

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: Cedar Hills Elementary | District Name: Duval |
| Principal: Marie Antoine | Superintendent: Ed Pratt Dannals |
| SAC Chair: Cheryl Sabb | Date of School Board Approval: |

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

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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 | Marie Antoine | ESOL (Grades K-12), English (6-12), School Principal (All levels), and Educational Leadership (K-12) three years as assistant principal for student services at Northwestern Middle School, one year as vice-principal at Matthew W. Gilbert Middle School | 0 | 11 | Principal of Whitehouse Elementary in 2011-2012: Grade: A Principal of Whitehouse Elementary in 2010-2011: Grade: B, Reading Mastery: 78%, Math Mastery: 82%, Science Mastery: 80%, Writing Mastery: 73%, AYP: not met. Principal of Whitehouse Elementary in 2009-2010: Grade: A, Reading Mastery: 76%, Math Mastery: 84%, Science Mastery: 63%, Writing Mastery: 79%, AYP: not met. Principal of Whitehouse Elementary in 2008-2009: Grade: A, Reading Mastery: 79%, Math Mastery: 80%, Science Mastery: 45%, Writing Mastery: 80%, AYP: Students with disabilities and black students did not make AYP. Principal of Whitehouse Elementary in 2007-2008: Grade: A, Reading Mastery: 82%, Math Mastery: 82%, Science Mastery: 63%, Writing Mastery: 68%, AYP: met. Principal of Whitehouse Elementary in 2006-2007: Grade: A, Reading Mastery: 81%, Math Mastery: 78%, Science Mastery: 39%, Writing Mastery: 83%, AYP: met |

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| Assistant Principal | Simaran Bakshi | <p>B.A Education</p> <p>M.Sc Business</p> <p>M.Ed Educational Leadership</p> <p>Certified in: Elementary Education K – 6</p> <p>Middle School Mathematics 5-9</p> <p>Educational Leadership, All Levels</p> | 1 | 1 | <p>Assistant Principal 2011-12 School Grade; A, School # 3097 AYP: Yes 49% Reading Mastery/ 63% Math Mastery/ 44% Science Mastery/ 86% Writing Mastery</p> <p>School Math Coach 2010-11 School Grade: D, School # 262 AYP: No 60% Reading Mastery/ 66% Math Mastery/ 33% Science Mastery/ 80% Writing Mastery</p> <p>School Math Coach 2009-2010 School Grade: C, School # 262 AYP: No</p> <p>62% Reading mastery/ 73% Math Mastery/ 24% Science Mastery/ 89% Writing Mastery</p> <p>4th Grade Math Teacher 2008-2009 School Grade: A, School # 262 AYP: Yes 66% Reading Mastery/ 72% Math mastery/ 29% Science Mastery/ 93% Writing Mastery</p> <p>4th Grade Math Teacher 2007-2008 School Grade: C, School # 262 AYP: No 53% Reading mastery/ 52% Math mastery/ 18% Science mastery/ 85% Writing mastery</p> |
|---------------------|----------------|---|---|---|--|

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

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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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|-----|-------------------|--|---|---|---|
| All | Kharmayne Kannada | <p>Masters in Human Resource Management</p> <p>Bachelor in Social Science;</p> <p>Certification Elementary Education K-6</p> | 1 | 2 | <p>Instructional Coach 2011-12 School Grade; A, School # 3097 AYP: Yes 49% Reading Mastery/ 63% Math Mastery/ 44% Science Mastery/ 86% Writing Mastery</p> <p>School Math Coach 2010-11 School grade: B school #243 AYP: No 67% Reading Mastery/ 76% Math Mastery/ 68% Writing Mastery/ 40% Science Mastery</p> <p>4th Grade Math teacher 2009-10 School Grade: B school #243 AYP: No 68% Reading Mastery/ 77% Math Mastery/ 75% Writing Mastery/ 36% Science Mastery</p> <p>3rd & 4th Grade (inclusion) Math teacher 2008-09 School Grade: A school #243 AYP: No 67% Reading Mastery/ 74% Math Mastery/ 87% Writing Mastery/ 41% Science Mastery</p> <p>3rd Grade Teacher (Self contained, inclusion)2007-08 School Grade: B school #243 AYP: NO 69% Reading Mastery/ 69% Math Mastery/ 81% Writing Mastery/ 37% Science Mastery</p> <p>Kindergarten teacher School Grade: A school #243 AYP: NO 73% Reading Mastery/ 73% Math Mastery/ 90% Writing Mastery/ 28% Science Mastery</p> |
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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. Review Applicant Information, Contact references, Team/ Individual Interviews of candidates | Principal, Assistant Principal | Ongoing | |
| 2. Professional Development Facilitator (PDF) will provide monthly meetings and on-going support to service MINT participants and mentors. | PDF | Ongoing | |
| 3. School Instructional Coach will provide on-going support via observations, professional trainings, co-teaching, and modeling. | Instructional Coach | May 2013 | |
| 4. Administration will recruit highly qualified teachers through on-site interviews. | Administration | May 2013 | |
| 5. Weekly participation in Professional Learning Communities with grade levels to plan instruction and analyze student work. | Administration; Instructional Coach; Teachers | June 2013 | |
| 6. Mentors will meet regularly with their mentees with fewer than 3 completed years of experience and/or are new to our district. | Mentors | June 2013 | |
| 7. New teachers participating in the Foundations of Math and Reading Workshops and CCSS Trainings. | Administration | Ongoing | |
| 8. Early Release Wednesdays participation in the professional development | Administration and Instructional coach | Ongoing | |

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 |
|------|---------------|---------------------|---|
| None | | | |
| | | | |

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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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 27 | 16% | 32% | 32% | 28% | 28% | Not Available | 4% | 4% | 44% |

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 |
|-------------|-----------------|---|--|
| Cheryl Sabb | Alyse Newton | Ms. Newton is a first year Pre-K teacher. Ms. Sabb has 8+ years of experience and participated in the District Mentoring Program. | The mentor and mentee meet bi-weekly to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. |

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| Christina Pearson | Ashley Callahan | Ms. Callahan is a first year 1 st grade teacher. Ms. Pearson has 10+ years of experience and participated in the District Mentoring Program (CET). Both the teachers are teaching 1 st grade. | The mentor and mentee meet bi-weekly to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. |
| Christina Pearson | Michelle Vess | Ms. Vess is a first year Kindergarten teacher. Ms. Pearson has 10+ years of experience and participated in the District Mentoring Program (CET). | The mentor and mentee meet bi-weekly to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. |
| Kharmayne Kannada | Haines | Ms. Haines is a first year 3rd grade teacher. Ms. Kannada has 6+ years of teaching and coaching experience and participated in the District Mentoring Program (CET). She is the Instructional Coach at the school. | The mentor and mentee meet bi-weekly to discuss evidence-based strategies for each domain and their progress towards meeting the goals set forth by the Individual Professional Development Plan (IPDP). The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. |

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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| Title I, Part A Services are provided to ensure students requiring additional remediation time built into every classroom teacher’s instructional schedules for reading and math. In addition, the school provides free SAI Tutoring to low performing students. |
| Title I, Part C- Migrant |
| Title I, Part D |
| Title II |
| Title III Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. |
| Title X- Homeless The district social worker will provide resources such as clothing, school supplies, and social serves referrals for students identified as homeless to eliminate barriers for a fee and appropriate education. |
| Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I to provide SAI school tutoring to Cedar Hill’s low quartile students in Reading and Math. Tutoring services will be offered four days a week for half an hour each day. The Tutoring Instructors will collect data every three week to monitor and determine academic gains. |
| Violence Prevention Programs In support of the Superintendent’s goal to establish safe and secure schools, the district provides Foundations and CHAMPSs training to our schools’ Foundations team. |
| Nutrition Programs The school participates in the Breakfast in the Classroom program, which provides a nutritious breakfast for all students. |
| Housing Programs |
| Head Start To transition other pre- k programs into the elementary setting, Cedar Hills Elementary will hold tours for families with students who will enter Cedar Hills Elementary as kindergarteners. |
| Adult Education |
| Career and Technical Education |
| Job Training |
| Other |

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

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School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

Marie Antoine – Principal

- Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RTI; conducts assessment of RTI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RTI implementation; and communicates with parents regarding school-based RTI plans and activities.

Simaran Bakshi – Assistant Principal

- Assists the principal by monitoring the school based MTSS/RtI team and monitoring the implementation of intervention support and documentation.

Kharmayne Kannada- Instructional Coach

Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk; "assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Karen McCormick- Guidance Counselor

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions, and conducts direct observation of student behavior.

Janelle Caras (SWD Teacher) 1st, 3rd, 5th

Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Robin Murray (SWD teacher) Kdg, 2nd, 4th

Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Anna Belle Memminger (Speech Pathologist)

Participates in collection, interpretation, and analysis of data; facilitates in development of intervention plans; provides support for intervention with fidelity and documentation; intervention planning; and program evaluation; facilitates data based decision making activities.

Cheryl Sabb (PDF)

Conducts assessment of MTSS/RtI skills of school staff; ensures adequate professional development to support RtI implementation.

RTI Lead: Cynthia Oliver

Leads the student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through common planning. Coordinates with the Instructional Coach and the administrators to ensure quality implementation of MTSS/RTI and planning.

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

The school-based RtI Leadership Team meets regularly to discuss interventions to increase positive student behavior and overall student academic achievement. The interventions are monitored, and then reviewed to ensure that progress is being made. If there is no progress, the team looks at various alternatives to achieve the goal outlined for the students.

The RtI Team will focus their meetings around two essential questions:

1. What do we expect our students to learn?
2. How will we respond when students do not learn as we expect?

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

The MTSS/RtI leadership Team and the grade level instructional teams meet to review data. With input from teachers the initial draft of the SIP was developed. After the draft was finalized it was taken back to the teachers for approval. The Leadership Team then finalized the plan. The SIP becomes the guiding document for the work of the school. The Leadership Team will bimonthly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school will use MTSS/RtI to guide instruction and make mid-course adjustments as data are analyzed.

MTSS Implementation

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

1. Classroom Data Tracking Sheets: Used to monitoring weekly and cumulative assessments and to plan for FCIM lessons in individual, small and whole group. Data Tracking sheets identify the bottom quartile for the class and school.
2. Interim District Benchmark Limelight Reports: Used as beginning, mid, and end of year progress monitoring of students on individual assessed benchmarks. Target Focus Calendars are created and updated in response to data. Data is summarized Mid-year SIP and Mid-Year Stakeholders Meetings. All data is presented in graph form on the data wall.
3. FAIR Decision Tree: Used to disaggregate FAIR data to drive individual groupings of target instruction.
4. DRA 2 Focus for Instruction: Used to differentiate and plan for Guided Reading.
5. RtI Summary Sheets: Wednesday Meeting data and outcome is documented for Tier 2 and Tier 3 using a template with guiding questions.

Tier 1 Behavior:

1. Retentions
2. Office Discipline Referrals
3. Absences and Tardies
4. Attendance data
5. Behavior Sheets

Tier 2 Behavior:

1. Retentions
2. Office Discipline Referrals
3. Absences and Tardies
4. Attendance data
5. Behavior Sheets

Tier 3 Behavior:

1. Retentions
2. Office Discipline Referrals
3. Absences and Tardies
4. Attendance data
5. Behavior Sheets

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Describe the plan to train staff on MTSS.

Professional Development will be offered to the RtI Team by the district.

RTI professional development will be ongoing throughout the year: pre-planning, early dismissal, and faculty meetings, small study groups, webinars, etc. These in-service opportunities will include, but are not limited to the following:

- Problem Solving Model
- Positive Behavioral Intervention and Support
- Data based decision making to drive instruction
- Foundations will monitor the implementation of behavioral RtI
- Tools utilized to identify specific discrepancies in reading
- Analysis of student work
- Book Study
- Lesson Study

Describe plan to support MTSS.

Professional Development will be offered to the MTSS/RtI Team by the district, instructional coach, and administrators. The school will purchase common resources for reading, math, and science and the teachers will be using the same assessment/data collection system.

MTSS/RTI professional development will be ongoing throughout the year: pre-planning, early dismissal, and faculty meetings, small study groups, webinars, etc.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team is comprised of one grade level representative specializing in literacy, the instructional coach, guidance councilor, and the administration. Ms. Antoine, Ms. Kannada, Ms. McCormick, Ms. Page, Ms. Sabb, Ms. Hendrix, Ms. Elliott, Ms. Perkins, Ms. Palmer.

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

The Literacy Leadership Team meets monthly after school to analyze school, grade level, classroom, and individual student data collected weekly from ELA teachers. This data is desegregated and trends are analyzed. Subgroups and learning gains are tracked and interventions put into place and monitored as needed. All Literacy Leadership takes an active role in performing Classroom Walk-Throughs, modeling, training, and debriefing with ELA teachers to increase learning gains.

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

For the 2012 and 2013 school year, increasing proficiency while maintaining student learning gains will be the primary focus for student and school improvement. All teachers will be trained and monitored on effective Tier 1 Core Instructional Practices that match the rigor of Common Core and 2.0 content expectations. To support the process, all teachers will attend and actively participate in weekly 90 minute grade level PLCs, early release trainings, and modeling by coaches. Our main goal is for Tier 1 instruction is to be consistent, rigorous, and explicit across content areas so that 80% of all students are responding to instruction that is aligned to the content standards and the school and district reading / language arts philosophy.

3-5 teachers will be taking through an explicit training where unpacking each benchmark of the Next Generation Sunshine State Standards and understanding the FCAT specifications will be the primary focus in order to align Core Teaching Practices.

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.

Cedar Hills will hold a Welcome to Elementary School Day/ Night for parents of children preparing to enter elementary school. We plan to offer tours to families of pre k students. During the summer, Cedar Hills will offer a Jump Start to school to familiarize students with the school and to see helpful faces prior to the first day. This will be an orientation for the parents as well. Information will be provided regarding daily school routines, the lunch process and school wide behavior.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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| <p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p> | <p>1a.1 Students' lack of vocabulary and language skills.</p> | <p>1a.1. Professional Development for teachers teaching strategies to increase vocabulary and appropriate use of language.</p> | <p>1a.1. Principal, Assistant Principal Classroom teachers and Instructional Coach</p> | <p>1a.1. Instructional Coach will model vocabulary strategies and co-teach in grades 3-5. 'Building Academic Vocabulary 'by Marzano will be utilized during professional development trainings. Steck Vaughn Vocabulary kits for primary grade levels will be purchased to build foundational vocabulary skills.</p> | <p>1a.1. Weekly mini-assessments, monthly Progress Monitoring Assessments, Themed Benchmarks, and District Reading Interim Benchmark will be utilized to track the progress of students and ultimately teacher effectiveness.</p> | | |
|---|---|--|--|--|---|--|--|

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| Reading Goal #1a: | <u>2012</u> | <u>2013</u> | | | | | |
|--|---------------------|---------------------|--|--|--|--|--|
| | <u>Current</u> | <u>Expected</u> | | | | | |
| | <u>Level of</u> | <u>Level of</u> | | | | | |
| | <u>Performance:</u> | <u>Performance:</u> | | | | | |
| | <u>e:*</u> | <u>*</u> | | | | | |
| <p>An analysis of 2011 and 2012 FCAT Reading data shows that in 2012 our scores increased 3% from the previous year. Based on 2012 data, 26% of all students achieved proficiency (level 3- only) in reading, and the expected level for 2012-13 is 32%. Therefore our minimum goal is an increase of at least 6%.</p> | | | | | | | |
| | 26% (38) | 32% (46) | | | | | |

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| | | 1a.2. 2011-2012 37% of students were absent 10 or more days causing a loss of instruction. 2011 -2012 and 10% (44) students suspended out of school causing students to miss extension, enrichment instruction. | 1a.2. Teachers being trained on CHAMPS, and Foundations. School wide discipline plan to be followed with fidelity. The office staff will contact parents after the second unexcused absence. Inhouse detentions to be implemented to reduce suspensions. | 1a.2. All classroom teachers, Instructional Coach, Principal, Assistant Principal Office Staff | 1a.2. Absence and tardy records, suspension records, and parent contact updates to be monitored bimonthly. | 1a.2. Attendance and referral records. | |
| | | 1a.3. Maintaining the rigor of learning and instructional goals as last year. | 1a.3. Provide goal sheets to all 3-5 students to track their progress from the beginning of the school year. Teachers using the goal tracking sheets during individual conferences. | 1a.3. Principal, Assistant Principal Classroom teachers and Instructional Coach | 1a.3. Progress Monitoring, Data Chats | 1a.3. Assessment Sheets | |

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| <p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> | | | | | | | |
| <p>Reading Goal #1b:</p> | <p><u>2012</u> Current Level of Performanc e:*</p> | <p><u>2013</u> Expected Level of Performance: *</p> | | | | | |
| | | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
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| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| <p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p> | <p>2a.1. 2011-2012 37% of students were absent 10 or more days causing a loss of instruction. 2011 -2012 10% (44) suspended out of school causing students to miss extension, enrichment instruction</p> | <p>2b.1. Teachers being trained on CHAMPS, and Foundations. School wide discipline plan to be followed with fidelity. The office staff will contact parents after the second unexcused absence. Inhouse detentions to be implemented to reduce suspensions. Promote parental involvement at all grade levels that will encourage reading involvement.</p> | <p>2b.1. Principal, Assistant Principal, Instructional, Classroom Teachers, and Office Staff</p> | <p>2b.1. Absence and tardy records, suspension records, and parent contact updates to be monitored bimonthly.</p> | <p>2b.1. Attendance and referral records.</p> | | |
|---|--|---|--|---|---|--|--|

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| Reading Goal #2a: | <u>2012</u> | <u>2013</u> | | | | | |
|---|---------------------|---------------------|--|--|--|--|--|
| | <u>Current</u> | <u>Expected</u> | | | | | |
| | <u>Level of</u> | <u>Level of</u> | | | | | |
| | <u>Performance:</u> | <u>Performance:</u> | | | | | |
| | <u>e:*</u> | <u>*</u> | | | | | |
| <p>An analysis of 2011 and 2012 FCAT Reading data shows that in 2012 we showed a decline of 2% from the previous year. Based on 2011-12 data, 24% of all students achieved above proficiency (levels 4&5) in reading, and the expected level for 2012 is 30%. Therefore our minimum goal is an increase of at least 6%.</p> | | | | | | | |
| | 24% (36) | 30% (44) | | | | | |

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|--|---------------------|---|--|---|---|---------------------------------|--|
| | | 2b.2. Students struggle in the area of reading comprehension. | 2b.2. Purchase and implement Accelerated Reader in classrooms. Provide staff development for best practices in reading strategies, aligned with FCAT, Benchmarks, and NGSSS. | 2b.2. Principal, Instructional Coach, Assistant Principal, Media Specialist, Classroom teachers | 2b.2. Collect DATA and analyze information collected to assess student progress and needs | 2b.2. Accelerated Reader Scores | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|--|--|---|---|---|--|--|--|
| <p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p> | <p>3a.1. Students are not motivated towards reading.</p> | <p>3a.1. Increased focus on the million word campaign. Rewards for meeting the Accelerated Reader Goals. Classroom Book logs Research based programs being provided to support the core reading program for all groups and subgroups.</p> | <p>3a.1. Principal, Instructional Coach, media specialist, Classroom Teachers</p> | <p>3a.1. Observation, library statistics, student survey Classroom charts</p> | <p>3a.1. Million Word Campaign documentation, AR Logs, and book logs</p> | | |
|--|--|---|---|---|--|--|--|

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| Reading Goal #3a: | 2012 | 2013 | | | | | |
|---|---------------------|---------------------|--|--|--|--|--|
| | <u>Current</u> | <u>Expected</u> | | | | | |
| | <u>Level of</u> | <u>Level of</u> | | | | | |
| | <u>Performance:</u> | <u>Performance:</u> | | | | | |
| | <u>e:*</u> | <u>*</u> | | | | | |
| <p>An analysis of 2011 and 2012 FCAT Reading data shows that our school increased 13% from the previous year. Based on 2012-13 data, 69% of students made Learning Gains in reading, and the expected level for 2012-13 is 73%. Therefore our minimum goal is an increase of at least 4%.</p> | | | | | | | |
| | 69% (100) | 73%(105) | | | | | |

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|--|--|--|---|---|---|---|--|
| | | <p>3a.2. 2011-2012 37% of students were absent 10 or more days, 10% (44) students were suspended out of school causing a loss of instruction. They missed the extension, and enrichment instruction.</p> | <p>3a.2. Teachers being trained on CHAMPS, and Foundations. School wide discipline plan to be followed with fidelity. The office staff will contact parents after the second unexcused absence. In-house detentions to be implemented to reduce suspensions</p> | <p>3a.2. Principal, Assistant Principal, Standards Coach, classroom teachers</p> | <p>3a.2. Absence and tardy records, suspension records, and parent contact updates to be monitored bimonthly.</p> | <p>3a.2. Attendance and referral records. Classrooms walk throughs for CHAMPS implementation.</p> | |
| | | <p>3a.3. Lack of rigor in classroom instruction.</p> | <p>3a.3. Provide PLC's, and CLC's (Continuous Learning Cycle) trainings for classroom teachers. Conduct collaborative planning at every grade level in the content area of reading.</p> | <p>3a.3. District Literacy Coaches, Instructional Coach, Principal, Assistant Principal, and Classroom Teachers</p> | <p>3a.3. Principal, Assistant Principal, Instructional Coach, and Peer observations of demonstration lessons</p> | <p>3a.3. Pre and post assessments, classroom Walk Throughs</p> | |

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|--|---|---|---|---|--|--|--|
| <p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> | <p>4a.1. Lack of vocabulary necessary for success in grade level texts.</p> | <p>4a.1. Provide various opportunities to build vocabulary through the use of classroom tools and strategies.</p> <p>Provide scientifically research-based programs to promote academic success with all subgroups.</p> <p>Monthly Focus Plans created based on the identified needs. Teachers will use center activities to build vocabulary skills.</p> | <p>4a.1. Principal, Classroom Teachers, and Media Specialist, Instructional Coach</p> | <p>4a.1. Utilization of listening centers, online books, and classroom tools.</p> | <p>4a.1. Teacher generated activities, Weekly skills assessments</p> | | |
|--|---|---|---|---|--|--|--|

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| Reading Goal #4a: | 2012 | 2013 | | | | | |
|--|---------------------|--|--|--|------------------------------|---|--|
| | <u>Current</u> | <u>Expected</u> | | | | | |
| | <u>Level of</u> | <u>Level of</u> | | | | | |
| | <u>Performance:</u> | <u>Performance:</u> | | | | | |
| | e:* | * | | | | | |
| <p>An analysis of 2011 and 2012 FCAT Reading data shows our school increased by 29% from the previous year. Based on 2012-13 data, 79% of students in the Lowest Quartile made learning gains in reading, and the expected level for 2012-13 is 83%. Therefore our minimum goal is an increase of at least 4%.</p> | | | | | | | |
| | 79% (23) | 83%(25) | | | | | |
| | | 4a.2 Time for intervention strategies | 4a.2 Designated grade level RTI time to provide in-school intervention for students who are not meeting expectations. | 4a.2 Principal, Instructional Coach, classroom teachers | 4a.2 Documentation of RTI | 4a.2 Weekly selection tests, teacher made pre and post assessments | |

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|---|---------------------------------------|--|--|---|---|---|---|
| | | 4a.2. Progress monitoring with fidelity | 4a.2. Progress monitoring monthly using data to drive instruction, intervention, and enrichment. | 4a.2. Principal, Instructional Coach, classroom teachers | 4a.2. Progress monitoring, Data Meetings | 4a.2. Progress Reports, Report Cards, Skills Assessment Sheets, RTI data collection | |
| | | 4a.3. Students need to increase their stamina in reading in order to improve comprehension | 4a.3. Teachers will incrementally increase the amount of time students spend reading daily and also increase the length of reading passages. | 4a.3. Principal, Assistant Principal, Instructional Coach, classroom teachers | 4a.3. Determine baseline reading stamina with students and set individual goals. | 4a.3. Classroom visits, observations, lesson plans, goal sheets | |
| 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 51% | 55% of all students were proficient on the NGSSS component of Reading FCAT. | 59% of all students will be proficient on the NGSSS component of Reading FCAT. | 63% of all students will be proficient on the NGSSS component of Reading FCAT. | 67% of all students will be proficient on the NGSSS component of Reading FCAT. | 71% of all students will be proficient on the NGSSS component of Reading FCAT. | 76% of all students will be proficient on the NGSSS component of Reading FCAT. |

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|--|----------------------------|-----------------|--|--|------------------------|--|--|
| <p><u>Reading Goal</u> #5A: Increase the number of proficient students by 4% a year for 4 consecutive years and then by 5% during the 5th year.</p> | | | | | | | |
| <p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p> | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> | | |

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|--|--|--|---|--|------------------------------|--|--|
| <p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> | <p>5B.1. White: A lack of high-interest in reading materials. Black: Lack of high interest and support at home for reading.</p> | <p>5B.1. Provide professional development in the selection of appropriate selection of materials. Use available funds to purchase more high-interest reading materials Provide family support by providing check out materials at the Parental Involvement Center, and providing effective information during parent workshops.</p> | <p>5B.1. Principal, Assistant Principal, media specialist and classroom teachers, Instructional Coach</p> | <p>5B.1. Library, and parental involvement center inventories and statistics</p> | <p>5B.1. Student Surveys</p> | | |
|--|--|--|---|--|------------------------------|--|--|

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| <u>Reading Goal</u> <u>#5B:</u> | <u>2012</u> <u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u> | <u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u> <u>*</u> | | | | | |
|---|---|--|--|--|--|--|--|
| <p>An analysis of 2011 and 2012 FCAT Reading data shows that our white subgroup showed a 9% decline and our black student subgroup showed a 1% increase from the previous year. Based on 2011 data, 48% of white students and 48% of black students achieved proficiency in reading, and the expected level for 2012-13 is 63%. Therefore our minimum goal is an increase of at least 15% for white students and 15% for black students which will allow us to achieve AYP via Safe Harbor.</p> | | | | | | | |

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|--|--|---|--|--|---|---|--|
| | White: 48% (29) Black: 48% (24) | White: 63% Black: 63% | | | | | |
| | | 5B.2. Lack of motivation. Negative attitude toward reading. | 5B.2. Focus on the million-word campaign. Teachers will conference individually with students to set reading goals and select the appropriate texts. Educational Field trips and in school programs promoting reading | 5B.2. Principal, Assistant Principal, Instructional Coach, media specialist, Classroom teachers | 5B.2. Observation, library statistics, student surveys Classroom charts | 5B.2. Student surveys Classroom Observations Student goal sheets | |

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|---|----------------------------|---|--|--|---|---|--|
| | | 5B.3 2011-2012 37% of students were absent 10 or more days, 44 students were suspended out of school causing a loss of instruction. 2011 -2012 20% of students were tardy 10 or more times causing students to miss extension, enrichment instruction. | 5B.3 Teachers being trained on CHAMPS, and Foundations. School wide discipline plan to be followed with fidelity. The office staff will contact parents after the second unexcused absence. In house detentions to be implemented to reduce suspensions | 5B.3 Principal, Assistant Principal, Instructional Coach, media specialist, Classroom teachers, and the office staff | 5B.3 Absence and tardy records, suspension records, parent contact updates to be monitored bimonthly | 5B.3 Attendance and referral records | |
| 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: | Antic ipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|---|---|--|-------|-------|-------|-------|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. | | |
| <u>Reading Goal #5C:</u> <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:</u> * | <u>2013 Expected Level of Performance:</u> * | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. | |
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. | |

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| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---------------------|----------|---|---|-----------------|--|--|
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|---|--|--|---|--|--|--|--|
| <p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> | <p>5D.1. Students are reading at levels which are 2-4 grade levels below</p> | <p>5D.1. Model and encourage the use of literacy strategies in all content areas. Grade level instructional materials for all core curricula with differentiated instruction as needed. Use Positive Behavioral support/ incentives throughout the day. Provide increased opportunities for pleasure reading.</p> | <p>5D.1. Teachers, Reading Interventionist, Varying Exceptionalities Teacher, Media Specialist, Administration, Instructional Coach</p> | <p>5D.1. Progress monitoring of Benchmark Assessments, classroom assessments, teacher observations, student portfolios</p> | <p>5D.1. Benchmarks Assessment data, Weekly Assessments, FAIR, Accelerated Reader logs</p> | | |
|---|--|--|---|--|--|--|--|

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| <u>Reading Goal</u> <u>#5D:</u> | <u>2012</u> <u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u> | <u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u> <u>*</u> | | | | | |
|--|---|--|--|---|--------------------------------|--|--|
| An analysis of 2011 and 2012 FCAT Reading data shows that in our SWD subgroup had a 41% proficiency rate. The expected level for 2013 is 50%. Therefore our minimum goal is an increase of at least 9% for SWD students. | | | | | | | |
| | 41% (5) | 50% (6) | | | | | |
| | | 5D.2. Limited Vocabulary Skills | 5D.2. Continue to focus on instruction to expose students to vocabulary in a meaningful manner. Use of Interactive word walls. Professional development in additional strategies for teaching strategies. | 5D.2. Teachers, Reading Interventionist, Varying Exceptionalities Teacher, Media Specialist, Administration, Instructional Coach | 5D.2. Evaluate Student Data | 5D.2. District and School Assessments | |

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|--|--|---|---|---|--|---|--|
| | | 5D.3. Students need scaffold support while learning new reading skills | 5D.3. Teachers will use gradual release model or instruction, including the “I Do”, “We Do”, “You Do” strategies. | 5D.3 Teachers, Reading Interventionist, Varying Exceptionalities Teacher, Media Specialist, Administration, Instructional Coach | 5D.3. Progress monitoring of fluency and accuracy in reading passages. | 5D.3. Fluency Assessments, Benchmarks Assessment data, Weekly Assessments, FAIR, Accelerated Reader logs | |
| | | 5D.4. Classroom teachers and Exceptional Education teachers are not properly communicating and using IEP goals to service SWD students with the most effective strategies and resources. | 5D.4. Training will be provided for all faculty and staff on understanding of IEPs and appropriate tools, strategies, and resources available through the district and school. | 5D.4. Literacy Leadership Team Instructional Coach District Reading Coach MTSS/RTI Leadership Team Academic Awareness Team District ESE Staff Guidance Counselor | 5D.4. RtI and MRT Meetings Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks | 5D.4. Benchmarks Assessment data, Weekly Assessments, FAIR, IEPs | |

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| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|--|--|--|--|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. | 5E.1 Teachers are not consistently implementing differentiated strategies during the literacy Block | 5E.1 Teachers will receive professional development on how to effectively analyze data and consistently implement differentiated instruction (e.g., learning centers and small group guided reading) to address individual student needs. | 5E.1 Literacy Leadership Team Instructional Coach District Reading Coach MTSS/RTI Leadership Team | 5E.1 Weekly mini-assessments, Biweekly Progress Monitoring Assessments Write score District Reading Interim Benchmark/ FAIR Lesson Plans Classroom Walkthroughs Data Notebooks | 5E.1 FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report FCAT Explorer Reports Student Portfolio Inform Reports | | |

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| Reading Goal #5E: | 2012 Current Level of Performance: | 2013 Expected Level of Performance: | | | | | |
|---|------------------------------------|--|--|--|---|--|--|
| Based on 2012 data, 69% of Economically Disadvantaged students made Learning Gains in reading, and the expected level for 2013 is 73% Therefore our minimum goal is an increase of at least 4%. | | | | | | | |
| | 69% (100) | 73% (106) | | | | | |
| | | 5E.2. Teachers lack the ability to create a variety of entry points to ensure that student differing abilities, strengths, and needs are all taken into consideration. | 5E.2. Provide professional development on the importance conducting and understanding students' learning and thinking styles surveys | 5E.2 Administration, Instructional Coach, MTSS/RTI Leadership Team | 5E.2 Weekly mini-assessments, Biweekly Progress Monitoring Assessments District Reading Interim Benchmark/FAIR Lesson Plans Classroom Walkthroughs Data Notebooks | 5E.2 FAIR Report Classroom Walkthroughs Data Notebooks Lesson Plans Accelerated Reader Report FCAT Explorer Reports Student Portfolio Inform Reports | |

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|--|--|---|--|--|--|---|--|
| | | 5E.3 Limited Access to independent level reading materials at home | 5E.3 Provide free books for students to have as their own and to read outside of the school day. Check out reading materials for parents | 5E.3 Media Specialist, Classroom teachers, Administration | 5E.3 Increased interest in checking out books from school library | 5E.3 Check out logs, Accelerated Reports | |
|--|--|---|--|--|--|---|--|

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 |
| The Workshop Model Guided Reading Conferencing | K-5 Reading | Instructional Coach and Literacy Leads | K-5 Teachers and small groups for more intensive training | Early Release Days – (Every other Wednesday) | Focus Walks, Teachers Observations | Principal, Assistant Principal, and Instructional Coach |
| FAIR Data Analysis/ Common Core Standards | 3 rd – 5 th Grade | Instructional Coach, District Reading Coach | 3 rd , 4 th , 5 th ELA teachers Coaches (PLC) | Weekly PLCs | Data Notebook, Oncourse lesson plans posted weekly | Instructional Coach District Reading Coach Administration |

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|-------------------------------|------------------|---|------------------------------------|---|---|---|
| Instructional Rigor workshops | K-5 All teachers | District Literacy Cadre, Assistant Principal, Instructional coach | K-5 Teachers in grade level groups | Three days in September | Classroom Walk throughs | Administration, and the Instructional Coach |
| Text Complexity and Rigor | K-5 All teachers | Instructional Coach and Literacy Leads | K-5 Teachers in grade level groups | Early release workshops and weekly PLCs | Demonstration lessons, Peer observations, administrative observations | Administration, and the Instructional Coach |

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 |
| Increase the number of high interest books for student checkout as well as multiple copies of selected books | Current chapter books geared towards boys, updated biographies and other high interest titles | Budgeted money, Book Fair, Grants | \$0.00 |
| After School Tutoring/Reading Camps | Teacher salaries and materials for targeted after school tutoring | SAI and SES | \$0.00 |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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| | | | |
|--|---|---|-----------|
| Listening center equipment Reading A-Z Accelerated Reader | Tape and CD players, earphones, more listening center kits Computer software and online resources | Budgeted money, Book Fair, Grants Budgeted money | \$4000.00 |
| Subtotal: \$ 4,000.00 | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Professional Development books for all the teachers to improve teaching strategies | Professional Development Book: Teach like a Champion | Budgeted money, Book Fair, Grants Budgeted money | 600.00 |
| Subtotal: 600.00 | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Subtotal: | | | |
| Total: \$ 4,600.00 | | | |

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

| | | | | | | |
|--------------------|---|--|--|--|--|--|
| CELLA Goals | Problem-Solving Process to Increase Language Acquisition | | | | | |
|--------------------|---|--|--|--|--|--|

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| 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 | |
|---|---|----------|---|---|-----------------|------|
| 1. Students scoring proficient in Listening/Speaking. | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | |
| CELLA Goal #1: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Students read in English at grade level text 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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|---|---|----------|---|---|-----------------|------|
| 2. Students scoring proficient in Reading. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | |
| <u>CELLA Goal #2:</u> <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Percent of Students Proficient in Reading :</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |
| Students write in English at grade level in a manner similar to non-ELL students. | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | |

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|--|--|------|------|------|------|------|
| 3. Students scoring proficient in Writing. CELLA Goal #3: <i>Enter narrative for the goal in this box.</i> | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | |
| | <u>2012 Current Percent of Students Proficient in Writing :</u> <i>Enter numerical data for current level of performance in this box.</i> | | | | | |
| | | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 |

CELLA Budget (Insert rows as needed)

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

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| | | | |
|--------------------------|--------------------------|----------------|--------|
| 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 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 | | | | | | |
|-------------------------------------|--|--|--|--|--|--|--|

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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 2.0: Students scoring at Achievement Level 3 in mathematics.</p> | <p>1a.1. Lack of students' prior background knowledge of math vocabulary</p> | <p>1a.1. Full implementation of the Math workshop model using the core curriculum of Math Investigations and enVision. Item Specifications will be used as an aid in developing the lessons.</p> <p>Infuse math literature into daily instruction.</p> <p>Center activities focusing on math vocabulary.</p> | <p>1a.1. Principal, Assistant Principal, Instructional Coach</p> | <p>1a.1. Focused walkthroughs by administration will be used to ensure all math teachers are implementing the curriculum with fidelity.</p> <p>Review guided math lesson plans and anecdotal notes.</p> | <p>1a.1. Progress of all students on pre and post assessments, formative assessments, and summative assessments</p> | | |

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| Mathematics Goal #1a: | 2012 Current Level of Performance | 2013 Expected Level of Performance: | | | | | |
|---|--|--|--|--|--|--|--|
| <p>An analysis of 2011 and 2012 FCAT math data shows that in 2012 our school had a decrease of 4% from the previous year. Based on 2012 data, 30% of students had proficiency (Level 3s) in math, and the expected level for 2012 is 34%. Therefore our minimum goal is an increase of at least 4%.</p> | .* | * | | | | | |
| | 30% (44) | 34% (49) | | | | | |

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|--|--|--|--|--|---|--|--|
| | | <p>1a.2. Students have difficulty with math concepts and transfer of those concepts.</p> | <p>1a.2. Math lessons will be written using Item Specifications as a guide. Differentiated Guided Math lessons will be written based on students' needs and implemented with fidelity. Use of multiple representations of concepts. Data chats with students about goals and progress will occur regularly. Implement Everyday Counts daily.</p> | <p>1a.2. Principal, Assistant Principal, Instructional Coach</p> | <p>1a.2. Daily observations during math instruction will occur. Review assessment data and item analysis sheets to ensure instruction is aligned to rigor of assessment. Differentiated Guided Math lessons will be compared to data collected on students.</p> | <p>1a.2. Progress will be evaluated by: new DCPS math assessments, Benchmark assessments, Limelight assessments.</p> | |
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| | | 1a.3. Student data is not being used for ongoing progress monitoring. | 1a.3. School-based Instructional Coach and District Math Coach will collaborate to provide teachers with professional development that focuses on using data (benchmarks and weekly assessments) to monitor student progress and using that data to make accommodations in instruction that meets the needs of individual students. | 1a.3. Administrators, Instructional Coach, and District Math Coach | 1a.3. Data Notebook Review, Data Chats (individual and grade level), Lesson Plans, Monitoring Forms | 1a.3. Diagnostic assessments, FCIM assessments, End-of-Unit assessments, and district benchmark assessments that are aligned with the Next Generation Math Standards | |
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |
| <u>Mathematics Goal #1b:</u> | <u>2012 Current Level of Performance</u> .* _ | <u>2013 Expected Level of Performance:</u> * _ | | | | | |

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| | | | | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|---|---|---|--|---|---|--|--|
| <p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p> | <p>2a.1. Consistency of enrichment and differentiated lessons / activities.</p> | <p>2a.1. Full implementation of the Math workshop model using the core curriculum of Math Investigations and enVision. Implement guided Math lessons to differentiate Math instruction in all Math classrooms</p> | <p>2a.1. Principal, Assistant Principal, Instructional Coach</p> | <p>2a.1. Focused walkthroughs by administration will be used to ensure all math teachers are implementing the curriculum with fidelity. Review guided math plans and anecdotal notes.</p> | <p>2a.1. Progress of all students on pre and post assessments, formative assessments, and summative assessments. Focus walks.</p> | | |
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| Mathematics Goal #2a: | 2012 Current | 2013 Expected | | | | | |
|--|-------------------------|--------------------------|--|--|--|--|--|
| An analysis of 2011 and 2012 FCAT math data shows that in 2012 our school had an increase of 13% from the previous year. Based on 2012 data, 33% of students had proficiency (Levels 4 and 5) in math, and the expected level for 2012 is 37%. Therefore our minimum goal is an increase of at least 4%. | Level of Performance | Level of Performance: | | | | | |
| | .* | * | | | | | |
| | 33% (47) | 37% (53) | | | | | |

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|--|--|--|--|--|--|--|--|
| | | 2a.2. New and novice faculty not familiar with NGSS Standards | 2a.2. PLC's per grade level/ per week with the coach to gain knowledge on appropriate strategies to use during differentiated instruction | 2a.2. Principal, Assistant Principal, Instructional Coach | 2a.2. Common data management tools to measure student progress towards meeting proficiency of the standards will be utilized with fidelity. Teachers will analyze the tracking sheets in their data notebooks and conference with the Administrators, Instructional Coach, and Math coach. | 2a.2. Assessment data sheets, walk throughs, data note books, lesson plans. | |
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| | | <p>2a.3 Teachers are not utilizing student data to effectively provide enrichment activities for all students</p> | <p>2a.3 School-based Instructional coach and district math coach will provide professional development for teachers on using data to plan appropriate enrichment activities for all students in the form of extension lesson utilizing performance based tasks.</p> <p>The school-based coach will facilitate analysis of student work and data during common planning time.</p> | <p>2a.3 Principal, Assistant Principals, Instructional Coach, and District Math Coach</p> | <p>2a.3 Focus Walks, Lesson Plans</p> | <p>2a.3 Interim District Benchmark FCIM Mini-Assessments</p> | |
| <p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p> | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | | |

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|--|---|--|---|---|-----------------|-------|--|
| Mathematics Goal #2b: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance :* _ | 2013 Expected Level of Performance: * _ | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. | |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipate d 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. Consistency and quality of differentiate d instruction</p> | <p>3a.1. Analyze data using assessment results and create rigorous and relevant differentiated activities. Instructional Coach will model imple ntation of differentiated activities.</p> | <p>3a.1. Principal, Instructional Coach, and classroom teachers</p> | <p>3a.1. Instructional Coach will assist teachers in the analyzing of data collected. Administration will ensure that activities are implemented daily. Grade Level/Principal meetings to review classroom and grade level mathematics data.</p> | <p>3a.1. Assessment data sheets, walk throughs, steno pads, lesson plans, conversation concerning next steps for each student</p> | | |
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| <u>Mathematics Goal #3a:</u> | <u>2012 Current Level of Performance</u> | <u>2013 Expected Level of Performance:</u> | | | | | |
|---|--|--|--|--|--|--|--|
| <p>An analysis of 2011 and 2012 FCAT math data shows that in 2012 our school had an increase of 49% from the previous year. Based on 2012 data, 83% of students had learning gains in math, and the expected level for 2012 is 87%. Therefore our minimum goal is an increase of at least 4%.</p> | .* | * | | | | | |
| | 83% (85) | 87% (87) | | | | | |

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|--|--|---|--|--|---|---|--|
| | | <p>3a.2. New and novice faculty not familiar with NGSS Standards, Item Specifications, and Content Limits</p> | <p>3a.2. PLC's per grade level/ per week with the coaches to gain knowledge on appropriate strategies to use during differentiated instruction. School-based Coach will provide professional Development on FCAT Test Item Specification, tested benchmarks, and content limits for the FCAT 2.0</p> | <p>3a.2. Principal, Assistant Principal, Instructional Coach, District math Coach</p> | <p>3a.2. Common data management tools to measure student progress towards meeting proficiency of the standards will be utilized with fidelity.</p> <p>Data chats will occur with teachers concerning next steps according to data that is analyzed.</p> | <p>3a.2. Assessment data sheets, Focus Walk Throughs, Data note books, Lesson plans</p> | |
| | | <p>3a.3. Shortage of time and resources for tiered interventions</p> | <p>3a.3. Grade level PLCs will work together to discuss intervention methods and collaborate to provide extra support.</p> | <p>3a.3. Administrations, Classroom Teachers, RTI Facilitator, Instructional Coach</p> | <p>3a.3. Classroom Observations, Benchmark results, and weekly data</p> | <p>3a.3. Benchmark and skills assessment data</p> | |

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|---|---|--|-------|-------|-------|-------|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. | | |
| <u>Mathematics Goal #3b:</u> <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> | | | | | |
| | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. | |

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| | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. | |
|--|--|--|---|---|---|-------|--|
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. | 4a.1. Students’ prior background knowledge, attendance, and home life/support. | 4a.1. Identify and closely monitor the progress of the lowest 25 percentile consistently; revise instruction and intervention groups as indicated by student | 4a.1. Principal, Assistant Principal, Instructional Coach, Classroom teachers, RTI team | 4a.1. Maintain a record of strategies and interventions utilized with the lowest 25 percentile. Grade-level teams will review results of common assessment. | 4a.1. Increased achievement between assessments documented in Data notebook. Formative and common assessments | | |

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| <u>Mathematics Goal #4a:</u> | <u>2012 Current</u> | <u>2013 Expected</u> | | | | | |
|---|-----------------------------|------------------------------|--|--|--|--|--|
| | <u>Level of Performance</u> | <u>Level of Performance:</u> | | | | | |
| | .* | * | | | | | |
| <p>An analysis of 2011 and 2012 FCAT math data shows that in 2012 our school had an increase of 25% from the previous year. Based on 2012 data, 72% of lowest 25% students made gains in math and the expected level for 2012 is 76%. Therefore our minimum goal is an increase of at least 4%.</p> | | | | | | | |
| | 72% (21) | 76% (22) | | | | | |

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|--|--|--|---|--|--|---|--|
| | | 4a.2. Adequate time to provide math interventions and effective implementation of differentiated instructional strategies | 4a.2. Each grade level will provide a designated time for RTI in math. School based coach will plan, develop and implement Focus lessons with teachers that address individual student needs. | 4a.2. Principal, Assistant Principal, Instructional Coach, Teachers | 4a.2. Documentation of RTI. Teachers will monitor the progress of the lowest 25 percentile and revise instruction. Data Chats (individual and grade level), Lesson Plans Classroom Observations | 4a.2. Math Assessments District Math Benchmark Assessment. | |
| | | 4a.3 Students' lack of basic math facts. | 4a.3. Through the use of vertical team planning, teachers will provide students with skills necessary to be proficient in math. Purchase and implement in Grades 1-5 Math Facts in a Flash to help strengthen knowledge of basic math facts. | 4a.3. Principal, Assistant Principal, Instructional Coach, Teachers, Media Specialist | 4a.3. Collect and analyze data to assess student progress through online reports. | 4a.3. Increased achievement between assessments documented in data notebook. | |

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|--|--|--|-------|-------|-------|-------|--|
| <p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p> | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
| <p>Mathematics Goal #4b: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance:</u> .*</p> | <p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u> *</p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |

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| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. | |
|---|---|---|--|--|--|--|--|
| | | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| Based on but Ambitious Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target | | | | | | | |
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 37% | 42% of all students were proficient on Math FCAT. | 48% of all students will be proficient on Math FCAT. | 53% of all students will be proficient on Math FCAT. | 58% of all students will be proficient on Math FCAT. | 63% of all students will be proficient on Math FCAT. | 69% of all students will be proficient on Math FCAT. |
| <u>Mathematics Goal #5A:</u> Increase the number of proficient students by at least 5% a year over five consecutive years. | | | | | | | |

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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 | | |
|---|--|---|--|--|--|--|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. | 5B.1. Students’ prior background knowledge, attendance, and home life/support. | 5B.1. Develop an Instructional Focus Calendar for Math. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts | 5B.1. Leadership Team, Principal, Assistant Principal, Instructional Coach, and classroom teachers | 5B.1. Leadership team will be aware of FCIM’s upcoming focus and will monitor implementation through classroom walkthroughs. Instructional Coach will assist teachers in the creation of enrichment/differentiated lessons, and administration will ensure activities are implemented. | 5B.1. Pre and post assessments along with FCAT results. Progress of students on assessments. | | |

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| Mathematics Goal #5B: | 2012 Current | 2013 Expected | | | | | |
|--|--|---|--|--|--|--|--|
| | Level of | Level of | | | | | |
| Performance: | Performance: | Performance: | | | | | |
| <p>An analysis of 2011 and 2012 FCAT math data shows that in our white subgroup showed a 0% decline and our black student subgroup showed a 9% increase from the previous year. Based on 2011 data, 62% of white students and 59% of black students achieved proficiency in math, and the expected level for 2013 is 66%. Therefore our minimum goal is an increase of at least 4% for white students and 4% for black students.</p> | .* | * | | | | | |
| | White:62% (41) Black:59% (39) | White: 66% (44) Black:63% (42) | | | | | |

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| | | 5B.2. Lack of high interest and support at home for doing math activities. | 5B.2. Provide professional development in the selection of appropriate selection of materials. Use available funds to purchase more high-interest math reading materials. Provide family support by providing check out materials at the Parental Involvement Center, and providing effective information during parent workshops. | 5B.2. Principal, Assistant Principal, media specialist and classroom teachers, Instructional Coach | 5B.2. Library, and parental involvement center inventories and statistics | 5B.2. Student Surveys | |
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| | | 5B.3 2011-2012 37% of students were absent 10 or more days, 44 students were suspended out of school causing a loss of instruction. 2011 -2012 20% of students were tardy 10 or more times causing students to miss extension, enrichment instruction. | 5B.3 Teachers being trained on CHAMPS, and Foundations. School wide discipline plan to be followed with fidelity. Parents will be contacted by the office staff after the second unexcused absence. In house detentions to be implemented to reduce suspensions | 5B.3 Principal, Assistant Principal, Instructional Coach, media specialist, Classroom teachers, and the office staff | 5B.3 Absence and tardy records, suspension records, parent contact updates to be monitored bimonthly | 5B.3 Attendance and referral records | |
| 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: | Anticipate d Barrier | | | | | | |

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| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | 5C.1. | 5C.1. | 5C.1. | 5C.1. | 5C.1. | | |
| Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i> | <u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> :* : | <u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u> * : | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. | |
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. | |

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| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|---|---|---|---|--|--|
| <p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> | <p>5D.1. Consistency in instructional practices among all grade levels K-5 and ESE.</p> | <p>5D.1. Administrative and leadership team members, and VE Teachers will analyze this past year’s math data and meet with grade level teams to discuss rigorous and relevant instructional plans</p> | <p>5D.1. Administration, VE Teachers, Leadership Team</p> | <p>5D.1. Review of data with leadership team, discussion of data with teachers during team meetings</p> | <p>5D.1. Student Assessment results, Informal and formal classroom observations, Lesson Plan reviews and data meetings.</p> | | |

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| Mathematics Goal #5D: | 2012 Current Level of Performance | 2013 Expected Level of Performance: | | | | | |
|---|--|--|--|---|--|--|--|
| An analysis of 2011 and 2012 FCAT Math data shows that in our SWD subgroup had a 41% proficiency rate. The expected level for 2013 is 50%. Therefore our minimum goal is an increase of at least 9% for SWD students. | .* | * | | | | | |
| | 41% (5) | 50% (6) | | | | | |
| | | 5D.2. Consistency of data analysis between classroom teachers, VE teachers, and teachers within a grade level | 5D.2. Individual student progress monitoring based on school-wide, district and/or state assessments and students' IEP goals. | 5D.2. Administration, VE Teachers, Leadership Team | 5D.2. Student data provided by teachers during scheduled data meetings. | 5D.2. Student data, teacher data notebooks, Pupil Progression Data Matrix | |

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| | | 5D.3. Students lack of proficiency with basic math facts | 5D.3. Implement Facts in a Flash, and Accelerated Math during center time | 5D.3. Administration, Classroom teachers, VE teachers | 5D.3. Bi-weekly data collection from these online programs | 5D.3. Skills assessment data | |
| 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: | Anticipate d 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 mathematics.</p> | <p>5E.1. Student's prior background knowledge, attendance and home life/support.</p> | <p>5E.1. Provide after school tutoring opportunities through SES and SAI Funds.</p> | <p>5E.1. On Site Facilitator for SES, SAI facilitator, Administration.</p> | <p>5E.1. Attendance, Directors from each company will monitor the small group sessions. SAI facilitator will collect weekly data to analyze progress.</p> | <p>5E.1. Progress of all participants on pre and post tests. Weekly data sheets for SAI tutoring.</p> | | |
|--|--|---|--|---|---|--|--|

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| Mathematics Goal #5E: | 2012 Current | 2013 Expected | | | | | |
|--|----------------------|--|--|---|---|--|--|
| An analysis of 2011 and 2012 FCAT math data shows that | Level of Performance | Level of Performance: | | | | | |
| <p>in 2012 our school had an increase of 49% from the previous year. Based on 2012 data, 83% of Economically Disadvantaged students had learning gains in math and the expected level for 2013 is 87%. Therefore our minimum goal is an increase of at least 4%.</p> | * | * | | | | | |
| | 83% (85) | 87% (87) | | | | | |
| | | 5E.2. Ramping students up quickly to remediate the skills they haven't mastered and covering grade level specific work | 5E.2 Students will use various research based resources like, Destination Success, math Facts in a Flash, to build and remediate grade level content not mastered. | 5E.2. Principal, Assistant Principal, Instructional Coach | 5E.2. Monitoring of student performance via reports generated from the programs | 5E.2. Student reports generated from the programs, weekly skills assessments | |

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| | | 5E.3 Students haven't mastered prerequisite skills in order to be successful at applying on grade level skills | 5E.3 Implement Facts in a Flash, and Accelerated Math during center time | 5E.3 Principal, Assistant Principal, Instructional Coach | 5E.3 Monitoring of student performance via reports generated from the programs | 5E.3 Skills assessment data | |
|--|--|---|---|---|---|--------------------------------|--|

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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| Middle School Math ematics 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 | | |
|--|---|--|---|---|-----------------|-------|--|
| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | 1a.1. | 1a.1. | 1a.1. | 1a.1. | 1a.1. | | |
| <u>Mathematics Goal #1a:</u> <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 1a.2. | 1a.2. | 1a.2. | 1a.2. | 1a.2. | |
| | | 1a.3. | 1a.3. | 1a.3. | 1a.3. | 1a.3. | |

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|--|---|--|---|---|-----------------|-------|--|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |
| <u>Mathematics Goal #1b:</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> | | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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| <p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p> | 2a.1. | 2a.1. | 2a.1. | 2a.1. | 2a.1. | | |
| <p><u>Mathematics Goal #2a:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 2a.2. | 2a.2. | 2a.2. | 2a.2. | 2a.2. | |
| | | 2a.3 | 2a.3 | 2a.3 | 2a.3 | 2a.3 | |

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|--|---|--|---|---|-----------------|-------|--|
| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | 2b.1. | | |
| <u>Mathematics Goal #2b:</u> <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> | | | | | |
| | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. | |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|---|---|--|-------|-------|-------|-------|--|
| 3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics. | 3a.1. | 3a.1. | 3a.1. | 3a.1. | 3a.1. | | |
| <u>Mathematics Goal #3a:</u> <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 3a.2. | 3a.2. | 3a.2. | 3a.2. | 3a.2. | |
| | | 3a.3. | 3a.3. | 3a.3. | 3a.3. | 3a.3. | |

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| | | | | | | | |
|--|---|--|---|---|-----------------|-------|--|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. | 3b.1. | 3b.1. | 3b.1. | 3b.1. | 3b.1. | | |
| Mathematics Goal #3b: <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> | | | | | |
| | | 3b.2. | 3b.2. | 3b.2. | 3b.2. | 3b.2. | |
| | | 3b.3. | 3b.3. | 3b.3. | 3b.3. | 3b.3. | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|--|--|---|-------|-------|-------|-------|--|
| <p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> | 4a.1. | 4a.1. | 4a.1. | 4a.1. | 4a.1. | | |
| <p><u>Mathematics Goal #4a:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 4a.2. | 4a.2. | 4a.2. | 4a.2. | 4a.2. | |
| | | 4a.3 | 4a.3. | 4a.3. | 4a.3. | 4a.3. | |

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|--|--|---|-----------|-----------|-----------|-----------|--|
| <p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p> | 4b.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
| <p><u>Mathematics Goal #4b:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 4b.2. | 4b.2. | 4b.2. | 4b.2. | 4b.2. | |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. | |
| <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p> | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |

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

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| Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|--|---|---|---|-----------------|-------|--|
| | <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian: | | | | | |
| | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | |
| | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | |
| 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. | | |

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

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

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|--|---|--|------|-------|-------|-------|--|
| Mathematics Goal #5E: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 5E.2. | 5E.2 | 5E.2. | 5E.2. | 5E.2. | |
| | | 5E.3 | 5E.3 | 5E.3 | 5E.3 | 5E.3 | |

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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|--|---|--|---|---|-----------------|------|--|
| 3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. | 3.1. | 3.1. | 3.1. | 3.1. | 3.1. | | |
| Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. | |
| | | 3.3. | 3.3. | 3.3. | 3.3. | 3.3. | |
| 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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|--|---|--|-------|-------|-------|------|--|
| 4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics. | 4.1. | 4b.1. | 4b.1. | 4b.1. | 4b.1. | | |
| Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 4.2. | 4.2. | 4.2. | 4.2. | 4.2. | |
| | | 4.3. | 4.3. | 4.3. | 4.3. | 4.3. | |

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

| | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|
| Algebra EOC 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 | | |
|--|---|--|---|---|-----------------|------|--|
| 1. Students scoring at Achievement Level 3 in Algebra. | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| Algebra Goal #1: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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|---|---|--|------------------|------------------|------------------|------------------|--|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| Algebra Goal #2: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| 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 | |
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | | | | | | |

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|---|--|---|---|---|-----------------|-------|--|
| Algebra Goal #3A: <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 | | |
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. | 3B.1. White: Black: Hispanic: Asian: American Indian: | 3B.1. | 3B.1. | 3B.1. | 3B.1. | | |
| Algebra Goal #3B: <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: | | | | | |
| | | 3B.2. | 3B.2. | 3B.2. | 3B.2. | 3B.2. | |

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

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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 | | |
|---|---|--|---|---|-----------------|-------|--|
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. | 3D.1. | 3D.1. | 3D.1. | 3D.1. | 3D.1. | | |
| <u>Algebra Goal #3D:</u> <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance.*</u> | <u>2013 Expected Level of Performance.*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 3D.2. | 3D.2. | 3D.2. | 3D.2. | 3D.2. | |
| | | 3D.3. | 3D.3. | 3D.3. | 3D.3. | 3D.3. | |
| 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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|---|---|--|-------|-------|-------|-------|--|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra. | 3E.1. | 3E.1. | 3E.1. | 3E.1. | 3E.1. | | |
| Algebra Goal #3E: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 3E.2. | 3E.2 | 3E.2. | 3E.2. | 3E.2. | |
| | | 3E.3 | 3E.3 | 3E.3 | 3E.3 | 3E.3 | |

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

| | | | | | | | |
|---------------------------|--|--|--|--|--|--|--|
| Geometry EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---------------------------|--|--|--|--|--|--|--|

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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 | | |
|--|---|--|---|---|-----------------|------|--|
| 1. Students scoring at Achievement Level 3 in Geometry. | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. | | |
| Geometry Goal #1: <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |
| 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>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p> | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. | | |
| <p>Geometry Goal #2: <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i></p> | <p><i>Enter numerical data for expected level of performance in this box.</i></p> | | | | | |
| | | 2.2. | 2.2. | 2.2. | 2.2. | 2.2. | |
| | | 2.3 | 2.3 | 2.3 | 2.3 | 2.3 | |
| <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p> | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
| <p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> | <p>Baseline data 2010-2011</p> | | | | | | |

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|--|--|--|--|--|------------------------|--|--|
| <p><u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i></p> | | | | | | | |
| <p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p> | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> | | |
| <p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p> | <p>3B.1. White: Black: Hispanic: Asian: American Indian:</p> | <p>3B.1.</p> | <p>3B.1.</p> | <p>3B.1.</p> | <p>3B.1.</p> | | |
| <p><u>Geometry Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Professional Development (PD) aligned with Strategies through | | | | | | | |
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| 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 |
| TERC - Using Data | 3-5 Math Teachers | Data Coach | 3-5 Math Teachers | On-going | Observations of lessons taught from analyzed data, biweekly meetings with teachers | Principal, Assistant Principal, Data Coach |
| Teacher – made tests using Pearson Limelight/Insight | School wide | Instructional Coach Principal, Assistant Principal | School Wide | On-going | Analysis of student data | Principal, Assistant Principal and Instructional Coach |
| Implementation of the Instructional Focus Calendar | School-wide | Principal, Assistant Principal, Instructional Coach | School-wide | October 2012- April 2013 | Modeling of lessons, observations of lessons | Principal and Instructional Coach |
| Calendar Math (vertical) | K-5 teachers | Instructional Coach | K-5 Teachers | September | Observation of Calendar Math, verifying alignment with NGSSS benchmarks and CCSS Standards | Principal, Assistant Principal, Instructional Coach |
| Instructional Rigor using Common Core Standards | K-5 Math Teachers | Assistant Principal, Instructional Coach | K- 5 math teachers | On-going | Observations of lessons, data chats | Principal, Assistant Principal, Instructional Coach |

Mathematics Budget (Insert rows as needed)

| | | | |
|--|--|--|--|
| Include only school-based funded activities/materials and exclude district | | | |
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| | | | |
|---|--|-----------------------|------------|
| 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 |
| Implement in grades 1-5 Math Facts in a Flash program to strengthen basic math knowledge. | Online program | Title 1 School Budget | 1,900.00 |
| Calendar Math Online Software for Interactive Boards | Web Based Program | Title 1 Budget | 1,000.00 |
| Subtotal: 2,900.00 | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Provide after school tutoring opportunities for our lowest quartile in math. | Salaries and supplies for after school tutoring in math. | SAI Funds | \$2,500.00 |
| Subtotal: 2,500.00 | | | |
| Total: \$ 5,400.00 | | | |

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)).

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| 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 | | |
| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in science. | 1a.1. Teachers' knowledge and familiarity with curriculum | 1a.1. Provide professional development for teachers in understanding of content area | 1a.1. Administration and Instructional Coach | 1a.1. Attendance and PLC's | 1a.1. FCAT and Benchmark results, lesson plans, focus walks, and student artifacts | | |

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| Science Goal #1a: Increase the number of proficient students from 15% to 20% | 2012 Current Level of Performance: * | 2013 Expected Level of Performance: * | | | | | |
|--|---|--|---|--|--|--|--|
| | 28% (13) | 32% (18) | | | | | |
| | | 1a.2. Time constraints and fidelity to curriculum | 1a.2. Science workshop scheduled and implemented in grades K-5, use of Explore Learning and other technology | 1a.2. Administration, Instructional Coach, Classroom Teachers | 1a.2. Increase hands-on-science experiences, to include virtual investigation | 1a.2. FCAT and Benchmark results, lesson plans, and focus walks | |
| | | 1a.3. Monitoring of student progress | 1a.3. Data driven instruction using District Benchmark Assessment and Progress Monitoring Assessments | 1a.3. Administration, Instructional Coach, and 5th grade teachers | 1a.3. Benchmark, Progress Monitoring, and Classroom Assessment Data | 1a.3. Disaggregation of data and FCAT results | |
| 1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |

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

| | | | | | | | |
|--|--|---|---|---|-----------------|-------|--|
| Science Goal #1b: | <u>2012 Current</u> <u>Level of</u> <u>Performance:</u> * | <u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u> * | | | | | |
| | | | | | | | |
| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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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. Limited exposure to inquiry-based learning</p> | <p>2a.1. Professional development for K-5 teachers in using the 5E instructional model of inquiry learning. Use of Gizmos</p> | <p>2a.1. Administrators, Instructional coach, and Science leads</p> | <p>2a.1. Monitor instruction plans, classroom observations, and focus walks</p> | <p>2a.1. Lesson plans, formative and summative assessments</p> | | |
| <p><u>Science Goal #2a:</u> Increase the number of proficient students from 15% to 20%</p> | <p><u>2012 Current Level of Performance:</u> *</p> | <p><u>2013 Expected Level of Performance:</u> *</p> | | | | | |
| | <p>15% (7)</p> | <p>20% (11)</p> | | | | | |
| | | <p>2a.2. Limited exposure to hands on experiments</p> | <p>2a.2. After school Science Club for 5th grade students. Use of Gizmos</p> | <p>2a.2. Science Teachers</p> | <p>2a.2. Informal assessments, Student assessment data</p> | <p>2a.2. Benchmark, Formative, and Summative assessment data</p> | |

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|---|---|--|--|--|---|---|--|
| | | 2a.3 Students' weak reading and science vocabulary skills | 2a.3 Cross curricula teaching of science during reading block | 2a.3 Administrators, Instructional coach, and Science leads | 2a.3 Informal assessments, Student assessment data | 2a.3 Benchmark, Formative, and Summative assessment data | |
| 2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science. | 2b.1. | 2b.1. | 2.1. | 2b.1. | 2b.1. | | |
| Science Goal #2b: <i>Enter narrative for the goal in this box.</i> | 2012 Current Level of Performance: * | 2013 Expected Level of Performance: * | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |

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|--|--|-------|-------|-------|-------|-------|--|
| | | 2b.2. | 2b.2. | 2b.2. | 2b.2. | 2b.2. | |
| | | 2b.3 | 2b.3 | 2b.3 | 2b.3 | 2b.3 | |

End of Elementary and Middle School Science Goals

Science Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small> | | | | | | |
|---|----------------------|---|--|---|-----------------------------------|--|
| 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 |
| Explore Learning | K-5 | Instructional Coach, technology team, science leads | Classroom and resource teachers | Early Release Days and planning periods | Focus walks and PLCs | Administrators and Instructional coach |
| Professional Development thru the Academy of Science | K-5 | Instructional Coach, Ms. Kelley | Classroom and resource teachers | Early Release Days and Planning periods | Focus walks, lesson plans, PLC's | Administrators, Instructional Coach and Grade level chairs |

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|---|-----|----------------------------------|---------------------------------|---|------------------------------|--|
| Components of 5E inquiry based learning | K-5 | Instructional Coach, Science PLC | Classroom and resource teachers | Early Release days and planning periods | Lesson plans and focus walks | Administrators and Instructional Coach |
|---|-----|----------------------------------|---------------------------------|---|------------------------------|--|

Science Budget (Insert rows as needed)

| | | | |
|---|------------------------------------|---------------------|----------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Increase opportunities to experience inquiry learning | Science night, guest speakers | Title 1 | 200.00 |
| | | | |
| Subtotal: \$ 200.00 | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| United Streaming | Web Based program for SMART Boards | Title 1 | 2,700.00 |
| Increase student motivation through engaged science activities | Explore Learning | District | 0.00 |
| Subtotal: \$ 2,700.00 | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Purchase materials to use in inquiry based investigations | Consumable supplies | School Based Budget | 100.00 |
| Subtotal: \$ 100.00 | | | |
| Total: \$ 3,000.00 | | | |

End of Science Goals

Writing Goals

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* 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 | | | | | | |
|--|--|--|---|--|--|--|--|
| Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. | 1a.1. Time constraints of the VE teachers servicing students weekly. | 1a.1. The Instructional Coach and VE Resource teacher will model writing workshop, RtI small group instruction and provide best practice strategies in lesson plans. | 1a.1. Instructional Coach, VE Resource Teachers, Lead Teacher | 1a.1. Student assessment data, Observations, Conference Logs | 1a.1. Schedules, lesson plans, data notebooks, post conference, writing portfolios | | |

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| Writing Goal #1a: | 2012 Current | 2013 Expected | | | | | |
|--|------------------------|--|---|--|--|--|--|
| Maintain or increase students achieving adequate yearly progress in writing. | Level of Performance:* | Level of Performance:* | | | | | |
| | 86% (47) | 90% (48) | | | | | |
| | | 1a.2. Lack of vocabulary, and spelling knowledge, including basic grammar usage. | 1a.2. Daily skills block, functional word walls, and vocabulary activities. | 1a.2. Classroom teacher, Instructional Coach, and District Reading Coach | 1a.2. Increase the use of vocabulary through meaningful vocabulary activities. Application of language skills. | 1a.2. Written and oral assessments, observations, and District Writing Prompts | |
| | | 1a.3. Focus on writing conventions | 1a.3. Increased focus on writing conventions during writing instruction | 1a.3. District and school leveled coaches, Administration | 1a.3. Student writing samples | 1a.3. Student portfolios, district writing prompts' scores | |
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | 1b.1. | | |

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

Writing Professional Development

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>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.</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 |
|--|----------------------|--|--|---|---|---|
| Using the Common Core standards and elements to effectively teach, integrate and assess student writing. | K-5 ELA | Instructional coach, District Literacy Coach | K-5 ELA PLCs | August - June Early Release Wednesdays/ Bi-weekly PLCs per week | Classroom Walk Through, post conference, assessment data, modeling of lessons | Administration, Instructional Coach, District Literacy Coach |
| Using researched based writing strategies to teach writing genres | K-5 ELA | Instructional Coach | K-5 ELA PLCs | August - June Early Release Wednesdays/ Bi-weekly PLCs per week | Classroom Walk-Through, post conference, assessment data, modeling of lessons | Administration, Instructional Coach, District Literacy Coach |
| Effective conferencing to move students toward meeting the standards | K-5 ELA | Instructional Coach | K-5 ELA PLCs | August - June Early Release Wednesdays/ Bi-weekly PLCs per grade level per week | Classroom Walk-Through, post conference, assessment data, modeling of lessons | Administration, School Instructional Coach, District Literacy Coach |
| FCAT Writing Prompt writing strategies | 4th grade ELA | School Instructional Coach | 4th grade ELA PLC | August - June Early Release Wednesdays/ Bi-weekly PLCs per grade level per week | Classroom Walk Through, post conference, assessment data, modeling of lesson | Administration, School Instructional Coach, District Literacy Coach |
| Creating and using effective Teaching Learning Rubrics | K-5 ELA | School Instructional Coach | K-5 ELA PLCs | August - June Early Release Wednesdays/ Bi-weekly PLCs per grade level per week | Classroom Walk Through, post conference, assessment data, modeling of lesson | Administration, School Instructional Coach, District Literacy Coach |

Writing Budget (Insert rows as needed)

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

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 | | |

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|---|--|--|--|--|---|--|--|
| <p>1. Attendance</p> | <p>1.1. Many parents are not aware of DCPS attendance, tardy, and early release policies</p> | <p>1.1. Parents will be informed of DCPS attendance, tardy, and early checkout policies at orientation, open house, family connections nights, and parent workshops. Flyers and letters will be sent home to inform them of these policies, too.</p> | <p>1.1. CRT, Principal, Assistant Principal, guidance counselor and classroom teachers</p> | <p>1.1. Monitor checkout and tardy logs. Baseline data will be collected at the beginning of the school year. Monthly data checks will be conducted in effort to determine effectiveness</p> | <p>1.1. Oncourse reports and data comparison.</p> | | |
| <p><u>Attendance Goal #1:</u> The percentage of students with 10 or more absences will decrease from 38% (155) to 30% (110); the percentage of students with 20 or more absences will decrease from 13% (55) to 10% (37)</p> | <p><u>2012 Current Attendance Rate:*</u></p> | <p><u>2013 Expected Attendance Rate:*</u></p> | | | | | |

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|--|---|---|--|--|--|--|--|
| | 38% (155) of 400 students had 10 or more absences during 2011-12 school year. 13% (55) of 400 students had 20 or more absences during the 2011-12 school year | The percentage of students with 10 or more absences will decrease from 38% to 30%; the percentage of students with 20 or more absences will decrease from 13% to 10% | | | | | |
| | <u>2012 Current Number of Students with Excessive Absences (10 or more)</u> | <u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> | | | | | |
| | 155 of 400 students had 10 or more absences during the 2011-12 school year. 55 of 400 students had 20 or more absences during the 2011-12 school year | 110 of 368 students will have 10 or more absences during the 2012-2013 school year. 37 of 368 students will have 20 or more absences during the 2012-2013 school year | | | | | |
| | <u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> | <u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> | | | | | |

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|--|---|--|---|------------------------------------|---|--|--|
| | 27% (110 of 400) of students had excessive tardies during the 2011-12 school year | 22% of (80 of 368) will have excessive tardies during the 2012-2013 school year | | | | | |
| | | 1.2. Failure of staff to call parents after the third consecutive student absence. | 1.2. Provide professional development to instructional staff regarding the expectation of communicating with parents. | 1.2. Office Staff | 1.2. Monitor attendance, periodically review parent communication logs | 1.2. Analyze data and trends to determine the effectiveness of staff education | |
| | | 1.3. Parents not attending the scheduled meetings. | 1.3. Conduct monthly attendance meetings for all students with chronic attendance problems. Parents and students will be counseled on the importance of attending school on a regular basis in order to succeed in their child's education. | 1.3. Guidance and Attendance Clerk | 1.3. Baseline data will be collected at the beginning of the school year. Monthly data checks will be conducted in effort to determine effectiveness. | 1.3. Data Comparison | |
| | | 1.4. Students may not have correct address on file | 1.4. Send home an attendance letter to all students who have missed more than two days in a nine week period. | 1.4. Attendance Clerk | 1.4. Baseline data will be collected at the beginning of the school year. Monthly data checks will be conducted in effort to determine effectiveness. | 1.4. Data Comparison. | |

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| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small> | | | | | | |
|---|-----------------------------|--|---|--|---|--|
| 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 |
| Parent Communication | Pre-k through 5 | Principal, Assistant Principal | School-wide | Monthly | Instructional staff; Office staff; contact logs | Principal, Assistant Principal, and Guidance Counselor |
| RTI Academic and Behavior Child Study Teams | Pre-k through 5 | Principal, Assistant Principal, Guidance Councilor | School-wide | Monthly | Monitoring of attendance in progress | Principal, Assistant Principal, and Guidance Counselor |

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|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

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 |
| Students getting quarterly certificates and ribbons for perfect attendance. Students getting certificates and plaques for perfect attendance for the year. | Certificates, Award ribbons, Plaques | School Budget | 500.00 |
| | | | |
| Subtotal: 500.00 | | | |
| 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:\$ 500.00 | | | |

End of Attendance Goals

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

Suspension Goal(s)

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

| 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. Students not aware of expectations in the classroom and common areas of school. | 1.1. Re-implement Foundations for common area expectations/ behaviors and train teachers on the basics of CHAMPS for classroom/ instructional expectations/ behaviors. As students are sent to an AP with a referral, AP will include some counseling with student to minimize repeat offenders as much as possible | 1.1. Principal; Assistant Principal; Instructional Coach; and Guidance Counselor | 1.1. Observation of students and classes in common areas and in their classrooms during instruction. | 1.1. Students adhering to expectations used in CHAMPS for any instructional activity. | | |

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| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Suspension Goal #1: To reduce the number in and out of school suspensions from the 2011-12 school year by 4% (70/368). In selected cases of discipline we will use ISSP instead of OSSP where appropriate. This will lead to a higher number of ISSP's. | <u>2012 Total</u> <u>Number of</u> <u>In -School</u> <u>Suspensions</u> | <u>2013 Expected</u> <u>Number of</u> <u>In- School</u> <u>Suspensions</u> | | | | | |
| | 2 | 10 | | | | | |
| | <u>2012 Total</u> <u>Number of</u> <u>Students</u> <u>Suspended</u> <u>In-School</u> | <u>2013 Expected</u> <u>Number of</u> <u>Students</u> <u>Suspended</u> <u>In -School</u> | | | | | |
| | 2 | 10 | | | | | |
| | <u>2012 Number of</u> <u>Out-of-School</u> <u>Suspensions</u> | <u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u> | | | | | |
| | 100 | 70 | | | | | |
| | <u>2012 Total</u> <u>Number of</u> <u>Students</u> <u>Suspended</u> <u>Out- of- School</u> | <u>2013 Expected</u> <u>Number of</u> <u>Students</u> <u>Suspended</u> <u>Out- of-School</u> | | | | | |
| | 44 | 30 | | | | | |

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

| | | | | | | | |
|--|--|--|---|--|--|---|--|
| | | 1.2. Teacher effective implementation of CHAMPS strategies and use | 1.2. Proactive approach with students to reinforce school dress/appearance code as well as reinforcing behavioral expectations through the use of CHAMPS with every activity during the school day. | 1.2. Principal, Assistant Principal, Instructional Coach, and Guidance Counselor | 1.2. Observation of students and classes in common areas and in their classrooms during instruction. | 1.2. Students adhering to expectations used in CHAMPS for any instructional activity. | |
| | | 1.3. Low percentage of parent involvement | 1.3. Inviting parents for conferences regularly and not just for behavioral issues. | 1.3. Classroom Teachers, Administration, Guidance Counselor | 1.3. Parent contact logs | 1.3. Parent surveys and communication logs | |

Suspension Professional Development

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

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

| | | | | | | |
|--------------------------------------|------|--------------------------------|-------------|---|-------------------------------------|---|
| Train teachers on Foundations/CHAMPS | Pk-5 | Principal, Assistant Principal | School-wide | Pre-planning training; early release Wednesdays | Daily classroom visits/observations | Principal, Assistant Principal, Instructional coach, Foundations Team |
| CHAMPS | k-5 | Principal, Assistant Principal | School-wide | Monthly | daily focus walks | Principal, Assistant Principal |
| | | | | | | |

Suspension Budget (Insert rows as needed)

| | | | |
|---|----------------------------------|----------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Online, Intranet referral system for visual analysis of referral data in an accessible format by teachers, administrators, and parents. | Online, Intranet referral system | School Budget | 500.00 |
| | | | |
| Subtotal: 500.00 | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |

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

| | | | |
|--|--------------------------------------|---------------|--------|
| Students getting quarterly certificates and ribbons for A+ Conduct. Students getting certificates and plaques for A+ Conduct for the year. | Certificates, Award ribbons, Plaques | School Budget | 250.00 |
| Subtotal: | | | |
| Total: 750.00 | | | |

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

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

| | | | | | | | |
|--|--|---|------|------|------|------|--|
| <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Dropout Rate:*</u> | <u>2013 Expected Dropout Rate:*</u> | | | | | |
| | <i>Enter numerical data for dropout rate in this box.</i> | <i>Enter numerical data for expected dropout rate in this box.</i> | | | | | |
| | <u>2012 Current Graduation Rate:*</u> | <u>2013 Expected Graduation Rate:*</u> | | | | | |
| | <i>Enter numerical data for graduation rate in this box.</i> | <i>Enter numerical data for expected graduation rate in this box.</i> | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

Dropout Prevention Professional Development

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

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

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

| Parent Involvement Goal(s) | Problem-solving Process to Parent Involvement | | | | | | |
|--|--|--|---|--|---|--|--|
| Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Parent Involvement <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | 1.1. Time and scheduling of events | 1.1. Provide multiple sessions on the same topic to fit with parents varying schedules and responsibilities. | 1.1. Parental Involvement Team, Assistant Principal, parent Liaison | 1.1. Utilization of surveys to gather parental feedback. Have parents sign attendance logs and compare data to previous year | 1.1. Track parental participation through sign in sheets and evaluation forms | | |

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

| | | | | | | | |
|--|---|---|--|--|--|--|--|
| To increase the parental involvement to 25% (67/368) | <u>2012 Current level of Parent Involvement:</u> * | <u>2013 Expected level of Parent Involvement:</u> * | | | | | |
| | 15% (60/400) | 25% (67/368) | | | | | |
| | | 1.2. Child Care | 1.2. Provide childcare for small children so that parents can attend workshops | 1.2. Parental Involvement Team, Assistant Principal | 1.2. Increased attendance at school activities | 1.2. Track parental participation through sign in sheets and evaluation forms | |
| | | 1.3. Limited knowledge about the district curriculum, FCAT expectations and procedures, school and district sponsored activities for parents and students. | 1.3. Increase the number of parental involvement materials. Host monthly family nights | 1.3. School Based Committees | 1.3. Have parents sign attendance logs. Frequency of materials checked out from the Parent Involvement room. Complete evaluation forms to collect feedback. | 1.3. Track parental participation through sign-in logs and evaluation forms. | |

Parent Involvement Professional Development

| | | | | | | |
|---------------------------------|--|--|--|--|--|--|
| Professional Development | | | | | | |
|---------------------------------|--|--|--|--|--|--|

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

| <p>(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.</p> | | | | | | |
|---|----------------------|----------------------------------|--|---|-----------------------------------|--|
| 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 |
| Communicating and working with parents | Pre-K -5 | Assistant principal | School-wide | November 2012 | Evaluations and surveys | Assistant Principal and Parental Involvement committee chair |
| Building Ties between home and school | Pre-K - 5 | Assistant Principal, Guidance | School-wide | January 2013 | Evaluations, agendas, and surveys | Assistant Principal and Parental Involvement committee chair |
| Diversity and Sexual Harassment | Pre-K - 5 | Assistant Principal, Guidance | School-wide | Ongoing | Certificate | Assistant Principal |

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 |
| Parents to checkout materials for reinforcement of reading, math, and science skills at home | Parent Involvement Checkout Materials | Title 1 Parental Involvement | 1,210.29 |
| Subtotal: 1,210.29 | | | |

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

| | | | |
|---|-----------------------------------|-----------------------------|--------|
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Computer and printer for the parent room | Computer and printer | Title 1Parental Involvement | 785.23 |
| Subtotal: 785.23 | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Educational Incentives for Family Nights | Gift Cards from Barnes and Nobles | Title 1Parental Involvement | 500.00 |
| Sending out important mail to parents | Postage | Title 1Parental Involvement | 50.00 |
| Food provided to parents for family nights | Food | Title 1Parental Involvement | 670.00 |
| Transportation for Educational family tours | Buses | Title 1Parental Involvement | 241.20 |
| Childcare during Family Nights | Childcare | Title 1Parental Involvement | 241.20 |
| Translators for the ESOL Parents | Translators | Title 1Parental Involvement | 80.40 |
| Subtotal: 1,782.80 | | | |
| Total: 4,019.52 | | | |

End of Parent Involvement Goal(s)

Additional Goal(s)

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

| | | | | | | | |
|---------------------------|--|--|--|--|--|--|--|
| Additional Goal(s) | Problem-Solving Process to Increase Student Achieveme | | | | | | |
|---------------------------|--|--|--|--|--|--|--|

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

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

Additional Goals Professional Development

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) | | | | | | | |
|--|--|--|--|--|--|--|--|

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

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

| | |
|--|-------------------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total: 4,600 |
| Mathematics Budget | Total: 5,400 |
| Science Budget | Total: 3,000 |
| Writing Budget | Total: |
| Attendance Budget | Total:500 |
| Suspension Budget | Total: 750 |
| Dropout Prevention Budget | Total: |
| Parent Involvement Budget | Total: 4,019.52 |
| Additional Goals | Total: |
| | Grand Total: 18,269.52 |

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

| School Differentiated Accountability Status | | |
|---|--------------------------------|----------------------------------|
| <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. |
| <ul style="list-style-type: none">• Participating in planning and monitoring of the school building and grounds• Initiating activities or programs that generate greater cooperation between the community and the school• Recommending various support services for the school.• Assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan.• Assisting in the development of educational goals and objectives.• Performing other functions as requested by the principal. |

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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| Describe the projected use of SAC funds. | Amount |
|---|--------|
| Additional resources to support student learning in reading, math, writing, and science | 5,000 |
| | |
| | |