendance policy including tardies.</p> <p>Provide motivation for students not arriving to school on time. Connect the responsibility to an event that is important to the student.</p> <p>Universal free breakfast is served from 8:15-8:45.</p> | <p>1.2.</p> <p>Guidance Counselor</p> <p>Social Worker</p> <p>Office Staff</p> <p>Administration</p> | <p>1.2.</p> <p>Attendance Data Review</p> <p>Collaborate with grade levels regarding student absences</p> | <p>1.2.</p> <p>Skyward attendance data and teacher attendance log</p> <p>Parent/teacher conference notes</p> |  |
|--|--|--|---|--|---|--|--|



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

|  |  |   |      |      |      |      |  |
|--|--|---|------|------|------|------|--|
|  |  | parents/<br>guardians<br>to stress<br>import<br>ance of<br>arriving to<br>school on<br>time and<br>staying<br>for the<br>entire<br>day while<br>establish<br>ing that<br>school is a<br>priority. |      |      |      |      |  |
|  |  | 1.3.  | 1.3. | 1.3. | 1.3. | 1.3. |  |

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

**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<br><br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br><br>and/or<br>PLC Leader<br>Administration | PD Participants<br><br>(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                              |
|---|-------------------------|--|---|---|--|--|
| Increasing Attendance Rates               | PK-5                    |  | All Staff   | Ongoing   | Administration, data specialist, teachers, guidance counselor, social worker, and Boys and Girls Club Truancy Specialist will monitor and collaborate with each other on student concerns. | Administration, guidance counselor, Boys and Girls Club Truancy Specialist |

**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)   |  |  |  |

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

|                          |                          |                |          |
|--------------------------|--------------------------|----------------|----------|
| Strategy                 | Description of Resources | Funding Source | Amount   |
|                          |                          |                |          |
| <b>Subtotal:</b>         |                          |                |          |
| Technology               |                          |                |          |
| Strategy                 | Description of Resources | Funding Source | Amount   |
|                          |                          |                |          |
| <b>Subtotal:</b>         |                          |                |          |
| Professional Development |                          |                |          |
| Strategy                 | Description of Resources | Funding Source | Amount   |
|                          |                          |                |          |
| <b>Subtotal:</b>         |                          |                |          |
| Other                    |                          |                |          |
| Strategy                 | Description of Resources | Funding Source | Amount   |
| No Tardy Party           | Incentives               | Title I        | \$500.00 |
| <b>Subtotal:\$500.00</b> |                          |                |          |
| <b>Total: \$500.00</b>   |                          |                |          |

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

| <b>Suspension Goal(s)</b>   | <b>Problem-solving Process to Decrease Suspension</b> |          |   |   |                 |  |  |
|---|---|----------|---|---|-----------------|--|--|
| 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 |  |  |

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

|                             |  |   |  |   |   |  |  |
|-----------------------------|--|---|--|---|---|--|--|
| <p><b>1. Suspension</b></p> | <p>1.1.<br/>Many students have difficulty with anger management. The students' anger carries over from the community to the school.</p> <p>Students experience difficulty with classwork.</p> <p>Inconsistent behavior expectations.</p> | <p>1.1.<br/>Train new staff in PBS and CHAMPS.</p> <p>Ongoing PD for PBS with monitoring by core team.</p> <p>Teachers will implement a monitoring system with students.</p> <p>Implementation of CHAMPS with specific expectations and behaviors.</p> <p>Provide incentives that are grade appropriate utilizing the token system.</p> | <p>1.1.<br/>PBS Core Team<br/>PBS coach<br/>Administration<br/>Teachers<br/>Guidance Counselor</p> | <p>1.1.<br/>Monthly PBS meetings with feedback from faculty/staff</p> <p>Collect and analyze data for students receiving interventions</p> <p>Behavior Analyst will provide support</p> <p>Observations and conferences with students</p> <p>Observations of students in various settings</p> | <p>1.1.<br/>Skyward discipline data</p> <p>Conference notes</p> <p>PBS incentives log of attendance for students who are recognized for complying with SLC Student Code of Conduct along with monthly BIR/Skyward data reports.</p> |  |  |
|-----------------------------|--|---|--|---|---|--|--|

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

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  | <p>Build caring adult/student relationships utilizing the Kids at Hope philosophy-<br/>         “All students are capable of success-NO EXCEPTIONS!”</p> <p>Create incentives through school-based Positive Behavior Supports and/or MTSS/RTI to recognize and reward positive compliance on St. Lucie County Code of Student Conduct.</p> |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

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

|   |   |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|
| <p><u>Suspension Goal #1:</u></p> <p>The number of out of school suspensions will decrease by 25% utilizing evidence-based programs, Positive Behavior Support (PBS), Too Good for Drugs, and CHAMPS.</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</u></p> <p><u>In-School</u></p>     | <p><u>2013 Expected Number of Students Suspended</u></p> <p><u>In -School</u></p>  |  |  |  |  |  |
|   | 0   | 0  |  |  |  |  |  |
|   | <p><u>2012 Total Number of Out-of-School Suspensions</u></p>                      | <p><u>2013 Expected Number of Out-of-School Suspensions</u></p>                    |  |  |  |  |  |
|   | <p>There were 193 out of school suspensions during the 2011-2012 school year.</p> | <p>The expected number of out of school suspensions will decrease by 25% (145)</p> |  |  |  |  |  |

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

|  | <u>2012 Total<br/>Number of<br/>Students<br/>Suspended</u><br><br><u>Out-of-School</u>  | <u>2013 Expected<br/>Number of<br/>Students<br/>Suspended</u><br><br><u>Out-of-School</u> |   |   |   |                              |  |
|--|---|---|---|---|---|------------------------------|--|
|  | There were 88 students with out of school suspensions during the 2011-2012 school year. | The expected number of students suspended out of school will decrease by 25% (66)         |   |   |   |                              |  |
|  |   | 1.2.<br><br>Lack of parental support  | 1.2.<br><br>Contact parents of students that are suspended from school and review PBS expectations/ rules and SLC Code of Conduct | 1.2.<br><br>Administrative team and PBS Core team or MTSS/RTI Core team | 1.2.<br><br>Documentation of parent contact | 1.2.<br><br>Conference notes |  |
|  |   | 1.3.  | 1.3.  | 1.3.  | 1.3.  | 1.3.                         |  |



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

**Suspension Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

| PD Content /Topic<br>and/or PLC Focus | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader<br>PBS Core<br>Team | PD Participants<br>(e.g. , PLC, subject, grade level, or<br>school-wide) | Target Dates (e.g. , Early<br>Release) and Schedules (e.g.,<br>frequency of meetings) | Strategy for Follow-up/Monitoring   | Person or Position Responsible for<br>Monitoring |
|---------------------------------------|-------------------------|--|--|---|---|--|
| PBS                                   | PK-5                    | PLC Leader<br>PBS Core<br>Team                             | Schoolwide   | Pre-School, then<br><br>RtI-B/PBS Core Team<br>Monthly Meetings                       | Staff feedback through oral<br><br>and written communication<br><br>Surveys | Administration<br><br>Teachers                   |
| CHAMPS                                | PK-5                    | Instructional<br><br>Partner Team<br><br>PBS Core<br>Team  | Schoolwide   | Ongoing   | Classroom Observations  | Administration<br><br>Teachers                   |

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

|                                 |             |                              |             |                |                            |                |
|---------------------------------|-------------|------------------------------|-------------|----------------|----------------------------|----------------|
| Classroom Management Strategies | PK-5        | Administration               | Schoolwide  | Ongoing        | Staff Feedback             | Administration |
| Bus Driver Training             | Bus Drivers | Administration /             | Bus Drivers | September 2012 | Feedback and Referral Data | Teachers       |
| Kids at Hope                    | PK-5        | PBS Core Team Administration | School-wide | Ongoing        | Classroom Observations     | 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   |
| PBS  | Training Materials       | Title I        | \$750.00 |
| Teach Like a Champion  | PD books                 | Title I        | \$912.00 |
| <b>Subtotal:\$1662.00</b>  |                          |                |          |
| Technology   |                          |                |          |
| Strategy   | Description of Resources | Funding Source | Amount   |
|  |                          |                |          |
| <b>Subtotal:</b>   |                          |                |          |
| Professional Development   |                          |                |          |
| Strategy   | Description of Resources | Funding Source | Amount   |
|  |                          |                |          |
| <b>Subtotal:</b>   |                          |                |          |
| Other  |                          |                |          |
| Strategy   | Description of Resources | Funding Source | Amount   |

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

|                         |  |  |  |
|-------------------------|--|--|--|
|                         |  |  |  |
| <b>Subtotal:</b>        |  |  |  |
| <b>Total: \$1662.00</b> |  |  |  |

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

| <b>Dropout Prevention Goal(s)</b>   | <b>Problem-solving Process to Dropout Prevention</b> |          |   |   |                 |  |  |
|---|--|----------|---|---|-----------------|--|--|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement: | Anticipated Barrier                                  | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |  |
| <b>1. Dropout Prevention</b>  | 1.1.   | 1.1.     | 1.1.  | 1.1.  | 1.1.            |  |  |

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

|   |   |  |      |      |      |      |  |
|---|---|--|------|------|------|------|--|
| <p><u>Dropout Prevention Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p> | <p><u>2012 Current Dropout Rate:*</u></p>                           | <p><u>2013 Expected Dropout Rate:*</u></p>                                   |      |      |      |      |  |
|   | <p><i>Enter numerical data for dropout rate in this box.</i></p>    | <p><i>Enter numerical data for expected dropout rate in this box.</i></p>    |      |      |      |      |  |
|   | <p><u>2012 Current Graduation Rate:*</u></p>                        | <p><u>2013 Expected Graduation Rate:*</u></p>                                |      |      |      |      |  |
|   | <p><i>Enter numerical data for graduation rate in this box.</i></p> | <p><i>Enter numerical data for expected graduation rate in this box.</i></p> |      |      |      |      |  |
|   |   | 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**

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

**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

Grade Level/  
Subject

PD Facilitator

PD Participants

Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or school-wide)

PLC Leader

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

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

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

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

Template unavailable

| <b>Parent Involvement Goal(s)</b>   | <b>Problem-solving Process to Parent Involvement</b> |          |   |   |                 |  |  |
|---|--|----------|---|---|-----------------|--|--|
| 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 |  |  |



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

|                                     |  |  |   |   |   |  |  |
|-------------------------------------|--|--|---|---|---|--|--|
| <p><b>1. Parent Involvement</b></p> | <p>1.1.<br/>Many parents are not aware of activities they can do at home to enhance learning.<br/><br/>Working families unable to attend/volunteer at school activities<br/><br/>Parents are not fluent in English<br/><br/>Limited or no transportation<br/><br/>Families are</p> | <p>1.1.<br/>Provide a Parent Come to School event<br/><br/>Host parent curriculum nights<br/><br/>Student planner/agenda for parent/school communication for teacher/parent to sign<br/><br/>Hold meetings/activities at various times</p> | <p>1.1.<br/>Guidance Counselor<br/>Social Worker<br/>Administration</p> | <p>1.1.<br/>Observation of parent participation<br/><br/>Student Progress Monitoring Data<br/><br/>Student Planners<br/><br/>Parent Feedback given to teachers through oral and/or written communication<br/><br/>Surveys</p> | <p>1.1.<br/>Parent Sign-In Sheets<br/><br/>Survey Results<br/><br/>School Improvement Plan<br/><br/>Monitor Student Planners<br/><br/>Monitor Student Performance<br/><br/>(FCAT, Benchmark Assessments, mini assessments, etc)</p> |  |  |
|-------------------------------------|--|--|---|---|---|--|--|

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

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
|  | <p>transient/<br/>difficult to reach</p> <p>Lack of child care</p> <p>Costs associated with events</p> <p>Data alone does not inform parents of a school's objectives, goals, and plans for improvement</p> <p>School budget alone cannot provide all of the resources needed for all students to succeed</p> | <p>Attempt to translate information in various languages</p> <p>Utilize surveys for parental input</p> <p>Utilize social worker to locate families</p> <p>Provide child care</p> <p>Sponsor events free of charge</p> <p>Provide parent trainings,</p> |  |  |  |  |  |
|--|---|--|--|--|--|--|--|

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

|  |   |   |  |  |  |  |  |
|--|---|---|--|--|--|--|--|
|  | <p>Parents lack financial support to provide clothes and supplies for school</p> <p>Lack of support at home</p> | <p>Title I Parent Meeting, ESOL Parent Meeting, to inform parents of current data, SIP, and strategies to support their child</p> <p>Form partnerships and seek grant opportunities</p> <p>Partner with community agencies and businesses</p> <p>Parent resource room to support home</p> |  |  |  |  |  |
|--|---|---|--|--|--|--|--|

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

|   |   |  |      |      |      |      |  |
|---|---|--|------|------|------|------|--|
|   |   | learning   |      |      |      |      |  |
| <u>Parent Involvement Goal #1:</u><br><br>To increase parental involvement at school activities and events. | <u>2012 Current Level of Parent Involvement:*</u>     | <u>2013 Expected Level of Parent Involvement:*</u>                     |      |      |      |      |  |
|   | 20% of the parents participated in school activities. | By June 2013, 40% of the parents will have attended a school activity. |      |      |      |      |  |
|   |   | 1.2.   | 1.2. | 1.2. | 1.2. | 1.2. |  |
|   |   | 1.3.   | 1.3. | 1.3. | 1.3. | 1.3. |  |

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

**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

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

**Parent Involvement Budget**

|  |  |  |             |
|--|--|--|-------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. |  |  |             |
| Evidence-based Program(s)/Materials(s)   |  |  |             |
| Strategy   | Description of Resources   | Funding Source   | Amount      |
| Parent Resource Room   | Materials to support at home learning                                | Title I  | \$5,000.00  |
|  |  |  |             |
| <b>Subtotal: \$5,000.00</b>  |  |  |             |
| Technology   |  |  |             |
| Strategy   | Description of Resources   | Funding Source   | Amount      |
| Skyward Family Access  | District program for families to monitor student progress/attendance | Technology resources previously paid for with district funds |             |
|  |  |  |             |
| <b>Subtotal:</b>   |  |  |             |
| Professional Development   |  |  |             |
| Strategy   | Description of Resources   | Funding Source   | Amount      |
|  |  |  |             |
| <b>Subtotal:</b>   |  |  |             |
| Other  |  |  |             |
| Strategy   | Description of Resources   | Funding Source   | Amount      |
| Parent/Family Education Nights   | Supplies/materials for parents/families                              | Title I  | \$10,000.00 |
| <b>Subtotal: \$10,000.00</b>   |  |  |             |
| <b>Total: \$15,000.00</b>  |  |  |             |

*End of Parent Involvement Goal(s)*

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

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

| <b>STEM Goal(s)</b>   | <b>Problem-Solving Process to Increase Student Achievement</b> |          |   |   |                 |
|---|--|----------|---|---|-----------------|
| 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 |

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|  |   |  |  |  |  |
|--|---|--|--|--|--|
| <p><u>STEM Goal</u></p> <p>—</p> <p>Teachers will increase the rigor of instruction in the areas of science, technology and math.</p> <p>—</p> | <p>1.1.</p> <p>Teachers lack adequate subject matter knowledge to challenge and motivate students in science and math through hands-on discovery and exploration.</p> <p>Teachers lack knowledge of technology integration.</p> <p>There is not enough focus on STEM content understanding.</p> <p>Teachers do not model consistently the connections between real life activities and STEM</p> | <p>1.1.</p> <p>District partners will provide on-going and sustainable STEM PD</p> <p>Collaborate to share best practices and innovative ideas to ensure teachers have access to STEM learning</p> | <p>1.1.</p> <p>District Instructional Partners</p> <p>Administration</p> | <p>1.1.</p> <p>Monitor the implementation of inquiry-based, hands-on activities/labs addressing the necessary benchmarks</p> | <p>1.1.</p> <p>SLC Framework</p> <p>Lesson Plans</p> |
|--|---|--|--|--|--|



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|  |      |      |      |      |      |
|--|------|------|------|------|------|
|  |      |      |      |      |      |
|  | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
|  | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

**STEM Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each

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

Strategy does not require a professional development or PLC activity.

| PD Content /Topic<br>and/or PLC Focus                       | Grade Level/<br>Subject | PD Facilitator<br>and/or<br>PLC Leader                         | PD Participants<br>(e.g. , PLC, subject, grade level, or<br>school-wide) | Target Dates (e.g. , Early<br>Release) and Schedules (e.g.,<br>frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for<br>Monitoring |
|---|-------------------------|--|--|---|-----------------------------------|--|
| Higher Order<br>Questioning/<br><br>Cognitive<br>Complexity | K-5                     | District<br>Instructional<br>Partners<br><br>Literacy<br>Coach | K-5  | Ongoing   | Classroom Observations            | Administration                                   |

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

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

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

*End of STEM Goal(s)*

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

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

| <b>CTE Goal(s)</b>  | <b>Problem-Solving Process to Increase Student Achievement</b> |          |   |   |                 |
|---|--|----------|---|---|-----------------|
| 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>CTE Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>      | 1.1.   | 1.1.     | 1.1.  | 1.1.  | 1.1.            |
|   | 1.2.   | 1.2.     | 1.2.  | 1.2.  | 1.2.            |

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|  |      |      |      |      |      |
|--|------|------|------|------|------|
|  | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
|--|------|------|------|------|------|

**CTE Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic  
and/or PLC Focus

Grade Level/  
Subject

PD Facilitator  
and/or  
PLC Leader

PD Participants  
(e.g. , PLC, subject, grade level, or school-wide)

Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

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

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

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

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

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

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

| <p><u>Additional Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level :*</u></p>                              | <p><u>2013 Expected Level :*</u></p>                              |      |      |      |      |  |
|---|--|---|------|------|------|------|--|
|   | <p><i>Enter numerical data for current goal in this box.</i></p> | <p><i>Enter numerical data for expected goal in this box.</i></p> |      |      |      |      |  |
|   |  | 1.2.  | 1.2. | 1.2. | 1.2. | 1.2. |  |
|   |  | 1.3.  | 1.3. | 1.3. | 1.3. | 1.3. |  |

**Additional Goals Professional Development**

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development

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



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

| or PLC activity.<br>PD Content /Topic | Grade Level/<br>Subject | PD Facilitator       | PD Participants                                       | Target Dates (e.g. , Early<br>Release) and Schedules (e.g.,<br>frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for<br>Monitoring |
|---------------------------------------|-------------------------|----------------------|---|---|-----------------------------------|--|
| and/or PLC Focus                      |                         | and/or<br>PLC Leader | (e.g. , PLC, subject, grade level, or<br>school-wide) |   |                                   |  |

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

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

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

*End of Additional Goal(s)*

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

Please provide the total budget from each section.

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

|                                  |                                |
|----------------------------------|--------------------------------|
| <b>Reading Budget</b>            | <b>Total: \$66,475.70.00</b>   |
| <b>CELLA Budget</b>              | <b>Total: 0</b>                |
| <b>Mathematics Budget</b>        | <b>Total: \$800.00</b>         |
| <b>Science Budget</b>            | <b>Total:\$1,000.00</b>        |
| <b>Writing Budget</b>            | <b>Total: \$11,500.00</b>      |
| <b>Civics Budget</b>             | <b>Total:0</b>                 |
| <b>U.S. History Budget</b>       | <b>Total:0</b>                 |
| <b>Attendance Budget</b>         | <b>Total:\$500.00</b>          |
| <b>Suspension Budget</b>         | <b>Total:\$1662.00</b>         |
| <b>Dropout Prevention Budget</b> | <b>Total:0</b>                 |
| <b>Parent Involvement Budget</b> | <b>Total:\$15,000.00</b>       |
| <b>STEM Budget</b>               | <b>Total:0</b>                 |
| <b>CTE Budget</b>                | <b>Total:0</b>                 |
| <b>Additional Goals</b>          | <b>Total:0</b>                 |
|                                  | <b>Grand Total: \$96937.70</b> |

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

### Differentiated Accountability

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

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

|  |                                |   |
|--|--------------------------------|---|
| <b>School Differentiated Accountability Status</b> |                                |   |
| <input type="checkbox"/> Priority                  | <input type="checkbox"/> Focus | <input checked="" type="checkbox"/> Prevent |
|  |                                |   |

Are you reward school?  Yes  No

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

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

### School Advisory Council (SAC)

#### *SAC Membership Compliance*

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

Yes       No

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

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

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Revised April 29, 2011

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- Review Title I Program, requirements and budget
- Solicit input and vote on School Improvement Plan
- Monitor academic progress of students
- Support school-wide initiatives
- Support professional development for teachers
- Discuss and vote on budgetary matters that support the School Improvement Plan

| Describe the projected use of SAC funds. | Amount |
|--|--------|
|  |        |
|  |        |
|  |        |