

Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Bent Tree Elementary School	District Name: Miami- Dade
Principal: Dr. Miguel A. Balsera	Superintendent: Alberto M. Carvalho
SAC Chair: Margarita Bonachea	Date of School Board Approval: Pending

Student Achievement Data:

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](#)

Highly Effective Administrators

Update ALL - Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AMO information along with the associated school year) (Add 2012 data)

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Update ALL - Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AMO information along with the associated school year) **(Add 2012 data)**

List your school’s highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)																																																						
Principal	Miguel A. Balsera	BS – Elementary Education, FIU; MS – Educational Leadership, Nova Southeastern University; Doctor of Education – Educational Leadership, Nova Southeastern University Certifications/ Endorsements: Elementary Education, ESOL, Educational Leadership	3 Update ALL - Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AMO information along with the associated school year) (Add 2012 data)	9	<table border="1"> <thead> <tr> <th>Area</th> <th>2012</th> <th>2011</th> <th>2010</th> <th>2009</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>School Grade</td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> </tr> <tr> <td>High Standards Rdg.</td> <td>74</td> <td>86</td> <td>87</td> <td>72</td> <td>74</td> </tr> <tr> <td>High Standards Math</td> <td>73</td> <td>89</td> <td>89</td> <td>72</td> <td>70</td> </tr> <tr> <td>Lrng Gains- Rdg.</td> <td>81</td> <td>76</td> <td>82</td> <td>72</td> <td>70</td> </tr> <tr> <td>Lrng Gains- Math</td> <td>75</td> <td>77</td> <td>81</td> <td>62</td> <td>70</td> </tr> <tr> <td>Gains – R25</td> <td>84</td> <td>63</td> <td>70</td> <td>63</td> <td>65</td> </tr> <tr> <td>Gains – M25</td> <td>73</td> <td>83</td> <td>84</td> <td>67</td> <td>80</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Area	2012	2011	2010	2009	2008	School Grade	A	A	A	A	A	High Standards Rdg.	74	86	87	72	74	High Standards Math	73	89	89	72	70	Lrng Gains- Rdg.	81	76	82	72	70	Lrng Gains- Math	75	77	81	62	70	Gains – R25	84	63	70	63	65	Gains – M25	73	83	84	67	80						
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Assistant Principal	Carmen Ruiz-Garcia	Bachelors of Science Degree – Elementary Education - Florida International University Masters of Science Degree – Early Childhood - Nova Southeastern University Specialist Degree in Educational Leadership - Nova Southeastern University Certifications/ Endorsements: Early Childhood Education, Elementary Education, ESOL, Educational Leadership	4	14	<table border="1"> <tr> <th>Area</th> <th>2012</th> <th>2011</th> <th>2010</th> <th>2009</th> <th>2008</th> </tr> <tr> <td>School Grade</td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> </tr> <tr> <td>High Standards Rdg.</td> <td>74</td> <td>86</td> <td>87</td> <td>87</td> <td>87</td> </tr> <tr> <td>High Standards Math</td> <td>73</td> <td>89</td> <td>89</td> <td>93</td> <td>89</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>81</td> <td>76</td> <td>82</td> <td>77</td> <td>78</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>75</td> <td>77</td> <td>81</td> <td>85</td> <td>84</td> </tr> <tr> <td>Gains – R25</td> <td>84</td> <td>63</td> <td>70</td> <td>70</td> <td>64</td> </tr> <tr> <td>Gains – M25</td> <td>73</td> <td>83</td> <td>84</td> <td>91</td> <td>84</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Area	2012	2011	2010	2009	2008	School Grade	A	A	A	A	A	High Standards Rdg.	74	86	87	87	87	High Standards Math	73	89	89	93	89	Lrng Gains-Rdg.	81	76	82	77	78	Lrng Gains-Math	75	77	81	85	84	Gains – R25	84	63	70	70	64	Gains – M25	73	83	84	91	84						
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Highly Effective Instructional Coaches

List your school’s highly effective 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 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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Reading	Maria Zabala	B.S. Elementary Education M.S. Educational Technology Certification/Endorsement:: Elementary Education, ESOL, Reading (applied for)	8	3	Area	2012	2011	2010	2009	2008
					School Grade	A	A	A	A	A
					High Standards Rdg.	74	86	87	87	87
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					Gains – R25	84	63	70	70	64
					Gains – M25	73	83	84	91	84

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Professional Development courses are widely offered and teachers are encouraged to have their certifications current and updated. Teachers are also motivated to gain further knowledge in their field of teaching.	Administration PD Liaison New/Current Teachers	On-going	
2. A yearly orientation meeting is held by the administrators to welcome new teachers/current teachers and have the opportunity to introduce and review school procedures and policies.	Administration	August 2012	

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Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
N/A	N/A	N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
46	0 (0.00%)	14 (30.43%)	18 (39.13%)	14 (30.43%)	20 (43.48%)	36 (94.74%)	2 (4.35%)	1 (2.17%)	31 (67.39%)

Teacher Mentoring Program

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

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A</p> <p>As a Title I school, funds are provided to assist with our Enrichment-LAB (Tutorial program). E-LAB is a reading intervention program headed by a part-time teachers and one paraprofessional. Students not meeting AYP, TIER II and III students requiring immediate intensive intervention or students struggling in the areas of reading and writing are given the opportunity to study and learn in small targeted groups. Services are provided to ensure students requiring additional remediation are assisted through before/after and during school day remedial programs. The District coordinates with Title II and III in ensuring staff development needs are provided. The Curriculum (Reading) Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered “at risk”, assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as academically disadvantaged, neglected and/or delinquent students.</p>
<p>Title I, Part C- Migrant N/A</p>
<p>Title I, Part D</p> <p>District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention Program.</p>
<p>Title II</p> <p>The District uses supplemental funds for improving basic education as follows:</p> <ul style="list-style-type: none">• Training to certify qualified mentors for the New Teacher (MINT) Program.• Training for add-on endorsement programs, such as Reading, Gifted, and ESOL.• Training and substitute release time for Professional Development Liaisons (PDL) at each school <p>Focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.</p>
<p>Title III</p> <p>Bent Tree Elementary School provides services through the District for education materials and ELL District support services to improve the education of immigrants and English Language Learners and to assist the school’s LEP students in the areas of reading, mathematics, and science. The extra support is provided during after-school hours for one hour, three times a week.</p>
<p>Title X- Homeless</p> <p>Bent Tree Elementary School currently does not have any homeless student(s), however if a student(s) were to enroll the District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The school counselor also works with outside agencies to assist the families in need of shelter.</p>
<p>Supplemental Academic Instruction (SAI) N/A</p>

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<p>Violence Prevention Programs</p> <p>The Counselor at Bent Tree Elementary School works with individual students and classroom students and teachers in order to teach non-violence and bully prevention. The District offers a non-violence and anti-drug program to students that incorporate field trips, community service, and counseling.</p>
<p>Nutrition Programs</p> <p>Bent Tree Elementary has earned a grant from the Healthy Schools Initiative program which promotes a healthy student generation through physical activities and proper nutrition. Its goal is to promote and improve student and staff health.</p> <ul style="list-style-type: none">• The school adheres to and implements the nutrition requirements as stated in the District Wellness Policy.• Nutrition education, as per state statute, is taught through physical education.• The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines, as adopted in the District's Wellness Policy.
<p>Housing Programs</p> <p>N/A</p>
<p>Head Start</p> <p>N/A</p>
<p>Adult Education</p> <p>N/A</p>
<p>Career and Technical Education</p> <p>N/A</p>
<p>Job Training</p> <p>N/A</p>

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Other Parental

At Bent Tree Elementary School we...

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops; Parent Academy Courses, etc., with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Health Connect in Our School (HCiOS)

- HCiOS offers a coordinated level of school-based healthcare which integrates education, medical, and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department. HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

Principal: Facilitates and conducts meetings by providing current data and support documents. Oversees the implementation of the ELAB program. The Principal provides the leadership team through a process of problem solving issues and concerns that 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 wellbeing, and prevention of student failure through early intervention.

Assistant Principal: The Assistant Principal assists with working with the leadership team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time. The assistant principal also assists with monitoring the curriculum on a continuous basis.

General Education Teachers: Provide instructional information, collect student data, deliver Tier I instruction/intervention, and collaborate with ELAB personnel to implement Tier 2/3 interventions. Each department selects a teacher to represent their grade level on the MTSS/RtI.

SPED: Participate in student data collection, integrate instructional activities for all TIER students, and work together with the general education teachers to collaborate activities.

Reading Coach: Provides support in reading, mathematics, and science. Shares current data gathered at meetings and professional developments geared towards student progress, interventions and data driven results.

Technology Support: Manages that all the technology is working properly and assist with data collection.

Media Specialist: Provides support with Media materials and Accelerated Reader (AR) programs.

Student Services: Provides quality services and expertise on intervention with at-risk students. In addition school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans and provides support for intervention fidelity and documentation. Provides counseling for students that are in jeopardy of not doing well.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership Team will focus meetings around one question: How does Bent Tree Elementary School construct and establish a system to excel and exceed in our school, our teachers, and in our students' abilities and expectations?

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

Use and review data and collaborate to make instructional decisions, review progress monitoring data, identify students that are at risk/ moderate risk or exceeding expectations. The ideas discussed include instructional and behavioral methodologies, practices, and support for all students. Focus calendars are developed at the school site. This ensures that all students are involved in curriculum based standards and that there is a common assessment for all subgroups. Interventions and enrichment opportunities are available to students.

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Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the MTSS/RTI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team at Bent Tree Elementary School met with the EESAC and principal to develop the SIP. The team provided information or data regarding student needs, targeting Tier 1- 3 interventions, including but not limited to academic, social and emotional areas. They set goals and expectations to address the development of a system that facilitates learning and teaching strategies. The MTSS/RTI team provides data on all students and suggestions for student achievement.

MTSS Implementation

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

Baseline: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), Writing Prompt Pre-Test.

Mid-Year: FAIR

End: FAIR, FCAT, Writing Prompt Post-Test

Interim Assessment data is reviewed in the Fall and Winter.

Review of data occurs weekly by the reading coach and administration and twice a month by staff.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Teachers at Bent Tree Elementary School can also attend Professional Developments to further growth in special/needed areas using the district Professional Development Portal. In addition, one faculty meeting a month will be devoted to professional development. Best Practices will be shared at faculty meetings. A survey will be completed by teachers indicating needs for professional development. The Reading Coach will also meet with teachers individually to deliver instruction. The MTSS Leadership Team will evaluate additional professional development needs.

Describe plan to support MTSS.

All classroom teachers that are members of the MTSS team will be provided substitute coverage for all MTSS meetings. There will also be an area designated for meetings that will provide the team all the tools and materials necessary to conduct meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Principal, Miguel A. Balsera and Leadership Team, comprised of the following individuals: Carmen Ruiz, Assistant Principal; Maria Zabala, Reading Coach; Arlen Correa, Counselor; Annie Gallo, Media Specialist; Jo Ramirez, Teacher; Silvia Arango, Community Involvement Specialist; Kristine Christie, Math Coach; Raiza Pou, Science Coach; Melissa Lombana, SPED Teacher; and Yoanka Valdes, ELL Teacher.

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

The LLT will meet with teachers on a monthly basis to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios will be used to provide evidence of instruction, assessment, and differentiation to address individual student needs.

The Reading Coach will assist teachers by providing mini-lessons and modeling instruction. The Literacy Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular adjustments/changes will be reviewed and determined if necessary during grade level and literacy team meetings.

Special attention will be given to special needs populations such as homeless, neglected and delinquent students as they arise.

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

The LLT will ensure all interventions are implemented, along with the progress monitoring. Through meetings with the appropriate staff, the LLT will make adjustments to instruction to meet the needs of the students.

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.

****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.

The Pre-Kindergarten class at Bent Tree Elementary primarily develops in an Autism Spectrum Disorder (ASD) Self-Contained Setting. The main purposes for the transition from Pre-Kindergarten are the following: independence, social skills, communication, motor skills, and academics. In the independence area, the teacher works with self-help skills such as sitting on a chair, using eating utensils, toilet training, and following directions. In addition to social skills, students will develop the concept of sharing things with peers, participating in group games, and taking turns on activities or games. In the communication area, students work to expand receptive and expressive vocabulary. In the motor skills area, students work gross motor skills such as running, jumping, galloping, and marching; as fine motor skills such as lacing cards, stacking, holding writing utensils appropriately or any other visual motor perception activities. In the academic area, the teacher works with the students on the concepts of numbers, colors, shapes, phonological awareness, and the concept of print. Modified forms of the VPK objectives are followed.

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The Pre- and Post- Assessments tools used to determine readiness are as follows: For developmental skills, the Batel Development Inventory II is used. The PELI is used for phonological awareness and concept of print and the DECA for social and emotional behavior.

Kindergarten students at Bent Tree are evaluated using the FLKRS and the FAIR. Assessments provide a measure of program effectiveness. The classroom teachers and Reading Coach are responsible for all assessments and evaluations. Communication to parents is in the form of CONNECT-ED, memorandums, and face to face contact with parents involved in the ELL classes, parent conferences are scheduled informally and formally by teachers. Interim progress reports of student performance are sent home as needed. Teachers and parents maintain contact via agendas and emails on a regular basis.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>Ia.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.</p>	<p>Ia.1. Teachers will use grade level appropriate texts and provide students with opportunities to practice identifying Author's purpose/perspective, Main Idea, Causal Relationships, Text Structures, and, Topic/ Theme within text across the curriculum.</p> <p>Teachers in K-5th grade will use the pacing guides provided by the district.</p>	<p>Ia.1. Administration Reading Coach Literacy Leadership Team</p>	<p>Ia.1. Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>Ia.1 Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments</p> <p>Summative: 2013 FCAT Reading Assessment</p>		
<p>Reading Goal #1a: Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage point to 32%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>30%(80)</p>	<p>32%(84)</p>					

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<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1b.1. Limitations in student's communication skills may hinder performance. Lack of basic reading skills cause difficulties for student progress.</p>	<p>1b.1. Teachers will utilize picture walks to assist students in making predictions of a reading selection. Students will have continuous review and practice when learning reading concepts. Teachers will provide students visual choices as presented in the Florida Alternate Assessment (FAA).</p>	<p>1b.1 Administration Reading Coach Literacy Leadership Team</p>	<p>1b.1. Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed.</p>	<p>1b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment(FAA)</p>		
<p>Reading Goal #1b:</p> <p>The 2011-2012 scores of the FAA indicate 12% (2) of students scored at levels 4-6 in reading.</p> <p>Our goal for the 2012-2013 school year is to increase scores 4-6 student proficiency by 5 percentage point to 17%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>12%(2)</p>	<p>17%(3)</p>					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>	<p>2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading 2.0 Test was Reporting Category 3 Literary Analysis.</p>	<p>2a.1. Students will utilize grade-level appropriate texts that contain identifying and interpreting elements of story structure, use of idiomatic and figurative language, and the purpose of text features.</p> <p>Students will respond to text daily using Reading Response Journals across the curriculum.</p> <p>K-5 Teachers will follow the pacing guides.</p>	<p>2a.1.. Literacy Leadership Team Administration Reading Coach</p>	<p>2a.1. Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>2a.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments</p> <p>Summative: 2013 FCAT Reading Assessment</p>		
<p><u>Reading Goal #2a:</u> Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 1 percentage point to 40%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	39%(104)	40%(106)					
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	<p>2b.1. Limitations in student's communication skills may hinder performance.</p> <p>Lack of basic reading skills cause difficulties for student progress.</p>	<p>2b.1. Vocabulary will be introduced to students with pictures and print. Pictures will be faded for long term comprehension and retention</p> <p>The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p>	<p>2b.1. Literacy Leadership Team Administration Reading Coach</p>	<p>2b.1. Following the FCIM model, the reading coach and teachers will review assessment data monthly and adjust instruction as needed.</p>	<p>2b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com</p> <p>Summative: 2013 Florida Alternate Assessment(FAA)</p>		
Reading Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>According to the 2011-2012 scores, 82% (14) of students scored at or above level 7 in reading.</p> <p>Our goal for the 2012-2013 school year is to increase scores 7-9 student proficiency by 3 percentage point to 85%.</p>							
	82%(14)	85%(14)					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2 Reading Application.	3a.1. Students will use Technology that will provide additional differentiated instruction for intervention and enrichment. Reading Plus SuccessMaker Riverdeep FCAT Explorer	3a.1. Literacy Leadership Team Administration Reading Coach	3a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The Reading coach will review with teachers student progress reports generated from each individual program on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	3a.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments Summative: 2013 FCAT Reading Assessment		
Reading Goal #3a: Our goal for the 2012-2013 school year is to maintain the percentage of students achieving learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>3b.1. Effective implementation of a new computer based program (iReady.com) due to system errors, server issues and lack of teacher experience with the new program.</p>	<p>3b.1. Students will use technology to provide additional practice for intervention and enrichment. SuccessMaker Riverdeep iReady</p>	<p>3b.1. Literacy Leadership Team Administration Reading Coach</p>	<p>3b.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. Teacher will conduct quarterly Status updates based on IEP goals.</p>	<p>3b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment(FAA)</p>		
<p>Reading Goal #3b: Due to FAA being a new section in the School Improvement Plan (SIP) there is no data available to indicate learning gains from 2012 for students making learning gains in reading. Our goal for the 2012-2013 school year is to obtain 75 percent of students making learning gains.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>NA</p>	<p>75% (12)</p>					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.	4a.1. Schedule students to use Success Maker 5 times per week for 15 minutes. Students will attend E-Lab tutorial during the school day for two 60 minute weekly sessions. Targeted ELL students will participate in after-school Title III tutoring, which will take place three times per week for 60 minutes each session.	4a.1. Literacy Leadership Team Administration Reading Coach	4a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The Reading coach will review with teachers student progress reports generated from each individual program on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.	4a.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments Summative: 2013 FCAT Reading Assessment		
Reading Goal #4a: Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% percentile by 5 percentage points to 94%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	89%(35)	94%(37)					

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4b.1. Student behavior issues in the small group setting influence the daily outcome of the student's progress in Reading. Limited or lack of communication skills.</p>	<p>4b.1. Students will receive the opportunity to make choices using concrete objects, real pictures and symbols paired with words. Students will respond to questions or tasks by eye gazing, vocalizations, pointing and using assistive technology. Teachers will target specific reading skills when implementing 1 to 1 activities.</p>	<p>4b.1. Literacy Leadership Team Administration Reading Coach</p>	<p>4b.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. Teacher will conduct quarterly Status updates based on IEP goals.</p>	<p>4b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment(FAA)</p>		
<p>Reading Goal #4b: Due to FAA being a new section in the School Improvement Plan (SIP) there is no data available to indicate learning gains from 2012 for students in lowest 25% in reading. Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% percentile to 75%.</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
	<p>NA</p>	<p>75%</p>					

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal</u> #5A: Our goal for the 2012-2013 school year is to increase the percent of non-proficient students by 50%.							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. White: 4.3% Black: 1% Hispanic: 93.8% Other: 0.9% Asian American Indian</p> <p>English language learning is a barrier for Hispanic students because most parents lack the language skills to provide students with support at home.</p>	<p>5B.1. Parents will receive all information in the home language.</p>	<p>5B.1. The Literacy Leadership Team</p>	<p>5B.1. The MTSS/RTI team will review data Monthly and make recommendations based on needs assessment.</p>	<p>5B.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments</p> <p>Summative: 2013 FCAT Reading Assessment</p>		
<p><u>Reading Goal #5B:</u> Our goal for the 2012-2013 school year is to increase the percent of non-proficient students by 3%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: NA Black:NA Hispanic:70% Asian:NA American Indian:NA</p>	<p>White: NA Black:NA Hispanic:73% Asian:NA American Indian:NA</p>					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. English language learning is a barrier for Hispanic students because they lack the vocabulary needed to understand the text.	5C.1. Teachers in K-5 will focus on developing an understanding of key vocabulary using the following ESOL Strategies: Focus on Key Vocabulary Use Interactive Word Walls Context Clues Vocabulary notebooks Targeted ELL students will participate in after-school Title III tutoring, which will take place three times per week for 60 minutes each session.	5C.1. The Literacy Leadership Team	5C.1. The MTSS/RTI team will review data Monthly and make recommendations based on needs assessment.	5C.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments Summative: 2013 FCAT Reading Assessment		
Reading Goal #5C: Our goal for the 2012-2013 school year is to increase the percent of non-proficient students by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	62%	65%					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	<p>5D.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application.</p> <p>Students with disabilities lack the skills necessary to apply the information read in text to answer comprehension questions.</p>	<p>5D.1. Students with disabilities will attend E-Lab tutorial during the school day for two 60 minute weekly sessions when additional support is needed.</p>	<p>5D.1. The Literacy Leadership Team</p>	<p>5D.1. The MTSS/RTI team will review data Monthly and make recommendations based on needs assessment.</p>	<p>5D.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments</p> <p>Summative: 2013 FCAT Reading Assessment</p>		

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Our goal for the 2012-2013 school year is to increase the percent of non-proficient students by 4%.							
	54%	58%					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Parents lack the financial resources to provide their child with academic support at home.</p>	<p>5E.1. Economically disadvantaged students will attend E-Lab tutorial during the school day for two 60 minute weekly sessions when additional support is needed.</p>	<p>5E.1. The Literacy Leadership Team</p>	<p>5E.1. The MTSS/RTI team will review data Monthly and make recommendations based on needs assessment.</p>	<p>5E.1. Formative: FAIR Weekly HM Theme Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Reading Plus Interim Assessments Summative: 2013 FCAT Reading Assessment</p>		
<p><u>Reading Goal</u> <u>#5E:</u> Our goal for the 2012-2013 school year is to increase the percent of non-proficient students by 3%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>68%</p>	<p>71%</p>					

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Reading 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Mentor Text	K-1	Reading Coach	K-1 Reading/L.A	Monthly Grade Level Meeting	Mini Assessments	Literacy Leadership Team
Common Core Mentor Text	2-3	Reading Coach	2-3 Reading/L.A	Monthly Grade Level Meeting	Mini Assessments	Literacy Leadership Team

Reading 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
FCAT Coach 3 rd – 5 th grade	Supplemental Material	School Budget	3,000.00
Phonics WB K-2 nd grade	Supplemental Material	PTA	3,000.00
Subtotal: \$6,000.00			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Paperback Novels	Common Core Mentor Text	PTA	1,000.00
Subtotal: \$1,000.00			
Total: \$7,000.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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<p>1. Students scoring proficient in Listening/Speaking.</p>	<p>1.1. The students lack the language skills to understand and speak the English language.</p>	<p>1.1. Teachers in K-5 will use the following ESOL strategies in Appendix XV to develop language learning: Teacher Led Groups Use Illustrations/Diagrams Modeling Role-Play Teachers will be provided with a copy of Appendix XV.</p>	<p>1.1. The Leadership Team ESOL Chair Person</p>	<p>1.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The ESOL teacher will review student progress with teachers on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>1.1. Formative: Mini Assessments Interim Assessments Summative: 2013 CELLA Assessment</p>	
<p><u>CELLA Goal #1:</u> Our goal for the 2012-2013 school year is to increase student proficiency in Listening/Speaking by 1 percentage points to 44%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>43% (86)</p>					
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p>2. Students scoring proficient in Reading.</p>	<p>2.1. The students lack the Reading comprehension and vocabulary skills needed to understand the text.</p>	<p>2.1. Teachers in K-5 will focus on developing an understanding of key vocabulary using the following ESOL Strategies: Focus on Key Vocabulary Use Interactive Word Walls Context Clues Vocabulary notebooks Students in K-5 will use SuccessMaker custom course for Cella . Level 1 and 2 students will use it five times per week and Level 3 and 4 will use it three times per week.</p>	<p>2.1. The Leadership Team ESOL Chair Person</p>	<p>2.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The ESOL teacher will review student progress with teachers on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>2.1. Formative: Mini Assessments Interim Assessments Summative: 2013 CELLA Assessment</p>	
<p><u>CELLA Goal #2:</u> Our goal for the 2012-2013 school year is to increase student proficiency in Reading by 1 percentage points to 29%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>28% (57)</p>					
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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<p>3. Students scoring proficient in Writing.</p>	<p>3.1. The students lack the language skills to be able to produce written text that is fluent, focused and organized.</p>	<p>3.1. Teachers in K-5 will teach writing using mentor text and the following ESOL strategies: Process Writing Summarizing Writing Samples Illustrating and Labeling</p>	<p>3.1. The Leadership Team ESOL Chair Person</p>	<p>3.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The ESOL teacher will review student progress with teachers on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>1.1. Formative: Mini Assessments Interim Assessments Summative: 2013 CELLA Assessment</p>	
<p><u>CELLA Goal #3:</u> Our goal for the 2012-2013 school year is to increase student proficiency in Writing by 1 percentage points to 34%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>33% (67)</p>					

CELLA Budget (Insert rows as needed)

<p>Include only school-based funded activities/materials and exclude district funded activities/materials.</p>			
<p>Evidence-based Program(s)/Materials(s)</p>			
<p>Strategy</p>	<p>Description of Resources</p>	<p>Funding Source</p>	<p>Amount</p>
<p>Teachers in K-5 will use ESOL strategies and mentor text to teach writing.</p>	<p>Mentor Text</p>	<p>School Budget</p>	<p>300.00</p>
<p>Subtotal: \$300.00</p>			
<p>Technology</p>			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$ 300.00			

End of CELLA Goals

Elementary School Mathematics Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1a.1. According to the results of the 2012 Math FCAT 2.0 the area of greatest difficulty for Grade 3 students was Reporting Category 1 (Number Operations, Problems and Statistics) and Grade 4-5 was reporting Category 3(Geometry and Measurement).</p>	<p>1a.1. Differentiated instruction through technology will reinforce and enrich student math skills. Technology: SuccessMaker Riverdeep Think Central Gizmos FCAT Explorer Tier I and Tier II Students will use SuccessMaker daily for 15 minutes. Teachers will conduct vertical planning to reinforce attributes of shapes, size, and position, dimensional geometric shapes, and transitive properties in the primary grades to prepare and support application of 2 and 3 dimensional shapes in the intermediate grades.</p>	<p>1a.1. MTSS Leadership Team</p>	<p>1a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The Leadership team will review with teachers student progress reports generated from each individual program on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>1a.1. Formative: Weekly Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Interim Assessments Summative: 2013 FCAT Math Assessment</p>		
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<u>Mathematics Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage point to 32%.							
	30% (78)	32% (84)					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1. Limited or lack of communication skills.	1b.1. Students will respond to questions or tasks by eye gazing, vocalizations, pointing and using assistive technology.	1b.1. Administration MTSS Leadership Team	1b.1. Weekly assessment data to ensure progress, skill retention and application in multiple contexts. Teacher will conduct quarterly Status updates based on IEP goals.	1b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment(FAA)		
<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
FAA results for the 2011-2012 school year reflect 24% (4) of the students scored at levels 4-6 in mathematics. Our goal for the 2012-2013 school year is to increase levels 4, 5 and 6 students by 5 percentage points to 29%							
	24% (4)	29% (5)					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2a.1. According to the results of the 2012 Math FCAT 2.0 the area of greatest difficulty for Grade 3 students was Reporting Category 1 (Number Operations, Problems and Statistics) and Grade 4-5 was reporting Category 3(Geometry and Measurement).</p>	<p>2a.1. Teachers will provide students with opportunities to engage in mathematical problem solving activities through the use of cooperative students learning teams. Select rich, real world problems, aligned to geometric concepts.</p>	<p>2a.1. Leadership Team</p>	<p>2a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed.</p> <p>The Leadership team will review with teachers student progress reports generated from each individual program on a monthly basis.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>2a.1. Formative: Weekly Skills Assessments Computer Assisted Reports: Success Maker Riverdeep</p> <p>Interim Assessments</p> <p>Summative: 2013 FCAT Math Assessment</p>		
<p><u>Mathematics Goal #2a:</u> Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 41%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	40%(105)	41%(108)					
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1. Limited or lack of communication skills.	2b.1. Teachers will use guided discussion to engage students in real life math problems by allowing them to respond to questions or tasks by eye gazing, vocalizations, pointing and using assistive technology.	2b.1. Administration MTSS Leadership Team	2b.1. Weekly assessment data to ensure progress, skill retention and application in multiple contexts. Teacher will conduct quarterly Status updates based on IEP goals.	2b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment(FAA)		
<u>Mathematics Goal #2b:</u> The 2011-2012 administration of the FAA Indicates 71% of students scored at or above level 7 in math. Our goal for the 2012-20013 school year is to increase students scoring level 7 and above by 3 percentage points to 74%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	71% (12)	74% (13)					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	<p>3a.1. According to the results of the 2012 Math FCAT 2.0 the area of greatest difficulty for Grade 3 students was Reporting Category 1 (Number Operations, Problems and Statistics) and Grade 4-5 was reporting Category 3(Geometry and Measurement).</p>	<p>3a.1. Implementation of departmenta lization will occur in grades 1-5. Teacher strengths in core curriculum areas will enhance student learning.</p>	<p>3a.1. Leadership Team</p>	<p>3a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed.</p> <p>The Leadership team will review with teachers student progress reports generated from each individual program on a monthly basis.</p> <p>The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>3a.1. Formative: Weekly Skills Assessments Computer Assisted Reports: Success Maker Riverdeep</p> <p>Interim Assessments</p> <p>Summative: 2013 FCAT Math Assessment</p>		
<p><u>Mathematics Goal #3a:</u></p> <p>Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 82%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>77% (123)</p>	<p>82% (131)</p>					

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	<p>3b.1. Student difficulty in following multiple step directions.</p>	<p>3b.1. Students will use technology to provide additional practice for intervention and enrichment. SuccessMaker Riverdeep iReady</p>	<p>3b.1. Administration MTSS Leadership Team</p>	<p>3b.1. Weekly assessment data to ensure progress, skill retention and application in multiple contexts. Teacher will conduct quarterly Status updates based on IEP goals.</p>	<p>3b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment(FAA)</p>		
<p><u>Mathematics Goal #3b:</u> Due to FAA being a new section in the School Improvement Plan (SIP) there is no data available to indicate learning gains from 2012 for math. Our goal for the 2012-2013 school year is to have 75% of students obtain learning gains in math.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p>NA</p>	<p>75%</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4a.1. On the 2012 FCAT Math FCAT it was noted that students in grades 3-5 decreased 5 percentage points.</p>	<p>4a.1. Identify lowest performing students in grades 3-5 based on instructional needs. All students that scored a Level 1 and 2 on the 2012 FCAT will have the opportunity to participate in free tutoring services through SES. In addition, teachers will incorporate technology intervention through the use of Success Maker.</p>	<p>4a.1 Leadership Team</p>	<p>4a.1. Following the FCIM model, the teachers will review student reports on a monthly basis and adjust instruction as needed. The Leadership team will review with teachers student progress reports generated from each individual program on a monthly basis. The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessment.</p>	<p>4a.1. Formative: Weekly Skills Assessments Computer Assisted Reports: Success Maker Riverdeep Interim Assessments Summative: 2013 FCAT Math Assessment</p>		
<p><u>Mathematics Goal #4a:</u> Our goal for the 2012-2013 school year is to maintain student-learning gains by 5 percentage points to 82%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>77%(30)</p>	<p>82%(32)</p>					

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4b.1. Student difficulty in following multiple step directions. Behavior issues that will influence daily outcome of student's progress. Limited or lack of communication skills.</p>	<p>4b.1. Teachers will provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.</p>	<p>4b.1 MTSS Leadership Team</p>	<p>4b.1. Weekly assessment data to ensure progress, skill retention and application in multiple contexts. Teacher will conduct quarterly Status updates based on IEP goals.</p>	<p>4b.1. Formative: Unique Learning Checkpoints Computer Assisted Reports: Success Maker Riverdeep iReady.com Summative: 2013 Florida Alternate Assessment (FAA)</p>		
<p>Mathematics Goal #4b: Due to FAA being a new section in the School Improvement Plan (SIP) there is no data available to indicate learning gains from 2012 for the lowest 25% of students assessed. Our goal for the 2012-2013 school year is to obtain a 75% increase in learning gains for the lowest 25%.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>NA</p>	<p>75%</p>					

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

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

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

End of Elementary School Mathematics Goals

Mathematics Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-5	Ms. Christie	K-5	Monthly Meetings	Observations	Administration

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
Go Math Assessment books	Assessments	EESAC	\$1,000.00
FCAT Math Coach Books	Supplementary Material	School Budget	\$3,000.00
Subtotal: \$4,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$4,000.00			

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End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>- According to the results of the 2012 Science FCAT 2.0 the area of greatest difficulty for students was physical science.</p> <p>- This deficiency may be due to lack of scientific explorations through meaningful inquiry based instruction and hands on activities in the classroom in previous school years.</p>	<p>- Teachers from K-5 will be assigned to professional development workshops dealing with physical science and the advantages of hands on activities to enhance student achievement.</p> <p>- Differentiated instruction through technology will reinforce and enrich students' science skills, as well. Through the use of district approved programs such as:</p> <ul style="list-style-type: none"> • Gizmos • FCAT Explorer • Discovery Education <p>- The school administration and team leaders will plan science field trips in and out of school premises for students grades K-5th, to enhance learning.</p> <p>- Teachers will conduct experiments and science</p>	<p>1a.1.</p> <p>- Leadership Team and administration.</p>	<p>1a.1.</p> <p>- Teachers will conduct monthly grade level meetings to obtain feedback.</p> <p>- Review of the data of formative assessments will be conducted periodically to ensure progress is being achieved and to plan and adjust instruction accordingly to the students' needs.</p>	<p>1a.1.</p> <p>- Formative assessments:</p> <ul style="list-style-type: none"> • Bi-weekly • Summative assessments • Baseline Assessments • Interim Assessments 2013 FCAT 		
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		demonstrations to enhance the learning through hands on activities or on interactive program using technology.					
Science Goal #1a: According to the Science FCAT administration 2011-2012; our goal for the 2012-2013 school year is to increase FCAT level 3 student proficiency by 2 percentage point to 46%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	44% (32)	46% (33)					
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1. Limited attention span of the students. Student difficulty in following multiple step directions. Behavior issues that will influence daily outcome of student's progress. Limited or lack of communication skills.	1b.1. Teachers will provide hands on instruction so that students are able to manipulate and explore actions and outcomes.	1b.1. Administration	1b.1. - Teachers will conduct monthly grade level meetings to obtain feedback. - Review of the data of formative assessments will be conducted periodically to ensure progress is being achieved and to plan and adjust instruction accordingly to the students' needs.	1b.1. Formative: Unique Learning Checkpoints Summative: 2013 Florida Alternate Assessment(FAA)		
Science Goal #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	NA	NA					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2a.1. - This deficiency may be due to lack of scientific explorations through meaningful inquiry based instruction and hands on activity to enrich lessons on physical science.</p>	<p>2a.1. - Incorporate project learning based, following the <i>Pacing Guides</i>, in which students can conduct scientific explorations and research for enrichment purposes. - Teachers will provide students in all grades from k-5 with opportunities to engage in meaningful hands on activities through the use of cooperative students learning teams and participation in science geared field trips. - Teachers from K-5 will be assigned to professional development workshops dealing with physical science and the advantages of hands on activities to enhance student achievement. - Differentiated instruction through technology will reinforce and enrich students' science skills, as well. Through the use of</p>	<p>2a.1. - Leadership Team and administration</p>	<p>2a.1. - Teachers will conduct monthly grade level meetings to obtain feedback. - Review of the data of formative assessments will be conducted periodically to ensure progress is being achieved and to plan and adjust instruction accordingly to the students' needs.</p>	<p>2a.1. - Formative assessments:</p> <ul style="list-style-type: none"> • Bi-weekly • Summative assessments: Baseline Assessments • Interim Assessments 2013 FCAT 		
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		<p>district approved programs such as:</p> <ul style="list-style-type: none"> • Gizmos • FCAT Explorer • Discovery Education 					
<p>Science Goal #2a:</p> <p>According to the Science FCAT administration 2011-2012; our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 31%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	31% (22)	31% (23)					
<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2b.1. Limited attention span of the students.</p> <p>Student difficulty in following multiple step directions.</p> <p>Behavior issues that will influence daily outcome of student's progress.</p> <p>Limited or lack of communication skills.</p>	<p>2b.1. Teachers will provide students with text and pictures for exploration and identification of key scientific concepts.</p>	<p>2.1. Administration</p>	<p>2b.1. - Teachers will conduct monthly grade level meetings to obtain feedback.</p> <p>- Review of the data of formative assessments will be conducted periodically to ensure progress is being achieved and to plan and adjust instruction accordingly to the students' needs.</p>	<p>2b.1. Formative: Unique Learning Checkpoints</p> <p>Summative: 2013 Florida Alternate Assessment (FAA)</p>		

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Science Goal #2b: NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013Expected Level of Performance:*</u> NA					

End of Elementary and Middle School Science Goals

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
P-Cell	5th	District	5 th Grade Teachers	January 2012	Teacher Observation	Administration
Science Liaison meeting	5 th	District	Science Liaison	Monthly Meetings	Science Liaison will share information with staff at monthly faculty meetings.	Administration
Science Workshop	K-2	District	K-2 Teachers	November 2012	Share with faculty	Administration

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)			

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Strategy	Description of Resources	Funding Source	Amount
FCAT Science Coach	Supplementary Material	School Budget	\$1,000.00
Subtotal:\$1,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 1,000.00			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>Ia.1. During the 2012 FCAT Writing test fourth graders demonstrated difficulty in narrative writing.</p>	<p>Ia.1 Students will be exposed to the writing process from the time they enter the school in Kindergarten. They will be exposed to mentor text, explicit instruction and independent practice.</p> <p>All students K-5 will use a writer’s workshop notebook.</p> <p>All students in K-5 will publish one written work per month that will be added to the students writing portfolio.</p>	<p>Ia.1. Literacy Leadership Team</p>	<p>Ia.1. Following the FCIM model, on a monthly basis the teachers and Reading coach will review student writer’s notebook and student published work.</p> <p>Rubrics will be used to evaluate student writing samples.</p>	<p>Ia.1. Formative: Monthly Published Written Work Baseline Pre-Post Test</p> <p>Summative: 2013 FCAT Writing Assessment</p>		
<p><u>Writing Goal #1a:</u></p> <p>The results of the 2011-2012 Writing FCAT Test indicate that 89% of students achieved Level 3 or higher proficiency.</p> <p>Our goal for the 2012-2013 is to increase level 3 or higher student proficiency in writing by 1percentage point to 90%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	89%(86)	90%(87)					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1. Limited communication skills. Difficulty with writing.	1b.1. Students will use picture cards to create sentences and paragraphs on topic. Students will develop creative writing through journaling, letter writing, and/or applications and resumes.	1b.1. Literacy Leadership Team	1b.1. Following the FCIM model, on a monthly basis the teachers and Reading coach will review student writer's notebook and student published work. Rubrics will be used to evaluate student writing samples. Teacher will conduct quarterly Status updates based on IEP goals.	1b.1. Formative: Unique Learning Checkpoints Monthly published written work Summative: 2013 Florida Alternate Assessment (FAA).		
Writing Goal #1b: Our goal for the 2012-2013 school year for students scoring at 4 or higher in writing to be 70%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	70%					

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.							
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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 and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop	K-5	Ms. Lombana	All teachers K-5	The first Wednesday of every month.	Teacher reflections and observations.	The Literacy Leadership Team
Best Practices in Writing	K-5	Ms. Zabala	All Teachers K-5	Grade Level Meetings, Ongoing throughout the school year	Teacher reflections and observations.	The Literacy Leadership Team

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
Students will be exposed to the writing process from the time they enter the school in Kindergarten. They will be exposed to mentor text, explicit instruction and independent practice. All students K-5 will use a writer's workshop notebook. All students in K-5 will publish one written work per month that will be added to the students writing portfolio.	Portfolio Folders	School Budget	\$200.00
	Mentor Texts	School Budget	\$200.00
Subtotal:\$400.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$400.00			

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	<p>1. Increased excessive absences due to student illnesses.</p> <p>2. Students tardiness is caused by a lack of parental awareness of the school attendance policy and arrival time</p>	<p>1.1. Identify families for intervention services.</p> <p>Refer to Health Connect Clinic at school site to ensure intervention, teach healthy choices and prevention strategies.</p> <p>Increase parental awareness regarding school attendance policy.</p>	1.1. Administration	<p>1.1. Monthly updates to Administration by the Attendance Review Committee (ARC) and to social worker.</p> <p>Monthly update from Health Connect Clinic</p>	<p>1.1. Social Worker logs</p> <p>Attendance Roster</p> <p>CIS Communication Log</p>		

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<p>Attendance Goal #1:</p> <p>Our goal for this year is to increase attendance to 96.1% by minimizing absences due to illnesses and decrease the number of students with excessive absences (10 or more) by 0.5%.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>96.04%(528)</p>	<p>96.54% (531)</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>150</p>	<p>143</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>85</p>	<p>81</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p>						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

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

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Subtotal:			
Total:			

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Educating all new students on the District’s Code of Student Conduct.	1.1. Provide opportunities with counselor to review Student Code of Conduct and provide incentives for positive behavior	1.1. Administration	1.1. Monitor COGNOS report on student outdoor suspension and in-school suspension rate.	1.1. Counselor’s log of classroom presentations Conduct along with the monthly COGNOS suspension report		

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Suspension Goal #1: Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 100%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	1	1					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	1	1					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	0	0					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	0	0					

Suspension Professional Development

Professional Development (PD) aligned with						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

Parent Involvement Goal(s)

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

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

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

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

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1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
						1.2.	

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>The Goal for the 2012-2013 school year is to increase student participation in the annual Science Fair. 80% of the students in grades K-5 will participate in the Science Fair Event</p>	<p>1.1. This deficiency may be due to lack of scientific explorations through meaningful inquiry based instruction and hands on activity.</p>	<p>1.1. Establish a Science Fair event that will include students in all grade levels K-5.</p>	<p>1.1. Science Liaison Administration</p>	<p>1.1. The Leadership team will judge the Science Fair projects and review baseline post-test data at the end of the school year.</p>	<p>1.1. Science Fair Projects Science Post-Test</p>
	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)						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

STEM Budget (Insert rows as needed)

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

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

End of STEM Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$7,000.00
Mathematics Budget	Total: \$4,000.00
Science Budget	Total:\$1,000.00
Writing Budget	Total:\$400.00
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
Additional Goals	

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Total: \$300.00
Grand Total:\$12,700.000

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- *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.
COMPLETE ALL SECTIONS AND ALIGN TO BUDGET AREAS.
The SAC will meet on a monthly basis to discuss student needs.

COMPLETE ALL SECTIONS AND ALIGN TO BUDGET AREAS.

Describe the projected use of SAC funds.	Amount
Funds will be used to purchase supplementary materials such as mentor texts, and Go Math assessment workbooks.	\$3,000.00