

Florida Department of Education



**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Westview K-8 #274	District Name: Duval
Principal: Michele Floyd-Hatcher	Superintendent: Dr. Nikolai Vitti
SAC Chair: Fern Webb	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Michele Floyd-Hatcher	<p>Bachelor's Degree in Psychology</p> <p>Master's Degree in Health Science</p> <p>Certification(s): Social Science (5-9), School Principal & Educational Leadership</p>	4	13	<p>2011 – 2012 Westview K-8 School Grade “A” Reading Mastery 56%, Math Mastery 55%, Science Mastery 50%, Writing Mastery 81%</p> <p>2010 – 2011 Westview K-8 School Grade “B” Reading Mastery 69%, Math Mastery 71%, Science Mastery 51%, Writing Mastery 72% AYP – No Subgroup made AYP in Reading, In Math, African- Americans made AYP</p> <p>2009-2010 Westview K-8 School Grade “C” Reading Mastery 67%, Math Mastery 67%, Science Mastery 34%, Writing Mastery 74%. AYP – No Subgroup made AYP</p> <p>2008-2009 West Jacksonville Elementary School Grade “A” Reading Mastery 58%, Math Mastery 78%, Science Mastery 46%, Writing Mastery 100%. AYP: Black and Economically Disadvantaged did not make AYP in Reading.</p> <p>2007-2008 West Jacksonville Elementary School Grade “A” Reading Mastery 56%, Math Mastery 61%, Science Mastery 44%, Writing Mastery 67%. AYP: Black and Economically Disadvantaged did not make AYP in Reading.</p> <p>2006-2007 West Jacksonville Elementary School Grade “C” Reading Mastery 51%, Math Mastery 49%, Science Mastery 41%, Writing Mastery 71%. AYP: Black and Economically Disadvantaged did not make AYP in Reading or Math</p> <p>2005-2006 Thomas Jefferson Elementary School Grade “A” Reading Mastery 79%, Math Mastery 72%, Writing Mastery 81%. AYP: Students with Disabilities did not make AYP in Reading or Math.</p> <p>2004-2005 Thomas Jefferson Elementary School Grade “B” Reading Mastery 80%, Math Mastery 72%, Writing Mastery 89%.</p>
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					<p>AYP: Students with Disabilities did not make AYP in Math</p> <p>2003-2004 Thomas Jefferson Elementary School Grade “B” Reading Mastery 78%, Math Mastery 66%, Writing Mastery 87%. AYP: Black did not make AYP in Math; Students with Disabilities did not make AYP in Reading.</p>
Assistant Principal	Edward Ball	<p>Bachelor’s Degree in Secondary Social Science Education</p> <p>Master’s Degree in Educational Leadership</p> <p>Certification(s): Social Science (6-12), School Principal and Educational Leadership</p>	2	9	<p>2011 – 2012 Westview K-8 School Grade “A” Reading Mastery 56%, Math Mastery 55%, Science Mastery 50%, Writing Mastery 81%</p> <p>2010 - 2011 Kernan Middle School - Grade “B” Reading Mastery 70%, Math Mastery 71%, Science Mastery 47%, Writing Mastery 81%. AYP – No Subgroup, except Asian, made AYP</p> <p>2009 - 2010 Kernan Middle School Grade “A” Reading Mastery 71%, Math Mastery 73%, Science Mastery 60%, Writing Mastery 92%. AYP – No Subgroup made AYP in Reading, Asian and White did in Math</p> <p>2008 - 2009 Kernan Middle School Grade “A” Reading Mastery 73%, Math Mastery 77%, Science Mastery 42%, Writing Mastery 98%. AYP – Hispanic, ED and SWD did not meet mastery in Reading, White students met AYP in Math</p> <p>2007 - 2008 Kernan Middle School Grade “A” Reading Mastery 72%, Math Mastery 77%, Science Mastery 46%, Writing Mastery 98%. AYP: White and Hispanic met AYP in Reading, All groups except SWD met AYP in Math</p> <p>2006 - 2007 Kernan Middle School Grade “A” Reading Mastery 69%, Math Mastery 76%, Science Mastery 54%, Writing Mastery 93%. All groups made AYP in Reading and Math</p>

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Assistant Principal	Teresa Dowdell-Brown	<p>Bachelor's Degree in Elementary Education</p> <p>Master's Degree in Educational Leadership</p> <p>Certification(s): Elementary Education (1-6); Educational Leadership All Levels</p>	3	3	<p>2011 – 2012 Westview K-8 School Grade “A” Reading Mastery 56%, Math Mastery 55%, Science Mastery 50%, Writing Mastery 81%</p> <p>2010 – 2011 Westview K-8 School Grade “B” Reading Mastery 69%, Math Mastery 71%, Science Mastery 51%, Writing Mastery 72% AYP – No Subgroup made AYP in Reading, In Math, African-Americans made AYP</p> <p>2009-2010 Sallye B. Mathis School Grade “A” Reading Mastery 66%, Math Mastery 74%, Science Mastery 62%, Writing Mastery 62%. AYP: Black and Students with Disabilities did not make AYP in Reading and Math; Economically Disadvantaged did not make AYP in Reading.</p> <p>2008-2009 Sallye B. Mathis School Grade “C” Reading Mastery 63%, Math Mastery 62%, Science Mastery 26%, Writing Mastery 88%. AYP: Black and Economically Disadvantaged did not make AYP in Reading.</p> <p>2007-2008 Sallye B. Mathis School Grade “B” AYP - No Reading Mastery 81%, Math Mastery 51%, Science Mastery 44%, Writing Mastery 73%. AYP: All groups made AYP.</p>
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Assistant Principal	Daniel Sapp Jr.	<p>Bachelor's Degree in Business Administration</p> <p>Master's Degree in Educational Leadership</p>	1	1	<p>2011-2012 S.P. Livingston School Grade – “B” Reading Mastery 35%, Math Mastery 40%, Science Mastery 40%, Writing Mastery 61%</p> <p>2010-2011 S.P. Livingston School Grade – “B” Reading Mastery 55%, Math Mastery 56%, 42% Science Mastery, Writing Mastery 81%</p> <p>2009-2010 R. H. Pearson School Grade – “A” Reading Mastery 40%, Math Mastery 72%, Writing Mastery 85% AYP – No subgroups made AYP</p> <p>In 2008-2009 R. H. Pearson School Grade – “A” Reading Mastery 46%, Math Mastery 38%, Writing Mastery 91% AYP – No subgroup made AYP</p>
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Instructional Coaches

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

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)
Math	Robin Renelus	Math (5-9)	3	2	2011 – 2012 Westview K-8 School Grade “A” Reading Mastery 56%, Math Mastery 55%, Science Mastery 50%, Writing Mastery 81% 2010 – 2011 Westview K-8 School Grade “B” Reading Mastery 69%, Math Mastery 71%, Science Mastery 51%, Writing Mastery 72% AYP – No Subgroup made AYP in Reading, In Math, African-Americans made AYP
CSS	Rebecca Goldberg	ESE (K-12)	1	1	Ms. Goldberg was a behavior support specialist for CSS population during her last stint with Duval County.
CSS	Crystal Johnston	Elementary Ed. (K-6) ESE (K-12) Autism Endorsement	1	1	2011-2012 Sabal Palm Elementary School Grade “A” Reading Mastery 72%, Math Mastery 73%, Science Mastery 62%, Writing Mastery 88%
ESE	Payton Perez	Educational Leadership Mentally Handicapped (K-12)	3	3	2011 – 2012 Westview K-8 School Grade “A” Reading Mastery 56%, Math Mastery 55%, Science Mastery 50%, Writing Mastery 81% 2010 – 2011 Westview K-8 School Grade “B” Reading Mastery 69%, Math Mastery 71%, Science Mastery 51%, Writing Mastery 72% AYP – No Subgroup made AYP in Reading, In Math, African-Americans made AYP

Highly Effective Teachers

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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	
1. Respond to walk in and faxed resumes	Principal Assistant Principals	This process is ongoing	
2. Work with Human Resources Department to find quality applicants from college and university informational fairs	Principal Assistant Principals	This process is ongoing	
3. Provide mentors, counseling, and training opportunities that support the district's standards based implementation design.	Principal PDF – Professional Development Facilitator Mentor Teachers	This process is ongoing and is differentiated depending on the individual and their needs (August 2010-June 2011)	
4. Teacher Induction Program (TIP) – Assists beginning teachers with meeting the professional requirements of the state statutes.	Principal PDF – Professional Development Facilitator	Mentors will be assigned prior to September 30, 2010 and will be completed by June 2011	
5. Clinical Educator Trainers (CET) – Observe and help mentor beginning and experience teachers	Principal PDF – Professional Development Facilitator Mentor Teachers	This process is ongoing and is differentiated depending on the individual and their needs (August 2010-June 2011)	
6. Provide training, modeling and instruction design for classroom teachers surrounding the district's standards based implementation design. Serve as mentor to all teachers, observe and provide feedback to ensure quality classroom instruction.	Principal Assistant Principals Leadership Team	This process is ongoing and is differentiated depending on the individual and their needs	

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
34% (30)	Teachers will be provided Professional Development Calendar and opportunities to meet out-of-field requirements Master schedule will be completed to prevent teachers from being out of field

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
87	11.5% (10)	28% (24)	49% (43)	11.5% (10)	40% (35)		5% (4)	1% (1)	40% (35)

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Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Ms. Spratley	Amanda Holley	Grade level chair who can help with co-planning	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.
Ms. Taylor	Robinann Goodwin	Veteran ESE/CET certified teacher with experience at that grade level and with that population of students	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.
Ms. Renelus	Bittany Eichler	Math Instructional Coach with Middle School experience	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.
Ms. Johnston	Donna Murphy	ESE Autistic Site Coach with experience with that population	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.
Ms. Renelus	Emma Pugh	Math Instructional Coach with Middle School experience	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.
Ms. Hackney	Melanie Swain	Veteran, CET certified teacher with experience at that grade level and with that population of students	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.
Ms. Hackney	Sarah Supcoe	Veteran, CET certified teacher with experience at that grade level and with that population of students	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.
Ms. Johnston	Katherine Brown	ESE Autistic Site Coach with experience with that population	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.

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Ms. Montfort	Izabella Mulzet	Veteran ESE/CET certified teacher with experience at that grade level and with that population of students	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.
Ms. Perez	Sharolynn Savage-Shipman	ESE Lead Teacher with experience with that population	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.
Mr. Williams	Fonda Pettway	Veteran, CET certified teacher with experience at that grade level and with that population of students	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.
Ms. McCoy	Priscilla Kraut	Veteran, CET certified teacher with experience at that grade level and with that population of students	Classroom Observations and modeling, Mentor/Mentee meetings, assistance with planning, suggestions for training.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

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Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other
School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.

Principal: Michele Floyd-Hatcher

Assistant Principal: Edward Ball

Assistant Principal Teresa Dowdell-Brown

Assistant Principal & Foundations Team Chair: Daniel Sapp

Math Coach: Robin Renelus

ASD/CSS Site Coaches: Rebecca Goldberg, Crystal Johnston

ESE Lead Teacher: Payton Perez

School Counselor: Janet Summers

School Counselor/RtI Facilitator: Lilian Angel

Grade Level Chairpersons: Ronald Williams, Teresa Hackney, Chartis Brown, Shalimar Lane, Jamie Bazinet, Rachel Tomalis, Patrick Roach, Meagan Ricker, Stacy Davis

The team meets monthly to evaluate the data and oversee the academic and behavioral work of the school. Current operating structures within the school are used to provide leadership to the RtI process. These operating structures include current building leadership teams, professional learning communities, and grade level teams. For the most intensive interventions in the 2012-2013 school year, the RtI leadership team will closely monitor the progress of students receiving Tier 3 interventions. Students will then be referred to the Guidance Team who will make the determination if the student's data supports a meeting with the MRT Team.

Principal: Michele Floyd-Hatcher - 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. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. 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; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Assistant Principals: Edward Ball, Teresa Dowdell –Brown and Daniel Sapp - provide 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. Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions. 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; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.

Foundations Chair: Daniel Sapp - Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides

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professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.

ASD/CSS Site Coaches: Rebecca Goldberg and Crystal Johnston - participate in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.

RtI Facilitator: Lilian Angel - participates on Building Leadership Team; acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.

School Counselors: Janet Summers and Lilian Angel - 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. Educates the team in the role that second language acquisition plays in the learning process and collaborates with general education teachers.

Professional Development Facilitator: Peyton Perez - develops or brokers technology necessary to manage and display data; provides professional development and technical support to new teachers and staff regarding data management and display

Eighth Grade Chairperson,: Stacy Davis, Seventh Grade Chairperson: Megan Ricker, Sixth Grade Chairperson: Patrick Roach, Fifth Grade Chairperson: Rachel Tomalis, Fourth Grade Chairperson: Jamie Bazinet, Third Grade Chairperson: Shalimar Lane, Second Grade Chairperson: Chartis Brown, First Grade Chairperson: Teresa Hackney, Kindergarten Chairperson: Ronald Williams, Resource Chairperson: Frances Kendall - - provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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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 Building Leadership Team's meetings focus around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team meets twice per month, and the grade level/departments will meet weekly, to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need
- Identifying appropriate evidence-based differentiation and intervention strategies
- Implementing and overseeing progress monitoring
- Analyzing progress monitoring data and determining next steps

For the most intensive interventions at Tier 3 in the 2012-2013 school year, the building instructional teams will provide classroom support for students, document progress accordingly and work in conjunction with the Guidance Department to refer students when that data deems the situation necessary.

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

The Building Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The Building Leadership Team finalizes the plan.

The School Improvement Plan becomes the guiding document for the work of the school. The Building Leadership Team should regularly 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 has used RtI to inform instruction and made mid-course adjustments as data are analyzed

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MTSS Implementation

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

Baseline data:

- Florida Comprehensive Assessment Test (FCAT)
- Curriculum Based measurements
- Florida Assessment for Instruction in Reading (FAIR)
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Progress Monitoring Assessments
- K-3 Literacy Assessment System
- Diagnostic Reading Assessment (DRA2)
- Progress Monitoring and Reporting Network (PMRN)
- Comprehensive English Language Learning Assessment (CELLA)
- Office Discipline Referrals
- Retentions
- Absences

Midyear data:

- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)
- Curriculum Based Measurement
- Duval County Benchmarks
- Duval County Timed Writing Assessments
- Duval County Math/Science Formatives
- Progress Monitoring and Reporting Network (PMRN)
- K-3 Literacy Assessment System

End of year data:

- Florida Assessment for Instruction in Reading (FAIR)
- Florida Comprehensive Assessment Test (FCAT)
- FCAT Writes
- Florida Assessment for Instruction in Reading (FAIR)
- Diagnostic Reading Assessment (DRA2)

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Describe the plan to train staff on MTSS.

The school's Professional Development plan supports continuous learning for all educators that results in increased student achievement and includes evidence of scaffolded RtI professional learning that is results-driven, standards-based, school-centered, and sustained over time. In addition to Early Dismissal, Faculty Meetings, and Grade Level Meetings, RtI learning will be embedded in classroom observations, collaborative planning, and analysis of student work. Teachers were provided a notebook with RtI strategies and tracking sheets to monitor the progress of their students. We have built into the master schedule RtI time daily for a period of thirty minutes.

Professional development will be offered to RtI school based team by district staff. The school based RtI team will provide in-service to the faculty on designated professional development days (i.e. pre-planning, early dismissal, planning days, and faculty meetings). These in-service opportunities will include, but are not limited to, the following:

- Problem Solving Model
- Consensus building
- Positive Behavioral Intervention and Support
- Data-based decision-making to drive instruction
- Progress monitoring
- Selection and availability of research-based interventions
- Tools utilized to identify specific discrepancies in reading

In addition, RtI learning will be job-embedded and occur during the following:

- Professional Learning Communities
- Classroom Observations
- Collaborative Planning
- Analysis of Student Work
- Book Study

Individual professional development will be provided to classroom teachers, as needed

Describe the plan to support MTSS.

Support for MTSS will be provided in various ways. Guidance and administration will monitor student progress to identify those students who may need support. Teachers will receive feedback and professional development opportunities based upon administrative and math coach observations. Early release trainings will focus on strategies and techniques that will support and strengthen the MTSS process. Data collected from these sources will assist in the creation of a focus calendar that will target areas of concern as we approach FCAT.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

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

- Ms. Floyd-Hatcher, Principal
- Ms. Dowdell-Brown, Assistant Principal
- Ms. Davis – 8th Grade
- Ms. Mendez – 7th Grade
- Ms. Kruck – 6th Grade
- Ms. Deffes – 4th Grade
- Ms. Thomas – 3rd Grade
- Ms. Brown – 2nd Grade
- Ms. Hackney – 1st Grade

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

Data assessment notebooks are maintained by all teachers for the collection and efficient analysis of student data and are discussed in bi-weekly grade level meetings. In addition, each school reports FAIR results to the state through the PMRN System. The principal monitors PMRN reports and data notebook usage through classroom observation and conferencing with teachers to ensure that safety nets and intervention programs/instructional materials support students' needs as determined by the data. The LLT meets monthly to review progress and trends in the data as well as discuss effective instruction

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

Ensure that identified teachers are participating in literacy related professional development with reading teachers. Establish a Book-of-the-Month program, participate in Read It Forward Jax initiative, participate in community reading programs, distribute reading lists for students and teachers, model effective reading instruction, notify their faculty of professional development opportunities, attend state and national reading conferences, join reading related professional organizations, and encourage those teachers to earn their Reading Endorsement. In addition, middle school Science and Social Studies teachers are trained in CAR-PD.

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.

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

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

Teachers who work in grades 6 thru 8 incorporate reading strategies into the content areas of science, social studies, and math using text books and leveled non-fiction books. These materials support the use of "before, during, and after" reading strategies, which result in a deeper understanding of the content. Teacher's model read aloud/think aloud strategies to increase comprehension. Leveled classroom libraries combined with an assigned independent reading time provide students with the opportunity to practice these reading strategies. Teachers also utilize effective strategies for fiction and non-fiction texts including the seven key strategies identified by Harvey and Goudvis in *Strategies That Work* - making connections, questioning, visualizing, inferring/predicting, determining importance in text, and synthesizing. Furthermore, Bloom's Taxonomy is incorporated into staff development to improve teacher's questioning techniques.

****High Schools Only***

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

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

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

Postsecondary Transition

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

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

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						
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	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. Implement ation of the Common Core Standards in K-2</p>	<p>1A.1. Distribute Common Core Standards to all Grade Levels. Teachers in K-2 will participate in a book study centered on Common Core Standards. Teachers will attend on-going professional develo pment, during Early Release and grade level meetings, related to Common Core Standards</p>	<p>1A.1. Principal, Assistant Principals</p>	<p>1A.1. Focus walk throughs by administration and members of leadership team will document implementation of common core standards in K-2. Grades 3-8 will display standards and be familiar with common core standards language.</p>	<p>1A.1. Teacher lesson plans Classroom configuration</p>		
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Reading Goal #1A:	2012	2013					
<i>61% (405) of students</i>	<u>Current</u>	<u>Expected</u>					
<i>in 3rd – 8th grade will</i>	<u>Level of</u>	<u>Level of</u>					
<i>score at a level 3 or</i>	<u>Performance</u>	<u>Performance</u>					
<i>higher on the 2012</i>	.*	.*					
<i>FCAT.</i>							
	<i>56% (364) of students in 3rd–8th grades scored at a level 3 or higher on the 2011 FCAT</i>	<i>61% (405) of students in 3rd–8^h grade will score at a level 3 or higher on the 2013 FCAT.</i>					

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		<p>1A.2 Teachers including differentiated instruction in their lesson plan for Reader's Workshop.</p>	<p>1A.2. Distribute New Generation Standards and Learning Schedules to teachers during pre-planning to guide instruction.</p> <p>Implement a 90 minute Reader's Workshop in all reading classrooms K-5 using the Comprehensive Core Reading Program</p> <p>Develop an Instructional Focus Calendar for Reading and Language Arts to focus on areas of needs improvement: main idea, author's purpose, compare and contrast, and reference and research.</p> <p>Use Benchmark, FAIR, DRA and teacher created test data to analyze student achievement and to create lesson plans to target areas of student weakness.</p>	<p>1A.2. Principal and Assistant Principals</p>	<p>1A.2. Focused walkthroughs by administration will document that teachers are utilizing standards in lesson plans as well as daily standards posted in the room.</p>	<p>1A.2. Teacher lesson plans, Use of daily focus standards</p>	
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		<p>1A.3. The zone for moderate risk for the F.A.I.R Assessment is broad. Teachers could have difficulty identifying Tier1, 2, or 3 students</p>	<p>1A.3. F.A.I.R. Assessment will be administered three times a year and teachers will use data to guide instruction Regularly use running records and administer DRAs three times per year, analyzing the results</p>	<p>1A.3. Principal and Assistant Principals</p>	<p>1A.3. Monitoring form, data notebook, focused walkthroughs</p>	<p>1A.3. Classroom monitoring forms</p>	
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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1B.1. Teachers including formal assessment, Brigance, and incorporating core Reading, curriculum in lesson plans including availability of materials to deliver and reinforce instruction.</p>	<p>1B.1. Distribute core Reading Curriculum (PCI) based on students placement tests Distribute Brigance Assessment materials Distribute login and password and develop student profiles in ULS Teachers will continuously assess students using a variety of assessments (Brigance, PCI, ULS). Teachers will utilize assessment data to develop</p>	<p>1B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>1B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>1B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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		instruction aligned with Access Points.					
<u>Reading Goal #1B:</u>	<u>2012</u>	<u>2013</u>					
<i>22% of students in grade 3rd through 8th will score a level 4, 5, or 6 on the 2013 Florida Alternate Assessment.</i>	<u>Current</u>	<u>Expected</u>					
	<u>Level of</u>	<u>Level of</u>					
	<u>Performance</u>	<u>Performance</u>					
	<u>.*</u>	<u>.*</u>					
	<i>17% [6] of students in grades 3rd through 8th scored a level 4, 5, or 6 on the 2012 Florida Alternate Assessment.</i>	<i>22% [8] of students in grades 3rd through 8th will score a level 4, 5, or 6 on the 2013 Florida Alternate Assessment</i>					

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		1B.2. Opportunity for professional development (training) for new teachers	1B.2. Teachers will attend district PCI and ULS curriculum trainings when offered Teachers will incorporate PCI and ULS curriculum in lessons to enhance instruction and reinforce Access Points	1B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	1B.2. Classroom observations using Quality Program Indicator Checklist Monitoring PCI assessments (based on individual student progression) Monitoring ULS pre and post checkpoints	1B.2. Monthly ULS pre and post checkpoints PCI assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations	
		1B.3. Teachers including instruction to address IEP goals and objectives	1B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities Data collect systems that target IEP goals	1B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	1B.3. Classroom observations, use of Quality Program Indicatory Checklist, and IEP progress reports	1B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports	

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

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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Teachers including higher order questioning strategy in their lesson plans</p>	<p>2A.1. Include higher order Questioning techniques in Reading as well as in the content areas. Content Area teachers will infuse reading benchmarks in lesson plans and instructional delivery</p>	<p>2A.1. Classroom teachers, principal and assistant principals Instructional Coach</p>	<p>2A.1. Review lesson plans during focus walk- through and will be submitted to Principal at a required time. Implementation of higher order questions based on professional book study for “Strategies that Work</p>	<p>2A.1. Focus walks “Look For’s” to determine the frequency of Higher Order Questions</p>		
<p><u>Reading Goal #2A:</u> 27% of the students in 3rd – 8th grade (179) will score at a level 4 or 5 on the 2012 FCAT</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>					

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	22% (110) of the students in 3 rd – 8 th grade scored at a level 4 or 5 on the 2012 FCAT	27% (179) of the students in 3 rd – 8 th grade will score at a level 4 or 5 on the 2013 FCAT					
		2A.2. Teachers not being able to effectively plan to provide students with challenging lessons.	2A.2. Provide students with enrichment activities through Houghton Mifflin, Destinations Success, Book Clubs, and Compass Odyssey.	2A.2. Classroom teachers, Principal, and Assistant Principal; Instructional Coach	2A.2. Review lesson plans and focused walk-through	2A.2. Scrimmage Data, Lesson plans and classroom observation	
		2A.3. Students need exposure to more complex vocabulary words	2A.3. Implementation of “Word of the Week” segment in the morning newscast Teachers will implement strategies and activities that incorporate the “Word of the Week”	2A.3. Classroom Teachers, Media Specialist	2A.3. Word of the Week Segment Administrative walk throughs	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2B.1. Teachers including formal assessment, Brigance, and incorporating core Reading, curriculum in lesson plans including availability of materials to deliver and reinforce instruction.</p>	<p>2B.1. Distribute core Reading Curriculum (PCI) based on students placement tests</p> <p>Distribute Brigance Assessment materials</p> <p>Distribute login and password and develop student profiles in ULS</p> <p>Teachers will continuously assess students using a variety of assessments (Brigance, PCI, ULS).</p> <p>Teachers will utilize assessment data to develop</p>	<p>2B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>2B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>2B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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		instruction aligned with Access Points.					
<u>Reading Goal #2B:</u> <i>46% of students in grades 3rd through 8th will score a level 7 or higher on the 2013 Florida Alternate Assessment</i>	<u>2012 Current Level of Performance</u> .*	<u>2013 Expected Level of Performance</u> .*					
	<i>44% [16] of students in grades 3rd through 8th scored a level 7 or higher on the 2012 Florida Alternate Assessment.</i>	<i>46% of students in grades 3rd through 8th will score a level 7 or higher on the 2013 Florida Alternate Assessment</i>					

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		<p>2B.2. Teachers will attend district PCI and ULS curriculum trainings when offered</p> <p>Teachers will incorporate PCI and ULS curriculum in lessons to enhance instruction and reinforce Access Points</p>	<p>2B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>2B.2. Classroom observations using Quality Program Indicator Checklist</p> <p>Monitoring PCI assessments (based on individual student progression)</p> <p>Monitoring ULS pre and post checkpoints</p>	<p>2B.2. Monthly ULS pre and post checkpoints PCI assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations</p>	<p>2B.2. Monthly ULS pre and post checkpoints PCI assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations</p>	
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		<p>2B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities</p> <p>Data collect systems that target IEP goals</p>	<p>2B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>2B.3. Classroom observations, use of Quality Program Indicatory Checklist, and IEP progress reports</p>	<p>2B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports</p>	<p>2B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports</p>	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3.1. Teachers consistent use of data and observations to drive guided reading groups. In addition, Guided Reading being implemented with fidelity</p>	<p>3.1 Teachers will explicitly teach Guided Reading groups and cooperative learning groups to provide specific and strategic practice for students.</p>	<p>3.1. Principal and Assistant Principal; Instructional Coach</p>	<p>3.1. Classroom walk-through, lesson plans,</p>	<p>3.1. Scrimmage Data, Lesson plans and classroom observation</p>		
<p><u>Reading Goal #3A:</u> 75% of the 4th - 8th grade students demonstrate learning gains in Reading on the 2011 FCAT</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u> .*</p>					

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	<i>72% (366) of the 4th - 8th grade students demonstrated learning gains in Reading on the 2012 FCAT</i>	<i>75% (439) of the 4th - 8th grade students will demonstrate learning gains in Reading on the 2013 FCAT</i>					
		3.2. Teachers and students having an understanding of what data is and how to use the data to guide instruction and learning.	3.2. Analyze data from ongoing progress monitoring, FAIR, FCAT and District Benchmark assessments to create Instructional Focus Calendars Generate and utilize class monitoring forms and data notebooks. Provide immediate intervention for students showing need of remediation for a specific skill or strategy taught. Interventions will include tutoring, small grouping, extended time, and re-teaching.	3.2. Assistant Principal and Principals; Instructional Coach	3.2. Classroom walk-through, monitoring forms, lesson plans, and results from bi-weekly scrimmages.	3.2. Scrimmage Data, Lesson plans and classroom observation and updated monitoring forms	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	<p>3B.1. Teachers including formal assessment, Brigance, and incorporating core Reading, curriculum in lesson plans including availability of materials to deliver and reinforce instruction.</p>	<p>3B.1. Distribute core Reading Curriculum (PCI) based on students placement tests</p> <p>Distribute Brigance Assessment materials</p> <p>Distribute login and password and develop student profiles in ULS</p> <p>Teachers will continuously assess students using a variety of assessments (Brigance, PCI, ULS).</p> <p>Teachers will utilize assessment data to develop</p>	<p>3B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>3B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>3B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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		instruction aligned with Access Points.					
<u>Reading Goal #3B:</u> <i>72% of the students will make learning gains on the 2013 FAA.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance</u> .*					
	66 % of students (16) made learning gains on the 2012 FAA	72% (29) of students will show learning gains on the 2013 FAA.					
		3B.2. Opportunity for professional development (training) for new teachers	3B.2. Teachers will attend district PCI and ULS curriculum trainings when offered Teachers will incorporate PCI and ULS curriculum in lessons to enhance instruction and reinforce Access Points	3B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	3B.2. Classroom observations using Quality Program Indicator Checklist Monitoring PCI assessments (based on individual student progression) Monitoring ULS pre and post checkpoints	3B.2. Monthly ULS pre and post checkpoints PCI assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations	

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		<p>3B.3. Teachers including instruction to address IEP goals and objectives</p>	<p>3B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities</p> <p>Data collect systems that target IEP goals</p>	<p>3B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>3B.3. Classroom observations, use of Quality Program Indiciary Checklist, and IEP progress reports</p>	<p>3B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports</p>	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>1. Teachers including differentiated instruction in their lesson plan for Reader's Workshop</p>	<p>4.1. Implement a 90 minute READ 180 block daily to all Level 1 and disfluent Level 2 6th, 7th and 8th grade students Provide immediate intervention for students showing need of remediation for a specific skill or strategy taught. Interventions will include tutoring, small grouping, extended time, and re-teaching. Level 1 and 2 6th, 7th and 8th grade students will enroll in Team Up</p>	<p>4.1. Principal Assistant Principals; Instructional Coach</p>	<p>4.1. Focused Walk-through Lesson plans, evaluation tools, and Data from scrimmages</p>	<p>4.1. Scrimmage Data, Lesson plans, classroom walk-through and updated monitoring forms</p>		
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		<p>Program and Saturday school as a Reading Safety Net</p> <p>3rd, 4th and 5th grade students will be targeted for RtI instructional time.</p> <p>SOAR to Success will be implemented in K-2</p>					
<p><u>Reading Goal #4A:</u></p> <p>86% of the students in the Reading bottom quartile will demonstrate learning gains on the 2013 FCAT.</p>	<p><u>2012 Current</u></p> <p><u>Level of Performance:</u></p> <p>*</p>	<p><u>2013</u></p> <p><u>Expected</u></p> <p><u>Level of Performance</u></p> <p>.*</p>					

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	81% (96) of the students in the Reading bottom quartile demonstrated learning gains on the 2012 FCAT.	86% (116) of the students in the Reading bottom quartile will demonstrate learning gains on the 2013 FCAT.					
		4.2. Students have limited access to technology at home.	4.2. 6 th , 7 th and 8 th grade students in the bottom quartile will use Compass Odyssey as a Safety Net during before school RtI time, scheduled computer lab time and at Team-Up. Provide Florida Achieves and Compass Odyssey passwords to students in 3rd-5 th grades for use at home to enhance growth and test-taking skills	4.2. Principal Assistant Principals; Instructional Coach	4.2. Focused Walk-through Lesson plans, and Data from scrimmages	4.2. Scrimmage Data, Lesson plans and classroom observation, classroom walk-through updated monitoring forms	
		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 reading.</p>	<p>4B.1. Teachers including formal assessment, Brigance, and incorporating core Reading, curriculum in lesson plans including availability of materials to deliver and reinforce instruction.</p>	<p>4B.1. Distribute core Reading Curriculum (PCI) based on students placement tests Distribute Brigance Assessment materials Distribute login and password and develop student profiles in ULS Teachers will continuously assess students using a variety of assessments (Brigance, PCI, ULS). Teachers will utilize assessment data to develop</p>	<p>4B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>4B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>4B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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		instruction aligned with Access Points.					
<u>Reading Goal #4B:</u> 70% of students in the lowest quartile will make reading gains on the 2013 FAA	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance</u> .*					
		70% (7) of the students in the lowest quartile will make reading gains on the 2013 FAA					
		4B.2. Opportunity for professional development (training) for new teachers	4B.2. Teachers will attend district PCI and ULS curriculum trainings when offered Teachers will incorporate PCI and ULS curriculum in lessons to enhance instruction and reinforce Access Points Implement weekly Florida Alternate Assessment enrichment activities	4B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	4B.2. Classroom observations using Quality Program Indicator Checklist Monitoring PCI assessments (based on individual student progression) Monitoring ULS pre and post checkpoints	4B.2. Monthly ULS pre and post checkpoints PCI assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations	

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		4B.3. Teachers including instruction to address IEP goals and objectives	4B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities Data collect systems that target IEP goals	4B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	4B.3. Classroom observations, use of Quality Program Indiciary Checklist, and IEP progress reports	4B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Westview will continue to reduce the achievement gap by 50% each year.</i>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. Ethnic subgroups: Teachers including differentiated instruction in their lesson plan for Reader’s Workshop Teachers will use data from District Benchmark tests, FAIR testing, DRA results and teacher-generated assessments to drive instruction.</p>	<p>5A.1. Provide immediate intervention for students showing need of remediation for a specific skill or strategy taught through the use of exit slips and informal assessments. Interventions will include tutoring, small grouping, extended time, and re-teaching.</p>	<p>5A.1. Principal and Assistant Principals; Instructional Coach</p>	<p>5A.1. Classroom monitoring forms will reflect scores in each area and lesson plans will document intervention strategies for students who are under performing</p>	<p>5A.1. Lesson plans, updates on classroom monitoring forms</p>		
<p><u>Reading Goal #5B:</u> 80% of White, Black, and Hispanic students will make adequate progress in reading on the 2013 FCAT.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:42% (74) Black:50% (123) Hispanic:55% (37)</p>	<p>White: 47% (92) Black:55 % (136) Hispanic:60 % (40)</p>					
		<p>5A.2. Implementing the eight step model with fidelity and using the data from</p>	<p>5A.2. An Instructional Focus Calendar will be developed to focus on areas that students are not mastering.</p>	<p>5A.2. Assistant Principals, Instructional Coach and classroom teachers</p>	<p>5A.2. Data from bi-weekly scrimmage</p>	<p>5A.2. Updated monitoring forms and classroom observations</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5B.1. Teachers including differentiated instruction in their lesson plan for Reader's Workshop	5B.1. Provide immediate intervention for students showing need of remediation for a specific skill or strategy taught. Interventions will include tutoring, small grouping, extended time, and re-teaching.	5B.1. Principal and Assistant Principals, Instructional Coach	5B.1. Classroom monitoring forms will reflect scores in each area and lesson plans will document intervention strategies for students who are under performing	5B.1. Updated monitoring forms and classroom observations		

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Reading Goal #5C:	2012 Current Level of Performance .*	2013 Expected Level of Performance .*					
20% of English Language Learners will make adequate progress on the 2013 Reading FCAT.	85% (22) of English Language Learners did not make adequate progress on the 2012 Reading	20% (5) English Language Learners will make adequate progress on the 2013 Reading FCAT.					
		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		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5C.1. Teachers including differentiated instruction in their lesson plan for Reader's Workshop	5C.1. Provide immediate intervention for students showing need of remediation for a specific skill or strategy taught. Interventions will include tutoring, small grouping, extended time, and re-teaching.	5C.1. Principal and Assistant Principal; Instructional Coach	5C.1. Classroom monitoring forms will reflect scores in each area and lesson plans will document intervention strategies for students who are under performing	5C.1. Updated monitoring forms and classroom observations		

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Reading Goal #5D:	2012	2013					
79% of Students with	<u>Current</u>	<u>Expected</u>					
Disabilities will make	<u>Level of</u>	<u>Level of</u>					
adequate progress	<u>Performance</u>	<u>Performance</u>					
on the 2012 Reading	.*	.*					
FCAT.							
26% (24) of SWD made adequate progress on the 2012 Reading FCAT.	26% (24) of SWD made adequate progress on the 2012 Reading FCAT.	35% (34) of Students with Disabilities will make adequate progress on the 2013 Reading FCAT.					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5D.1. Teachers including differentiated instruction in their lesson plan for Reader’s Workshop	5D.1. Provide immediate intervention for students showing need of remediation for a specific skill or strategy taught. Interventions will include tutoring, small grouping, extended time, and re-teaching.	5D.1. Principal and Assistant Principals, Instructional Coach	5D.1. Classroom monitoring forms will reflect scores in each area and lesson plans will document intervention strategies for students who are under performing	5D.1. Updated monitoring forms and classroom observations		

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Reading Goal #5E:	2012	2013					
53% of Economically	<u>Current</u>	<u>Expected</u>					
Disadvantaged	<u>Level of</u>	<u>Level of</u>					
students will make	<u>Performance</u>	<u>Performance</u>					
adequate progress	.*	.*					
on the 2012 Reading							
FCAT							
48% (166) of Economically Disadvantaged students made adequate progress on the 2012 Reading FCAT.	48% (166) of Economically Disadvantaged students made adequate progress on the 2012 Reading FCAT.	55% (188) of Economically Disadvantaged students will make adequate progress on the 2011 Reading FCAT.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reader’s Workshop and the Learning Schedule	K-8 th Grade	Principal, Asst. Principals Inst. Coach	Reading Teachers	September 2012	Lesson Plans, Administration visitation logs, Classroom Monitoring forms	Leadership Team
FAIR Assessments	K-8 th Grade	Assistant Principals	Reading Teachers	August 2011- May 2012	Lesson Plans, Administration visitation logs, Classroom Monitoring forms	Leadership Team
Reading Journals	K-8 th Grade	Principal, Asst. Principals Inst. Coach	Reading Teachers	November 2012	Lesson Plans, Administration visitation logs	Principal, Assistant Principal, Instructional Coach
Scrimmages as a form of Ongoing Progress Monitoring	K-8 th Grade	Principal, Asst. Principals Inst. Coach	Reading Teachers	October 2012	Classroom Monitoring Forms, Data Notebooks	Leadership Team

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Effective Implementation of the Instructional Focus Calendar	K-8 th Grade	Principal, Asst. Principals Inst. Coach	Reading Teachers	October 2012	Lesson Plans, Administration visitation logs, Classroom Monitoring forms, Leadership Teams Data Notebooks	Leadership Team
Differentiated Instruction	K-8 th Grade	Principal, Asst. Principals Inst. Coach	Reading Teachers	October 2012 –May 2013	Lesson Plans, Administration visitation logs	Leadership Team

Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement a 90 minute Reader’s Workshop in all reading classrooms K-5 using the Comprehensive Core Reading Program	Substitutes for TDE Opportunities for teacher training.	10000	\$15,600.00
Common Core Standards Training			
Subtotal: 15, 600			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$15, 600.00			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Lack of cultural understanding and inability to communicate with students.	1.1. Provide cultural awareness training when needed. Using slow, but natural levels of speech. Use clear enunciation Use short, simple sentences and clear directions	1.1. Diversity coordinator Guidance Counselors	1.1. Monitor Out-of-field status for teachers Offer professional development opportunities for teachers	1.1.	
<u>CELLA Goal #1:</u> 31% (10) of students will score at the proficient level on the 2013 CELLA test.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	<i>26% (8) of ELL students are proficient in listening/speaking</i>					

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		1.2. Time for students to practice listening and speaking skills	1.2. Use audio resources for ELL students when possible Encourage students to speak in class	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Limited knowledge and exposure to academic vocabulary.	2.1. Visual reinforcement through the use of gestures, props, pictures, films, demonstrations and hands-on activities. Frequent comprehension checks.	2.1. Classroom Teachers Guidance Counselors	2.1.	2.1.	
<u>CELLA Goal #2:</u> <i>24% (8) of students will score proficient on the 2013 CELLA test.</i>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	<i>19% (6) of students are proficient in Reading</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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	
3. Students scoring proficient in writing.	2.1. Understanding of English writing conventions.	2.1. Allow students to write in short phrases and simple sentences. Be specific when commenting on written work.	2.1. Classroom Teachers Guidance Counselors	2.1.	2.1.	
<u>CELLA Goal #3:</u> <i>14% (4) of students will score proficient on the 2013 CELLA test.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>9% (3) of students scored proficient on the writing component of the 2012 CELLA test.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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:			
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

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Elementary School Mathematics Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1. Infusing Envisions and Investigations curriculums</p>	<p>1. Implement a 60 minute Math Workshop (K-5) all math classrooms using the Math Investigations and Envisions curriculums</p> <p>Calendar Math will be implemented in all K-5 classrooms</p> <p>Implement Math centers during instruction in K-5 classrooms</p>	<p>1.1. Principal, Assistant Principals, Math Coach, Classroom Teachers</p>	<p>1.1 Focused walkthroughs by administration will document that teachers are implementing the curriculum and program with fidelity and rigor.</p>	<p>1.1 Administration visitation logs and teacher lesson plans</p>		
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Mathematics Goal #1A:	2012 Current Level of Performance	2013 Expected Level of Performance:					
60% (209) of all 3 rd - 5 th grade students tested will score a Level 3 or higher on the NGSSS component of FCAT Mathematics.	.*	.*					
	52% (129) of students in Grades 3-5 scored a Level 3 or higher on the 2012 Mathematics FCAT.	60% (209) of all 3 rd - 5 th grade students tested will score a Level 3 or higher on the NGSSS component of FCAT Mathematics.					
		2. Students' lack of fluency in basic facts	1.2. Teachers will implement a fluency monitoring system in which students in grades 1-8 are assessed weekly on basic facts	1.2 Principal, Assistant Principals, Math Coach, Classroom Teachers	1.2 Focused walkthroughs by administration will document that teachers are implementing the fluency program with fidelity	1.2 Administration visitation logs and teacher lesson plans Classroom fluency charts	

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		1.3 Students' lack of exposure to higher order questioning	1.3. Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning	1.3 Focused walkthroughs by administration will document that teachers are utilizing appropriate journaling methods.	1.3. Principal, Assistant Principals, Math Coach, Classroom Teachers	1.3 Administration visitation logs, math notebooks, journals, and teacher lesson plans	
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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1B.1. Teachers including formal assessment, Brigance, and incorporating core Math, curriculum in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>1B.1. Distribute core Math Curriculum (Number Worlds) based on students placement tests</p> <p>Distribute Brigance Assessment materials</p> <p>Teachers will continuously assess students using a variety of assessments (Brigance and Number Worlds).</p> <p>Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>1B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>1B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>1B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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Mathematics Goal #1B:	2012 Current Level of Performance	2013 Expected Level of Performance:					
<p><i>35% of elementary students will score a level 4, 5, or 6 on the 2013 Florida Alternate Assessment.</i></p>	<p><i>.*</i></p>	<p><i>*</i></p>					
	<p><i>30% [7] of elementary students scored a level 4, 5, or 6 on the 2012 Florida Alternate Assessment</i></p>	<p><i>35% [13] of elementary students will score a level 4, 5, or 6 on the 2013 Florida Alternate Assessment</i></p>					
		<p>1B.2. Opportunity for professional development (training) for new teachers</p>	<p>1B.2. Teachers will receive support/training as needed for Number Worlds curriculum Teachers will incorporate Number Worlds curriculum in lessons to enhance instruction and reinforce Access Points</p>	<p>1B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>1B.2. Classroom observations using Quality Program Indicator Checklist Monitoring Number World assessments (based on individual student progression)</p>	<p>1B.2. Number Worlds assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations</p>	

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		1B.3. Teachers including instruction to address IEP goals and objectives	1B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities Data collect systems that target IEP goals	1B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	1B.3. Classroom observations, use of Quality Program Indiciary Checklist, and IEP progress reports	1B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports	
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Elementary School Mathematics Goals

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

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>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2.1. Students' lack of exposure to higher order questioning</p>	<p>2.1. Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning as well as high complexity test items</p>	<p>2.1. Principal, Assistant Principals, Math Coach, Classroom Teachers</p>	<p>2.1. Focused walkthroughs by administration will document that teachers are utilizing appropriate journaling- methods. Assessments will also be monitored for progress.</p>	<p>2.1. Administration visitation logs, math notebooks/journals and teacher lesson plans</p>		
<p><u>Mathematics Goal #2A:</u> 23% (80) of all 3rd -5th grade students tested, including all AYP subgroups, will score a Level 4 or 5 on the SSS component of FCAT Mathematics</p>	<p><u>2012 Current Level of Performance</u> .*</p>	<p><u>2013 Expected Level of Performance</u> .*</p>					

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	<i>18% (41) of students in Grades 3-5 scored a Level 4 of 5 on the 2012 Mathematics FCAT.</i>	<i>23% (76) of students in Grades 3-5 will score a Level 4 or 5 on the 2013 Mathematics FCAT.</i>					
		2.2. Teachers lack of understanding of the depth of the Common Core standards and curriculum gaps between Investigations and Envisions	2.2. Identify teachers needing to attend Math Training and offer the opportunity for them to attend. Teachers will participate in vertical planning at various times during the school year.	2.2. Principal, Assistant Principals, Math Coach	2.2. Focused walkthroughs by administration will document that teachers are implementing the strategies learned. Assessments will also be monitored for progress.	2.2. Administration visitation logs, math notebooks/journals and teacher lesson plans	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1. Teachers including formal assessment, Brigance, and incorporating core Math, curriculum in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>2B.1. Distribute core Math Curriculum (Number Worlds) based on students placement tests</p> <p>Distribute Brigance Assessment materials</p> <p>Teachers will continuously assess students using a variety of assessments (Brigance and Number Worlds).</p> <p>Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>2B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>2B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>2B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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Mathematics Goal #2B:	2012 Current Level of Performance	2013 Expected Level of Performance					
<i>35% of elementary students will score a level 7 or higher on the 2013 Florida Alternate Assessment.</i>	.*	.*					
	<i>30% (7) of elementary students scored a level 7 or higher on the 2012 Florida Alternate Assessment</i>	<i>35% (13) of elementary students will score a level 7 or higher on the 2013 Florida Alternate Assessment</i>					
		2B.2. Opportunity for professional development (training) for new teachers	2B.2. Teachers will receive support/training as needed for Number Worlds curriculum Teachers will incorporate Number Worlds curriculum in lessons to enhance instruction and reinforce Access Points	2B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	2B.2. Classroom observations using Quality Program Indicator Checklist Monitoring Number World assessments (based on individual student progression)	2B.2. Number Worlds assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations	

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		2B.3. Teachers including instruction to address IEP goals and objectives	2B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities Data collect systems that target IEP goals	2B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	2B.3. Classroom observations, use of Quality Program Indiciary Checklist, and IEP progress reports	2B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Insufficient resources for remediation of students who do not master various skills and/or concepts</p>	<p>3A.1. Schedule students who scored a Level 1 or Level 2 into an RtI block. Targeted small group instruction during Math lessons. Compass Odyssey and Destination Success activities assigned to individual students.</p>	<p>3A.1. Principal, Assistant Principals, Math Coach, 3rd - 5th Grade Mathematics Teachers</p>	<p>3A.1. Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>3A.1. Access report showing the number of students that have utilized the programs</p>		
<p><u>Mathematics Goal #3A:</u> 67% (233) of all 3rd - 5th grade students tested, including all AYP subgroups, will make learning gains in Mathematics to meet adequate progress as defined by the state</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>62% (147) of students in Grades 3-5 made learning gains on the 2012 Mathematics FCAT.</i>	<i>67% (233) of students in Grades 3-5 will make learning gains on the 2013 Mathematics FCAT.</i>					
		3A.2. Students' lack of exposure to higher order questioning	3A.2. Utilize RtI block within daily schedule to differentiate remediation/enrichment needs of individual students	3A.2. Principal, Assistant Principals, Classroom Teachers	3A.2. Focused walkthroughs by administration will document that teachers are utilizing appropriate journaling-methods.	3A. 2. Administration visitation logs, math notebooks/journals and teacher lesson plans	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1. Teachers including formal assessment, Brigance, and incorporating core Math, curriculum in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>3B.1. Distribute core Math Curriculum (Number Worlds) based on students placement tests Distribute Brigance Assessment materials Teachers will continuously assess students using a variety of assessments (Brigance and Number Worlds). Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>3B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>3B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>3B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
72% of students will make learning gains on the 2013 FAA							
	<i>66% (24) of the students made learning gains in math.</i>	<i>72% (29) of the students will make learning gains on the FAA</i>					
		3B.2. Opportunity for professional development (training) for new teachers	3B.2. Teachers will receive support/training as needed for Number Worlds curriculum Teachers will incorporate Number Worlds curriculum in lessons to enhance instruction and reinforce Access Points	3B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	3B.2. Classroom observations using Quality Program Indicator Checklist Monitoring Number World assessments (based on individual student progression)	3B.2. Number Worlds assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations	
		3B.3. Teachers including instruction to address IEP goals and objectives	3B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities Data collect systems that target IEP goals	3B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	3B.3. Classroom observations, use of Quality Program Indicatory Checklist, and IEP progress reports	3B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports	

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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>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. Insufficient resources for remediation of students who do not master various skills and that teachers are utilizing the Focus for Instruction / or concepts</p>	<p>4A.1. Utilize Math Gizmo and Destination Success to enhance students' understanding of Math concepts.</p>	<p>4A.1. Principal, Assistant Principals, 3rd- 5th Grade Mathematics Teachers</p>	<p>4A.1. Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>4A.1. Access report showing the number of students that have utilized the programs</p>		
<p><u>Mathematics Goal #4A:</u> 71% (62) of all students in the lowest 25% in grades 3 -8, will make learning gains in Mathematics to meet adequate progress as defined by the state.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>66% (54) of students in the lowest 25% made learning gains in Grades 3-5 on the 2012 Mathematics FCAT.</i>	<i>71% (62) of students in the lowest 25% will make learning gains in Grades 3-5 on the 2013 Mathematics FCAT.</i>					
		4A.2. Students' lack of exposure to higher order questioning	4A.2. Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning	4A.2. Principal, Assistant Principals, Classroom Teachers	4A.2. Focused walkthroughs by administration will document that teachers are utilizing appropriate journaling - methods.	4A.2. Administration visitation logs, math notebooks/ journals and teacher lesson plans	
		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>	<p>4B.1. Teachers including formal assessment, Brigance, and incorporating core Math, curriculum in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>4B.1. Distribute core Math Curriculum (Number Worlds) based on students placement tests Distribute Brigance Assessment materials Teachers will continuously assess students using a variety of assessments (Brigance and Number Worlds). Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>4B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>4B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>4B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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Mathematics Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>20% of the lowest quartile will make learning gains in mathematics</i>							
	<i>10% of elementary students in the lowest quartile made learning gains.</i>	<i>20% (2) of the students in the lowest quartile will make learning gains in mathematics</i>					
		4B.2. Opportunity for professional development (training) for new teachers	4B.2. Teachers will receive support/training as needed for Number Worlds curriculum Teachers will incorporate Number Worlds curriculum in lessons to enhance instruction and reinforce Access Points Implement weekly Florida Alternate Assessment enrichment activities	4B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	4B.2. Classroom observations using Quality Program Indicator Checklist Monitoring Number World assessments (based on individual student progression)	4B.2. Number Worlds assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations	

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		4B.3. Teachers including instruction to address IEP goals and objectives	4B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities Data collect systems that target IEP goals	4B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	4B.3. Classroom observations, use of Quality Program Indicatory Checklist, and IEP progress reports	4B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal</u> #5A: <i>Westview will continue to reduce the achievement gap by meeting the goals outlined by the state each year.</i>	<u>55</u>						

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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 subgroups:	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. Lack of exposure to various prerequisite skills and concepts needed	5B.1. Focus for Instructional calendars will be utilized to ensure exposure to all strands. Scrimmage assessments will be given to assess mastery of concepts and skills addressed on the Focus for Instruction Calendar.	5B.1. Principal, Assistant Principals, Math Coach, Classroom Teachers	5B.1. Focused walkthroughs by administration will document calendars. Teacher lesson plans	5B.1. Scrimmage assessment scores and administration visitation		
<u>Mathematics Goal #5B:</u> 3 rd -5 th grade students tested, including all AYP ethnicity subgroups, will score a Level 3 or higher on the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<p><i>On the 2012 Mathematics FCAT the following percentage of subgroups scored a Level 3 or higher;</i></p> <p>White: 50% (36) Black: 51% (58) Hispanic: 55% (22)</p>	<p><i>On the 2013 Mathematics FCAT the following percentage of subgroups will score a Level 3 or higher;</i></p> <p>White: 70% (92) Black: 65% (100) Hispanic: 60% (43)</p>				
		<p>5B.2. Students lack of understanding of key content based vocabulary words</p>	<p>5B.2. Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning and require the use of content based vocabulary</p> <p>Provide training on research based reading strategies that help students determine meaning of high frequency content based vocabulary</p>	<p>5B.2. Principal, Assistant Principals, Math Coach, Classroom Teachers</p>	<p>5B.2. Focused walkthroughs by administration will document that teachers are utilizing Math notebook/ journals appropriately.</p> <p>Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>5B.2. Administration visitation logs, math notebooks/ journals, and teacher lesson plans and classroom charts highlighting the strategies used</p>
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>

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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. Students lack of understanding of key content based vocabulary words	5C.1. Utilize Content Based Word Walls that encourage student understanding and use of high frequency content based vocabulary	5C.1. Principal, Assistant Principals, Math Coach, Classroom Teachers	5C.1. Focused walkthroughs by administration will document that teachers are utilizing word walls appropriately. Achievement on progress monitoring assessments and Benchmark Assessments	5C.1. Administration visitation logs, math notebooks/journals, teacher lesson plans and classroom word walls		
<u>Mathematics Goal #5C:</u> 50% of all 3 rd - 5 th grade students tested, including the AYP ELL subgroup, will score a Level 3 or higher on the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>On the 2012 Mathematics FCAT 0% (0) of the students in the ELL subgroup scored a Level 3 or higher.</i>	<i>On the 2013 Mathematics FCAT 50% (6) of the students in the ELL subgroup will score a Level 3 or higher.</i>					

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		5C.2. Students lack of understanding of key content based vocabulary words	5C.2. Implement Math Notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning and require the use of content based vocabulary	5C.2. Principal, Assistant Principals, Math Coach, Classroom Teachers	5C.2. Focused walkthroughs by administration will document that teachers are utilizing Math notebook/ journals appropriately. Achievement on progress monitoring assessments and Benchmark Assessments	5C.2. Administration on visitation logs, math notebooks/ journals, and teacher lesson plans	
		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.	5.D.1 Insufficient resources for remediation of students who do not master various skills and/or concepts	5.D.1 Utilize Math Gizmo, Compass Odyssey and Destination Success to enhance students' understanding of Math concepts. Implement Math Centers during independent learning time.	5.D.1 Principal, Assistant Principals, Math Coach, 3 rd -5 th Grade Mathematics Teachers	5.D.1 Achievement on progress monitoring assessments and Benchmark Assessments	5.D.1 Access reports showing the number of students that have utilized the programs		

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<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
40% of all 3 rd - 5 th grade students tested, including the AYP Students with Disabilities subgroup, will score a Level 3 or higher on the FCAT.							
	<i>On the 2012 Mathematics FCAT 35% (14) of the students in the Students with Disabilities subgroup scored a Level 3 or higher.</i>	<i>On the 2013 Mathematics FCAT 40% (16) of the students in the Students with Disabilities subgroup will score a Level 3 or higher.</i>					
		5D.2. Students lack of understanding of key content based vocabulary words	5D.2. Implement Math Notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning and require the use of content based vocabulary	5D.2. Principal, Assistant Principals, Math Coach, Classroom Teachers	5D.2. Focused walkthroughs by administration will document that teachers are utilizing Math notebook/ journals appropriately. Achievement on progress monitoring assessments and Benchmark Assessments	5D.2. Administrati on visitation logs, math notebooks/ journals, and teacher lesson plans	

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		5D.3. Students lack of understanding of key content based skills and strategies	5D.3. Teachers will implement effective charting of strategies, concepts and skills	5D.3. Principal, Assistant Principals, Math Coach, Classroom Teachers	5D.3. Focused walkthroughs by administration will document that teachers are utilizing Math charts appropriately. Achievement on progress monitoring assessments and Benchmark Assessments	5D.3. Administrati on visitation logs, math notebooks/ journals, charts and teacher lesson plans	
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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:	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. Insufficient resources for remediation of students who do not master various skills and/or concepts</p>	<p>5E.1. Utilize Math Gizmo, Compass Odyssey and Destination Success to enhance students' understanding of Math concepts. Allow students the opportunity to use these programs before, during and after school.</p>	<p>5E.1. Principal, Assistant Principals, Math Coach, 3rd-5th Grade Mathematics Teachers</p>	<p>5E.1. Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>5E.1. Access reports showing the number of students that have utilized the programs</p>		
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Mathematics Goal #5E:	2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*					
<p>60% of all 3rd - 5th grade students tested, including the AYP Economically Disadvantages subgroup, will score a Level 3 or higher on the FCAT.</p>							
	<p><i>On the 2012 Mathematics FCAT 52% (129) of the students in the Economically Disadvantaged subgroup scored a Level 3 or higher.</i></p>	<p><i>On the 2013 Mathematics FCAT 60% (140) of the students in the Economically Disadvantaged subgroup will score a Level 3 or higher.</i></p>					

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		5E.2. Students lack of understanding of key content based vocabulary words	5E.2. Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning and require the use of content based vocabulary	5E.2. Principal, Assistant Principals, Math Coach, Classroom Teachers	5E.2. Focused walkthroughs by administration will document that teachers are utilizing Math notebook/ journals appropriately. Achievement on progress monitoring assessments and Benchmark Assessments	5E.2. Administration visitation logs, math notebooks/ journals, and teacher lesson plans	
		5E.3. Students lack of understanding of key content based skills and strategies	5E.3. Teachers will implement effective charting of strategies, concepts and skills	5E.3. Principal, Assistant Principals, Classroom Teachers	5E.3. Focused walkthroughs by administration will document that teachers are utilizing Math charts appropriately. Achievement on progress monitoring assessments and Benchmark Assessments	5E.3. Students lack of understanding of key content based skills and strategies	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. New Math teachers in 7th, 8th grade and Intensive Math adjusting and learning curriculum</p>	<p>1A. 1. Attend CHAMPS training Attend professional development for content knowledge Modeling by Math Coach 6th, 7th and 8th grade math teachers will participate in District level PLC training, and develop assessments, lessons and exit slips (informal assessments) to use in their classrooms</p>	<p>1A.1 Principal, Assistant Principals, Math Coach</p>	<p>1A.1. Informal and formal observations, classroom visits</p>	<p>1A.1. Lesson Plans Classroom configuration</p>		
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Mathematics Goal #1A:	2012 Current Level of Performance	2013 Expected Level of Performance:					
60% (188) of all 6 th – 8 th grade students will score a Level 3 or higher on the NGSSS component of FCAT Mathematics.	.*	.*					
	<i>52% (129) of students in Grades 6-8 scored a Level 3 or higher on the 2012 Mathematics FCAT.</i>	60% (188) of all 6 th – 8 th grade students tested will score a Level 3 or higher on the NGSSS component of FCAT Mathematics					

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		1A.2. Students' lack of exposure to higher order questioning	1A.2. Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning	1A.2. Focused walkthroughs by administration will document that teachers are utilizing appropriate journaling methods.	1A.2. Principal, Assistant Principals, Math Coach, Classroom Teachers	1A.2. Administration visitation logs, math notebooks, journals, and teacher lesson plans	
		1A.3. Having students participate in before and after school math tutoring activities	1A.3. Identify students who need remediation and provide Team-Up applications Utilize School Messenger tool to notify parents via phone and email of upcoming school tutoring activities Keep marquee updated with dates and times of tutoring sessions Have school website updated with dates and times and have teachers update their websites to reflect enrichment opportunities	1A.3. Teachers, Math Coach, Administration	1A.3. Tracking of attendance during before and after school remediation activities	1A.3. Attendance logs Teacher commentary	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1B.1. Teachers including formal assessment, Brigance, and incorporating core Math, curriculum in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>1B.1. Distribute core Math Curriculum (Number Worlds) based on students placement tests</p> <p>Distribute Brigance Assessment materials</p> <p>Teachers will continuously assess students using a variety of assessments (Brigance and Number Worlds).</p> <p>Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>1B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>1B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>1B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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<u>Mathematics Goal</u> <u>#1B:</u>	<u>2012</u> <u>Current</u>	<u>2013</u> <u>Expected</u>					
	<u>Level of</u> <u>Performance</u>	<u>Level of</u> <u>Performance:</u>					
	.*	*					
<i>42% of students in middle school will score a 4, 5, or 6 on the 2013 Florida Alternate Assessment.</i>							
	<i>38% [5]of students in middle school scored a 4, 5, or 6 on the 2012 Florida Alternate Assessment</i>	<i>42% [14] of students in middle school will score a 4, 5, or 6 on the 2013 Florida Alternate Assessment</i>					
		1B.2. Opportunity for professional development (training) for new teachers	1B.2. Teachers will receive support/training as needed for Number Worlds curriculum Teachers will incorporate Number Worlds curriculum in lessons to enhance instruction and reinforce Access Points	1B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	1B.2. Classroom observations using Quality Program Indicator Checklist Monitoring Number World assessments (based on individual student progression)	1B.2. Number Worlds assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations	

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		1B.3. Teachers including instruction to address IEP goals and objectives	1B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities Data collect systems that target IEP goals	1B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	1B.3. Classroom observations, use of Quality Program Indicatory Checklist, and IEP progress reports	1B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. Students' lack of exposure to higher order questioning</p>	<p>2A.1. Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning as well as high complexity test items</p>	<p>2A.1. Principal, Assistant Principals, Math Coach, Classroom Teachers</p>	<p>2A.1. Focused walkthroughs by administration will document that teachers are utilizing appropriate journaling- methods. Assessments will also be monitored for progress.</p>	<p>2A.1. Administration visitation logs, math notebooks/ journals and teacher lesson plans</p>		
<p><u>Mathematics Goal #2A:</u> 23% (72) of all 6th – 8th grade students tested, including all AYP subgroups, will score a Level 4 or 5 on the SSS component of FCAT Mathematics</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u> *</p>					

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	18% (65) of 6 th – 8 th grade students scored a Level 4 or 5 on the 2012 FCAT.	23% (72) of all 6 th – 8 th grade students tested, including all AYP subgroups, will score a Level 4 or 5 on the SSS component of FCAT Mathematics					
		2A.2. Teachers lack of understanding of the depth of the new standards and new curriculum	2A.2. Identify teachers needing to attend Math Training and offer the opportunity for them to attend.	2A.2. Principal, Assistant Principals, Math Coach	2A.2. Focused walkthroughs by administration will document that teachers are implementing the strategies learned. Assessments will also be monitored for progress.	2A.2. Administration visitation logs, math notebooks/ journals and teacher lesson plans	

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1. Teachers including formal assessment, Brigance, and incorporating core Math, curriculum in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>2B.1. Distribute core Math Curriculum (Number Worlds) based on students placement tests</p> <p>Distribute Brigance Assessment materials</p> <p>Teachers will continuously assess students using a variety of assessments (Brigance and Number Worlds).</p> <p>Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>2B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>2B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>2B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
12% of students in middle school will score a 7 or higher on the 2013 Florida Alternate Assessment.	*	*					
	8% [1] of students in middle school scored a 7 or higher on the 2012 Florida Alternate Assessment	12% (3)] of students in middle school will score a 7 or higher on the 2013 Florida Alternate Assessment					
		2B.2. Opportunity for professional development (training) for new teachers	2B.2. Teachers will receive support/training as needed for Number Worlds curriculum Teachers will incorporate Number Worlds curriculum in lessons to enhance instruction and reinforce Access Points	2B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	2B.2. Classroom observations using Quality Program Indicator Checklist Monitoring Number World assessments (based on individual student progression)	2B.2. Number Worlds assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations	

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		2B.3. Teachers including instruction to address IEP goals and objectives	2B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities Data collect systems that target IEP goals	2B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	2B.3. Classroom observations, use of Quality Program Indicatory Checklist, and IEP progress reports	2B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. Insufficient resources for remediation of students who do not master various skills and/or concepts</p>	<p>3A.1. Provide under-achieving 6th – 8th grade students the opportunity for learning recovery using Compass Odyssey during Team Up. Schedule students who scored a Level 1 or Level 2 into an Intensive Math course.</p>	<p>3A.1. Principal, Assistant Principals, Math Coach, 3rd - 8th Grade Mathematics Teachers</p>	<p>3A.1. Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>3A.1. Access report showing the number of students that have utilized the programs</p>		
<p><u>Mathematics Goal #3A:</u> 67% (210) of all 6th – 8th grade students tested, including all AYP subgroups, will make learning gains in Mathematics to meet adequate progress as defined by the state</p>	<p><u>2012 Current Level of Performance:</u> *</p>	<p><u>2013 Expected Level of Performance:</u> *</p>					

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	<p>62% (194) of students made gains on the 2012 FCAT in mathematics.</p>	<p>67% (210) of all 6th – 8th grade students tested, including all AYP subgroups, will make learning gains in Mathematic to meet adequate progress as defined by the state</p>					
		<p>3A.2. Insufficient resources for remediation of students who do not master various skills and/or concepts</p>	<p>3A.2. Utilize Math Gizmo, Destination Success and Compass Odyssey to enhance students' understanding of Math concepts.</p>	<p>3A.2. Principal, Assistant Principals, Math Coach, 6th - 8th Grade Mathematics Teachers</p>	<p>3A.2. Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>3A.2. Access report showing the number of students that have utilized the programs</p> <p>Administration visitation logs and teacher lesson plans</p>	

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		3A. 3. Students’ lack of exposure to higher order questioning	3A.3 Implement FCIM model during Intensive Math classes Use effective journaling techniques to provide students with instructional strategies that will result in increased student performance.	3A.3 Principal, Assistant Principals, Classroom Teachers	3A.3 Focused walkthroughs by administration will document that teachers are utilizing appropriate journaling-methods.	3A.3 Administration visitation logs, math notebooks/ journals and teacher lesson plans	
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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1. Teachers including formal assessment, Brigance, and incorporating core Math, curriculum in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>3B.1. Distribute core Math Curriculum (Number Worlds) based on students placement tests</p> <p>Distribute Brigance Assessment materials</p> <p>Teachers will continuously assess students using a variety of assessments (Brigance and Number Worlds).</p> <p>Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>3B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>3B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>3B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u>					
72% of students will make learning gains in math	*	*					
	66% (12) of students in middle school made learning gains in math	72% (14) of middle school students will make learning gains in math					
		3B.2. Opportunity for professional development (training) for new teachers	3B.2. Teachers will receive support/training as needed for Number Worlds curriculum Teachers will incorporate Number Worlds curriculum in lessons to enhance instruction and reinforce Access Points	3B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	3B.2. Classroom observations using Quality Program Indicator Checklist Monitoring Number World assessments (based on individual student progression)	3B.2. Number Worlds assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations	

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		3B.3. Teachers including instruction to address IEP goals and objectives	3B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities Data collect systems that target IEP goals	3B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	3B.3. Classroom observations, use of Quality Program Indicatory Checklist, and IEP progress reports	3B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports	
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. Insufficient resources for remediation of students who do not master various skills and/or concepts	4A.1. Provide under-achieving 6 th , 7 th , and 8 th grade students the opportunity for learning recovery using Compass Odyssey during Team Up.	4A.1. Principal, Assistant Principals, 6 th , 7 th , and 8 th grade Mathematics Teachers	4A.1. Achievement on progress monitoring assessments and Benchmark Assessments	4A.1. Access report showing the number of students that have utilized the programs		

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Mathematics Goal #4A:	2012 Current Level of Performance:	2013 Expected Level of Performance:					
<p><i>71% (55) of students scoring in the lowest 25% in grades 6-8 will make learning gains on the 2013 FCAT in math.</i></p>	<p><i>*</i></p>	<p><i>*</i></p>					
	<p><i>66% (51) of lowest 25% made learning gains</i></p>	<p><i>80% (61) of students scoring in the lowest 25% in grades 6-8 will make learning gains on the 2013 FCAT in math.</i></p>					

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		4A.2. Insufficient resources for remediation of students who do not master various skills and that teachers are utilizing the Focus for Instruction / or concepts	4A.2. Utilize Math Gizmo Agile Minds, Compass Odyssey and Destination Success to enhance students' understanding of Math concepts.	4A.2. Principal, Assistant Principals, 3 rd - 8 th Grade Mathematics Teachers	4A.2. Achievement on progress monitoring assessments and Benchmark Assessments	4A.2. Access report showing the number of students that have utilized the programs	
		4A.3 Students' lack of exposure to higher order questioning	4A.3 Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning	4A.3 Principal, Assistant Principals, Classroom Teachers	4A.3 Focused walkthroughs by administration will document that teachers are utilizing appropriate journaling - methods.	4A.3 Administration visitation logs, math notebooks/ journals and teacher lesson plans	

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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4B.1. Teachers including formal assessment, Brigance, and incorporating core Math, curriculum in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>4B.1. Distribute core Math Curriculum (Number Worlds) based on students placement tests Distribute Brigance Assessment materials Teachers will continuously assess students using a variety of assessments (Brigance and Number Worlds). Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>4B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>4B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>4B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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Mathematics Goal #4B: 30% of the lowest quartile students will make gains in math on the 2013 FAA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	10% (1) of the lowest quartile made learning gains in math	30% (4) of the lowest quartile students in math will show gains on the 2013 FAA					
		4B.2. Opportunity for professional development (training) for new teachers	4B.2. Teachers will receive support/training as needed for Number Worlds curriculum Teachers will incorporate Number Worlds curriculum in lessons to enhance instruction and reinforce Access Points Implement weekly Florida Alternate Assessment enrichment activities	4B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	4B.2. Classroom observations using Quality Program Indicator Checklist Monitoring Number World assessments (based on individual student progression)	4B.2. Number Worlds assessments based on individual student progression Lesson Plans Quality Program Indicator Checklist Classroom Observations	

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		4B.3. Teachers including instruction to address IEP goals and objectives	4B.3. Incorporate IEP goals and objectives in small group instruction, individual instruction, and independent work activities Data collect systems that target IEP goals	4B.3. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	4B.3. Classroom observations, use of Quality Program Indiciary Checklist, and IEP progress reports	4B.3. Quality Program Indicator Checklist Classroom Observations IEP progress reports	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>55</u>						
<u>Mathematics Goal #5A:</u> Westview will continue to close the achievement gap by making adequate progress on the FCAT mathematics test.							

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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 subgroups:	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. Lack of exposure to various prerequisite skills and concepts needed	5B.1. Focus for Instructional calendars will be utilized to ensure exposure to all strands. Scrimmage assessments will be given to assess mastery of concepts and skills addressed on the Focus for Instruction Calendar.	5B.1. Principal, Assistant Principals, Math Coach, Classroom Teachers	5B.1. Focused walkthroughs by administration will document calendars. Teacher lesson plans	5B.1. Scrimmage assessment scores and administration visitation		
<u>Mathematics Goal #5B:</u> 75% of all 6 th – 8 th grade students tested, including all AYP ethnicity subgroups, will score a Level 3 or higher on the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<p><i>On the 2012 Mathematics FCAT the following percentage of subgroups scored a Level 3 or higher;</i></p> <p><i>White: 21% (61)</i> <i>Black: 25% (71)</i> <i>Hispanic: 6% (17)</i></p>	<p><i>On the 2013 Mathematics FCAT the following percentage of subgroups will score a Level 3 or higher;</i></p> <p><i>White: 26% (75)</i> <i>Black: 30% (86)</i> <i>Hispanic: 11% (32)</i></p>					
		<p>5B.2. Students lack of understanding of key content based vocabulary words</p>	<p>5B.2. Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning and require the use of content based vocabulary</p> <p>Provide training on research based reading strategies that help students determine meaning of high frequency content based vocabulary</p>	<p>5B.2. Principal, Assistant Principals, Math Coach, Classroom Teachers</p>	<p>5B.2. Focused walkthroughs by administration will document that teachers are utilizing Math notebook/ journals appropriately.</p> <p>Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>5B.2. Administration visitation logs, math notebooks/ journals, and teacher lesson plans and classroom charts highlighting the strategies used</p>	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: N/A – No subgroup	<u>2012 Current Level of Performance</u> :*	<u>2013 Expected Level of Performance</u> :*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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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		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5.D.1 Insufficient resources for remediation of students who do not master various skills and/or concepts	5.D.1 Utilize Math Gizmo, Compass Odyssey and Destination Success to enhance students' understanding of Math concepts. Implement Math Centers during independent learning time.	5.D.1 Principal, Assistant Principals, Math Coach, 3 rd -5 th Grade Mathematics Teachers	5.D.1 Achievement on progress monitoring assessments and Benchmark Assessments	5.D.1 Access reports showing the number of students that have utilized the programs		

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Mathematics Goal #5D:	2012 Current Level of Performance	2013 Expected Level of Performance					
70% of all 6 th – 8 th grade students tested, including the AYP Students with Disabilities subgroup, will score a Level 3 or higher on the FCAT.	.*	.*					
	On the 2012 Mathematics FCAT 41% (25) of the students in the Students with Disabilities subgroup scored a Level 3 or higher.	On the 2013 Mathematics FCAT 46% (28) of the students in the Students with Disabilities subgroup will score a Level 3 or higher.					

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		<p>5D.2. Students lack of understanding of key content based vocabulary words</p> <p>5D.3. Students lack of understanding of key content based skills and strategies</p>	<p>5D.2. Implement Math Notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning and require the use of content based vocabulary</p> <p>Implement Math Centers during independent learning time.</p>	<p>5D.2. Principal, Assistant Principals, Math Coach, Classroom Teachers</p>	<p>5D.2. Focused walkthroughs by administration will document that teachers are utilizing Math notebook/ journals appropriately.</p> <p>Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>5D.2. Administration visitation logs, math notebooks/ journals, and teacher lesson plans</p>	
		<p>5D.3. Teachers will implement effective charting of strategies, concepts and skills</p>	<p>5D.3. Principal, Assistant Principals, Math Coach, Classroom Teachers</p>	<p>5D.3. Focused walkthroughs by administration will document that teachers are utilizing Math charts appropriately.</p> <p>Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>5D.3. Administration visitation logs, math notebooks/ journals, charts and teacher lesson plans</p>	<p>5D.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. Insufficient resources for remediation of students who do not master various skills and/or concepts</p>	<p>5E.1. Utilize Math Gizmo, Compass Odyssey and Destination Success to enhance students' understanding of Math concepts. Allow students the opportunity to use these programs before, during and after school.</p>	<p>5E.1. Principal, Assistant Principals, Math Coach, 3rd-5th Grade Mathematics Teachers</p>	<p>5E.1. Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>5E.1. Access reports showing the number of students that have utilized the programs</p>		
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<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
49% of all 6 th – 8 th grade students tested, including the AYP Economically Disadvantaged subgroup, will score a Level 3 or higher on the FCAT.							
	On the 2012 Mathematics FCAT 44% (61) of the students in the Economically Disadvantaged subgroup scored a Level 3 or higher.	On the 2013 Mathematics FCAT 49% (68) of the students in the Economically Disadvantaged subgroup will score a Level 3 or higher.					
		5E.2. Students lack of understanding of key content based vocabulary words	5E.2. Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning and require the use of content based vocabulary	5E.2. Principal, Assistant Principals, Math Coach, Classroom Teachers	5E.2. Focused walkthroughs by administration will document that teachers are utilizing Math notebook/ journals appropriately. Achievement on progress monitoring assessments and Benchmark Assessments	5E.2. Administration visitation logs, math notebooks/ journals, and teacher lesson plans	

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		5E.3. Students lack of understanding of key content based skills and strategies	5E.3. Teachers will implement effective charting of strategies, concepts and skills	5E.3. Principal, Assistant Principals, Classroom Teachers	5E.3. Focused walkthroughs by administration will document that teachers are utilizing Math charts appropriately. Achievement on progress monitoring assessments and Benchmark Assessments	5E.3. Students lack of understanding of key content based skills and strategies	
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End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathemat	Problem-Solving Process to Increase Student Achievement						
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
	<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		

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Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1.1. New teachers are teaching the Algebra 1 Course</p>	<p>1.1. Attend professional development centered on curriculum Math coach to model instruction in Algebra classrooms Implement the Algebra 1 course with fidelity</p>	<p>1.1. Principal Assistant Principals Math Coach</p>	<p>1.1. Classroom observations</p>	<p>1.1. Observation feedback forms Lesson Plans</p>		
<p>Algebra 1 Goal #1: 60% of Algebra 1 students will score a 3 or higher on the Algebra 1 EOC.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>50% (24) of students scored a 3 or higher on the 2012 Algebra 1 EOC.</p>	<p>60% (30) of Algebra 1 students will score a 3 or higher on the Algebra 1 EOC.</p>					

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		1.2. Lack of foundational knowledge for some students	1.2. 8 th grade students who did not pass the Algebra 1 EOC are in Intensive Algebra 8 th grade Algebra 1 students who scored a level 3 on the 2012 SSM are enrolled in an Intensive Algebra course, using Agile Minds Student journaling will be implemented in all math classes Before and after school tutoring will be offered for students	1.2. Principal Assistant Principals Math Coach	1.2. Classroom observations Tutoring logs	1.2. Observation feedback forms Lesson Plans Student performance	
		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 Algebra 1.</p>	<p>2.1. New teachers are teaching the Algebra 1 Course</p>	<p>2.1. Attend professional development centered on curriculum Math coach to model instruction in Algebra classrooms Implement the Algebra 1 course with fidelity</p>	<p>2.1. Principal Assistant Principals Math Coach</p>	<p>2.1. Classroom observations</p>	<p>2.1. Observation feedback forms Lesson Plans</p>		
<p><u>Algebra Goal #2:</u> 15% of students in Algebra 1 will score a 4 or 5 on the 2013 Algebra 1 EOC.</p>	<p><u>2012 Current Level of Performance</u> .* _</p>	<p><u>2013 Expected Level of Performance</u> .* _</p>					
	<p>10% (2) of students scored a Level 4 or 5 on the Algebra 1 EOC</p>	<p>15% (8) of students will score a Level 4 or 5 on the 2013 Algebra 1 EOC</p>					

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		2.2. Lack of foundational knowledge for some students	2.2. 8 th grade students who did not pass the Algebra 1 EOC are in Intensive Algebra 8 th grade Algebra 1 students who scored a level 3 on the 2012 SSM are enrolled in an Intensive Algebra course, using Agile Minds Student journaling will be implemented in all math classes Before and after school tutoring will be offered for students	2.2. Principal Assistant Principals Math Coach	2.2. Classroom observations Tutoring logs	2.2. Observation feedback forms Lesson Plans Student performance	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 50%	54%	58%	62%	66%	70%	75%

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<p><u>Algebra 1 Goal #3A:</u> Westview will reduce the achievement gap by 50% each 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 subgroups:</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>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>3B.1. Lack of exposure to various prerequisite skills and concepts needed</p>	<p>3B.1. Focus for Instructional calendars will be utilized to ensure exposure to all strands. Scrimmage assessments will be given to assess mastery of concepts and skills addressed on the Focus for Instruction Calendar.</p>	<p>3B.1. Principal, Assistant Principals, Math Coach, Classroom Teachers</p>	<p>3B.1. Focused walkthroughs by administration will document calendars. Teacher lesson plans</p>	<p>3B.1. Scrimmage assessment scores and administration visitation</p>		
<p>Algebra 1 Goal #3B: 55% of all subgroups will make satisfactory progress on the Algebra 1 EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 50% (10) Black: 49% (11) Hispanic: N/A – no subgroup</p>	<p>White: 55% (13) Black: 55% (14) Hispanic:55% (5)</p>					

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		3B.2. Students lack of understanding of key content based vocabulary words	3B.2. Implement Math notebooks / journals to document students' responses to short and extended response questions that utilize higher order questioning and require the use of content based vocabulary Provide training on research based reading strategies that help students determine meaning of high frequency content based vocabulary	3B.2. Principal, Assistant Principals, Math Coach, Classroom Teachers	3B.2. Focused walkthroughs by administration will document that teachers are utilizing Math notebook/ journals appropriately. Achievement on progress monitoring assessments and Benchmark Assessments	3B.2. Administrati on visitation logs, math notebooks/ journals, and teacher lesson plans and classroom charts highlighting the strategies used	
		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:	Anticipate d Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		

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N/A – no subgroup	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u>					
		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:	Anticipate d 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 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D:	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u>					
N/A – no subgroup							

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		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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<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</p>	<p>3E.1. Insufficient resources for remediation of students who do not master various skills and/or concepts</p>	<p>3E.1. Utilize Math Gizmo, Compass Odyssey and Destination Success to enhance students' understanding of Math concepts. Allow students the opportunity to use these programs before, during and after school.</p>	<p>3E.1. Principal, Assistant Principals, Math Coach, 3rd-5th Grade Mathematics Teachers</p>	<p>3E.1. Achievement on progress monitoring assessments and Benchmark Assessments</p>	<p>3E.1. Access reports showing the number of students that have utilized the programs</p>		
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Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
60% of all 7 th and 8 th grade students tested, including the AYP Economically Disadvantages subgroup, will score a Level 3 or higher on the Algebra 1 EOC.							
	55% (8) of Econo mically disadvantag ed students made progress on the 2012 Algebra 1 EOC	60% (14) of econo mically disadvantag ed students will make progress on the Algebra 1 EOC					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. New teacher is teaching the Geometry Course</p>	<p>1.1. Attend professional development centered on curriculum Math coach to model instruction in Geometry classroom Implement the Geometry course with fidelity</p>	<p>1.1. Principal Assistant Principals Math Coach</p>	<p>1.1. Classroom observations</p>	<p>1.1. Observation feedback forms Lesson Plans</p>		
<p><u>Geometry Goal #1:</u> 45% (9) of the students will score a 3 or higher on the 2013 Geometry EOC.</p>	<p><u>2012 Current Level of Performance</u> .* _</p>	<p><u>2013 Expected Level of Performance</u> .* _</p>					
	<p>N/A – course not taught</p>	<p>45% (9) will score a 3 or higher on the 2013 Geometry EOC</p>					

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		1.2. Lack of foundational knowledge for some students	1.2. 8 th grade students who did not pass the Algebra 1 EOC are in Intensive Algebra Student journaling will be implemented in all math classes Before and after school tutoring will be offered for students	1.2. Principal Assistant Principals Math Coach	1.2. Classroom observations Tutoring logs	1.2. Observation feedback forms Lesson Plans Student performance	
		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>	<p>2.1. New teacher is teaching the Geometry Course</p>	<p>2.1. Attend professional development centered on curriculum Math coach to model instruction in Geometry classroom Implement the Geometry course with fidelity</p>	<p>2.1. Principal Assistant Principals Math Coach</p>	<p>2.1. Classroom observations</p>	<p>2.1. Observation feedback forms Lesson Plans</p>		
<p><u>Geometry Goal #2:</u> 20% (4) of the students will score a 4 or 5 on the 2013 Geometry EOC.</p>	<p><u>2012 Current Level of Performance</u> .* _</p>	<p><u>2013 Expected Level of Performance</u> .* _</p>					
	<p>N/A – course not taught</p>	<p>20% (4) of the students will score a 4 or 5 on the 2013 Geometry EOC.</p>					

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		2.2. Lack of foundational knowledge for some students	2.2. 8 th grade students who did not pass the Algebra 1 EOC are in Intensive Algebra Student journaling will be implemented in all math classes Before and after school tutoring will be offered for students	2.2. Principal Assistant Principals Math Coach	2.2. Classroom observations Tutoring logs	2.2. Observation feedback forms Lesson Plans Student performance	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012 N/A – not offered						
<u>Geometry Goal #3A:</u> Westview will reduce the achievement gap by 50% each year.							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Geometry Goal #3B:</u> N/A – no subgroup	<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> .* _					
	White: Black: Hispanic:	White: Black: Hispanic:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C:	<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> .*					
N/A – no subgroup							
		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 Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: N/A – no subgroup	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u> <u>—</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u> <u>—</u>					
		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.		
Geometry Goal #3E:	<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> .*					
N/A – no subgroup							
		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

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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Centers/Journals	K-5	Math Coach, Assistant Principal (Mr. Ball)	Grade Levels	Early Release, Teacher Resource Training	Classroom Observations	Principal, Assistant Principals, Math Coach

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Middle School PLC – MJ Math II	6-8	Math Coach, Assistant Principal (Mr. Ball)	Ms. Renelus, Mr. Smith, Ms. Eichler, Mr. Ball, Ms. Floyd Hatcher	Weekly	Classroom Observations, Completion of Assignments	District Personnel, Principal, Assistant Principals, Math Coach
Effective Questioning	K-8	Mr. Sapp	Grade Levels	On-Going	Classroom Observations	Principal, Assistant Principals, Math Coach
Technology/Data	K-8	Ms. Renelus	Grade Levels	On-Going	Data Notebooks, Classroom Observations	Principal, Assistant Principals, Math Coach
Using Data Effectively	K-8	Data Team	Grade Levels	On-Going	Instructional Focus Calendars, Classroom walk-throughs, lesson plans	Principal, Data Team

Mathematics Budget (Insert rows as needed)

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

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Provide resources for remediation of students who do not master various skills and/or concepts	GIZMOs, Destination Success, Compass Odyssey	District, 10000	N/A
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement a 60 minute Math Workshop (K-5) in all math classrooms using the Math Investigations and Envisions curriculums and a 45 minute Math Workshop (Grades 6, 7 and 8) using the Connect Plus curriculum	Substitutes for TDE Opportunities for teacher training.	10000	\$15,600.00
Subtotal: 15, 600			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total \$15,600:			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</p>	<p>1A.1. Lack of teacher knowledge in content area</p>	<p>1A.1. Teachers will choose appropriate literature to enhance instruction and comprehension in science</p> <p>Utilize the 5E Model of instruction, science laboratory activities and experiments at least once a week</p> <p>Utilize the use of GIZMO technology to enhance lab experiments</p> <p>Focus instruction in K-8 on the Scientific Process</p> <p>Plan science instruction</p>	<p>1A.1. Principal, Assistant Principals, Instructional Coach, Classroom Teachers</p>	<p>1A.1. Focused walkthroughs by administration to ensure that teachers are using appropriate literature to enhance instruction and understanding</p> <p>Achievement on GIZMO experiments</p> <p>Classroom monitoring forms will reflect scores in each area and lesson plans will document intervention strategies for students who are under-performing</p>	<p>1A.1. Student Work and Portfolios</p> <p>Classroom walkthroughs logs and documentation notes by Administration</p> <p>Teacher lesson plans, use of daily focus standards and 5E model</p> <p>Classroom monitoring forms reflecting student growth</p> <p>Improvement on science progress monitoring assessments</p>		
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		using the FCAT Next Generation SSS Science Strands which aligns with the NGSS					
<p><u>Science Goal #1A:</u></p> <p>56% combined of all 5th and 8th grade students tested, including students with disabilities will score level 3 or higher on the NGSSS component of FCAT Science</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>					

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	50% (105) of all 5 th and 8 th grade students tested, including students with disabilities scored a level 3 or higher on the SSS component of FCAT 2012 Science	56% (117) combined of all 5 th and 8 th grade students tested, including students with disabilities will score level 3 or higher on the NGSSS component of FCAT 2013 Science					
		1A.2. Availability of additional class time to the curricular guides	1A.2. Construct 5E Lesson Plans demonstrating high order questioning techniques based on Webb's Depth of Knowledge Utilize a variety of grouping strategies to implement performance task, projects and assessments that are aligned with the standards	1A.2. Principal, Assistant Principals, Instructional Coach, Classroom Teachers	1A.2. Classroom observation, class participation, group discussions, informal assessments	1A.2. Students will construct their own high order questions based on Webb's Depth of Knowledge Monitor student growth based on differentiated instruction	

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		<p>1A.3. The science FCAT and Benchmark testing are only given to 5th and 8th grade students. Grades 3, 4, 6, and 7 lack Science data</p>	<p>1A.3. Incorporate Benchmarks and formative assessment data using Pearson to gather an accurate depiction of student mastery</p> <p>New technology in the classroom (i.e. portable hand-held interactive white tablets) to gain instant data using FCAT bell ringers, daily essential questions, quizzes and exit slips</p>	<p>1A.3. Principal, Assistant Principals, Instructional Coach, Classroom Teachers</p>	<p>1A.3. Teacher and student generated reports from Compass Odyssey and Gizmos</p> <p>Continuous student monitoring</p> <p>Teacher/student conferences to create awareness of student progress and for students to gain responsibility for their learning</p> <p>Integrate self-assessment and students reflections into weekly science lessons/assessment</p>	<p>1A.3. LSA and 5QA data through Pearson</p> <p>Formative and summative assessment data</p> <p>Gizmos assessment data</p> <p>Teacher monitoring</p>	
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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>	<p>1B.1. Teachers including core Science curriculum, ULS, in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>1B.1. Distribute login and password and develop student profiles in ULS Teachers will continuously assess students using informal assessments and data collection Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>1B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>1B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>1B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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<p>Science Goal #1B: 40% of students in 5th grade will score at a level 4, 5, or 6 on the 2013 Florida Alternate Assessment.</p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u></p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u></p>					
	<p>33% [2] in elementary and middle school earned a 4, 5, or 6 in science on Florida Alternate Assessment</p>	<p>40% [4] in elementary and middle school will earn a level 4, 5, or 6 in science on Florida Alternate Assessment</p>					
		<p>1B.2. Opportunity for professional development (training) for new teachers</p>	<p>1B.2. Teachers will attend district ULS curriculum trainings when offered Teachers will incorporate ULS curriculum in lessons to enhance instruction and reinforce Access Points</p>	<p>1B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>1B.2. Classroom observations using Quality Program Indicator Checklist Monitoring PCI assessments (based on individual student progression) Monitoring ULS pre and post checkpoints</p>	<p>1B.2. Lesson Plans Quality Program Indicator Checklist Classroom Observations</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Different reading ability levels among students	2A.1. Science terminology is much like learning a new language and the students need more decoding skill, science reading comprehension practices; and one-on-one assistance from the teacher	2A.1. Principal, Assistant Principal, Instructional Coach, Science Team	2A.1. Utilize ancillary materials from the current textbook that have the test and worksheets broken into varying reading levels while testing the same concepts.	2A.1. Ancillary materials from the textbook series; LSAs, journals, lab reports		

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<p><u>Science Goal #2A:</u> 15% combined of all 5th and 8th grade students tested, including students with disabilities will score level 4 or higher on the NGSSS component of FCAT Science</p>	<p><u>2012 Current Level of Performance</u> .*</p>	<p><u>2013 Expected Level of Performance</u> .*</p>					
	<p>6% (15) of all 5th & 8th grade students tested, including students with disabilities scored a level 4 or higher on the SSS component of 2012 FCAT Science</p>	<p>15% (37) combined of all 5th and 8th grade students tested, including students with disabilities will score level 4 or higher on the NGSSS component of FCAT Science</p>					

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		<p>2A.2. Some students lack internet resources at home which limits access to Compass Odyssey, Gizmos, and teacher websites/blogs</p>	<p>2A.2. Recruit students who scored a level 1 or 2 on FCAT to attend Team Up and Saturday School, in which they will receive teacher tutoring, as well as, access to Compass Odyssey. Allow students use of student desktops in classroom and/or utilize MAC or PC labs when applicable Computer Lab Open during Team Up to provide students access to Compass Odyssey, Gizmos, and the assistance of a certified instructor</p>	<p>2A.2. Principal, Assistant Principal, Instructional Coach, Science Team</p>	<p>2A.2. Use Compass Odyssey reports to identify progress, growth and weakness</p>	<p>2A.2. Student computer lab attendance log</p>	
		<p>2A.3 Transition from concrete thinkers to abstract thinkers Lack of student knowledge of scientific vocabulary</p>	<p>2A.3 Help students to become better thinkers by providing more inquiry based lessons that permit students to apply what they know to their own investigation and to communicate their results in form of journals, graphs, and oral presentations Weekly vocabulary quizzes Utilizing an active student Word walls</p>	<p>2A.3 Principal, Assistant Principal, Instructional Coach, Science Team</p>	<p>2A.3 Comparison of lab reports and journals over time and continual dialog with the teacher via the journals; district Essential Labs Classroom Walk throughs by administration Review of Data notebook and classroom monitoring forms</p>	<p>2A.3 LSAs that reflect FCAT style questions from workbooks and Pearson Classroom Walkthrough by administration</p>	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2B.1. Teachers including core Science curriculum, ULS, in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>2B.1. Distribute login and password and develop student profiles in ULS Teachers will continuously assess students using informal assessments and data collection Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>2B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>2B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>2B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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<p><u>Science Goal #2B:</u> 40% of students in 4th grade will score a level 7 or higher on the 2013 Florida Alternate Assessment.</p>	<p><u>2012 Current Level of Performance</u> .*</p>	<p><u>2013 Expected Level of Performance</u> .*</p>					
	<p>17% [1] of elementary and middle school students earned a 7 or higher on the 2012 Florida Alternate Assessment</p>	<p>40% [4] of elementary and middle school students will earn a 7 or higher on the 2013 Florida Alternate Assessment</p>					
		<p>2B.2. Opportunity for professional development (training) for new teachers</p>	<p>2B.2. Teachers will attend district ULS curriculum trainings when offered Teachers will incorporate ULS curriculum in lessons to enhance instruction and reinforce Access Points</p>	<p>2B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>2B.2. Classroom observations using Quality Program Indicator Checklist</p>	<p>2B.2. Lesson Plans Quality Program Indicator Checklist Classroom Observations</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Science Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

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

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	ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Academy of Science	K-5	District	Grade Level Representatives	Monthly	Classroom Observations, Completion of Assignments	District Personnel, Principal, Assistant Principals
	Grade Level PLC's	4th – 5th	District	Ms. Rogers, Ms. Kirouac, Ms. Mattox, Mr. Stiles	Weekly	Classroom Observations	Principal, Assistant Principal, Instructional Coach
Middle School PLC – Science	6-8	Ms. Ricker	Ms. Gilley, Ms. Stallworth, Ms. Ricker, Mr. Ball, Ms. Floyd-Hatcher	Bi-Weekly	Classroom Observations, Completion of Assignments	District Personnel, Principal, Assistant Principals	

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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implement dedicated science teachers in grade 4 th – 8 th and offer targeted training for these teachers as well as others throughout the various grade levels.	Substitutes for TDE Opportunities for teacher training.	10000	\$15,600.00
Subtotal: \$15,600.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$15,600.00			

End of Science Goals

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Writing Goals

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

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

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. All teachers implementing Writer's Workshop with fidelity</p> <p>Teachers having difficulty locating mentor text to teach a specific author's craft</p>	<p>1A.1. Implement a 60 minute Writer's Workshop in every classroom K – 5th</p> <p>Grades 3-8 will use Performance/ Sunshine State Standards and Learning Schedules when implementing writing instruction</p> <p>K-2 will implement Writer's Workshop using the Common Core Standards</p> <p>Students will use the writing process daily; all writing will</p>	<p>1A.1. Principal Assistant Principal Instructional Coach Classroom Teachers</p>	<p>1A.1. Focused walkthroughs by administration and Instructional Coach will document that teachers are utilizing standards in lesson plans as well as daily standards posted in the room.</p>	<p>1A.1. Teacher lesson plans, use of daily focus standards</p>		
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		<p>be dated, and recorded in a journal, notebook, or work folder for monitoring of growth across time.</p> <p>Teachers will share students' writing in grade level meetings and discuss practices for teaching author's craft.</p>					
<p><u>Writing Goal #1A:</u> 76% (90) of the 4th and 8th Grade students will achieve a score of 3 or higher on the 2011 Florida Writes.</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>					

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	72% (85) of the 4 th and 8 th Grade students achieved a score of 4 or higher on the 2010 Florida Writes.	76% (90) of the 4 th Grade students will achieve a score of 4 or higher on the 2011 Florida Writes. 75%(100) of the 8 th Grade students will achieve a score of 4 or higher					
		1A.2. Teachers using data to guide instruction.	1A.2. Develop and administer school-wide benchmark samples three times per year. 3 rd -8 th grade teachers will administer and analyze district writing prompt to guide instruction	1A.2. Principal Assistant Principals Instructional Coach Classroom Teachers	1A.2. Classroom monitoring forms will reflect scores in each area and lesson plans will document intervention strategies for students who are under-performing	1A.2. Lesson plans, updates on classroom monitoring forms	
		1A.3. 8 th grade teachers need to become familiar with new grading rubric	1A.3. Attend professional development opportunities related to new writing rubric	1A.3. 8 th grade ELA teacher	1A.3. Student writing samples and practice will be graded using the new rubric	1A.3. Student writing samples	

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<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1. Teachers including core Writing curriculum, ULS, in lesson plans which includes availability of materials to deliver and reinforce instruction.</p>	<p>1B.1. Distribute login and password and develop student profiles in ULS Teachers will continuously assess students using informal assessments and data collection Teachers will utilize assessment data to develop instruction aligned with Access Points.</p>	<p>1B.1. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal</p>	<p>1B.1. Classroom observations using Quality Program Indicator Checklist will document that teachers are utilizing Access Points in lesson plans as well as using core curriculum</p>	<p>1B.1. Lesson Plans Quality Program Indicator Checklist Classroom observation</p>		
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Writing Goal #1B: 5% of 4 th grade students will score a level 4 or higher on the 2013 Florida Alternate Assessment.	2012 Current Level of Performance .*	2013 Expected Level of Performance .*					
	0% [0] scored a level 4 or higher on 2012 Florida Alternate Assessment	5% [1] will score a level 4 or higher on 2013 Florida Alternate Assessment					
		1B.2. Opportunity for professional development (training) for new teachers	1B.2. Teachers will attend district ULS curriculum trainings when offered Teachers will incorporate ULS curriculum in lessons to enhance instruction and reinforce Access Points	1B.2. Classroom Teachers Collaborative Teams ESE Lead Teacher CSS Site Coaches Assistant Principal Principal	1B.2. Classroom observations using Quality Program Indicator Checklist Monitoring PCI assessments (based on individual student progression) Monitoring ULS pre and post checkpoints	1B.2. Lesson Plans Quality Program Indicator Checklist Classroom Observations	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Implementation of the Instructional Focus Calendar	K-8th	Principal Assistant Principals	All ELA Teachers	September 2012 – May 2013	Lesson Plans, Administration visitation logs, Classroom Monitoring forms, Data Notebooks	Principal, Assistant Principals and Instructional Coach
Differentiated Instruction	K-8th	Principal Assistant Principals	All ELA Teachers	September 2012 – May 2013	Lesson Plans, Administration visitation logs	Principal, Assistant Principals and Instructional Coach

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
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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
Implement a 60 minute Writer 's Workshop in every classroom K - 5th	TDE opportunities for teacher's professional development	10000	\$15,600.00
Subtotal: 15, 600			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$15,600.00			

End of Writing Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1. Lack of Content Knowledge</p>	<p>1.1. Use data from EOC pre-test to drive instruction. Participate in professional development opportunities related to Civics content.</p>	<p>1.1. 7th Grade Social Studies Teacher Administration</p>	<p>1.1. Focused walkthroughs by administration will document that teacher is utilizing standards in lesson plans as well as daily standards posted in the room. Teacher generated assessments.</p>	<p>1.1. Observation feedback forms Student assessment results</p>		
<p><u>Civics Goal #1:</u> 45% of students will score a 3 or above on the Civics EOC.</p>	<p><u>2012 Current Level of Performance</u> .*</p>	<p><u>2013 Expected Level of Performance</u> .*</p>					
	<p>N/A – course not offered</p>	<p>45% (41) of seventh grade students will pass the Civics EOC.</p>					

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		1.2. Lack of a true PLC to work on common lessons/ assessments	1.2. Allow opportunities for the 7 th grade Social Studies teacher to collaborate with grade level teachers from neighboring middle schools	1.2.	1.2. Focused walkthroughs by administration will document that teacher is utilizing standards in lesson plans as well as daily standards posted in the room. Teacher generated assessments.	1.2. Observation feedback forms Student assessment results	
		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 Civics.</p>	<p>2.1. Lack of Content Knowledge</p>	<p>2.1. Use data from EOC pre-test to drive instruction. Participate in professional development opportunities related to Civics content.</p>	<p>2.1. 7th Grade Social Studies Teacher Administration</p>	<p>2.1. Focused walkthroughs by administration will document that teacher is utilizing standards in lesson plans as well as daily standards posted in the room. Teacher generated assessments.</p>	<p>2.1. Observation feedback forms Student assessment results</p>		
<p><u>Civics Goal #2:</u> 25% of students will score a Level 4 or 5 on 2013 Civics EOC</p>	<p><u>2012 Current Level of Performance</u> .*</p>	<p><u>2013 Expected Level of Performance</u> .*</p>					
	<p>N/A – course not offered</p>	<p>25% (23) of seventh grade students will score a 4 or 5 on the 2013 Civics EOC</p>					

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		2.2. Lack of a true PLC to work on common lessons/ assessments	2.2. Allow opportunities for the 7 th grade Social Studies teacher to collaborate with grade level teachers from neighboring middle schools	2.2.	2.2. Focused walkthroughs by administration will document that teacher is utilizing standards in lesson plans as well as daily standards posted in the room. Teacher generated assessments.	2.2. Observation feedback forms Student assessment results	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

Civics Budget (Insert rows as needed)

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

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

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

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

End of Civics Goals

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

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>U.S. History Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

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

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

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

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

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<p>1. Attendance</p>	<p>1.1. Family and economic factors including lack of parental involvement, domestic violence, affordable transportation, and varied educational priorities.</p>	<p>1.1 Meet with parents to discuss strategies to improve attendance A focused emphasis on collaboration with community organizations to assist families as needed. Parent night to involve parents in the education process Involve parents in school decision making and advocacy</p>	<p>1. Principal, Assistant Principals, Guidance Counselors, Attendance Clerk, Parent Liaison</p>	<p>1.1 Holding monthly meetings to facilitate a coordinated approach Consistent enforcement of clear procedures and meaningful consequences for dealing with truancy among students Regularly communicating with parents through school newsletter, as well as PTA and SAC meetings</p>	<p>1. Reduction in absences Parent surveys and analysis Climate surveys Documented attendance</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Attendance Goal #1:</u> Reduce the number of excessive student absences by 10% tardies by 10% .</p>	<p><u>2012</u> <u>Current</u> <u>Attendance</u> <u>Rate:*</u></p>	<p><u>2013</u> <u>Expected</u> <u>Attendance</u> <u>Rate:*</u></p>					
	<p>95.6%</p>	<p>97.0%</p>					
	<p><u>2012</u> <u>Current</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or</u> <u>more)</u></p>	<p><u>2013</u> <u>Expected</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or</u> <u>more)</u></p>					
	<p><i>332 students were absent 10 or more days in 2012</i></p>	<p><i>No more than 300 students will be absent more than 10 days for the 2013 school year.</i></p>					
	<p><u>2012</u> <u>Current</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Tardies (10</u> <u>or more)</u></p>	<p><u>2013</u> <u>Expected</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Tardies (10</u> <u>or more)</u></p>					

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	<i>145 Students were excessively tardy in 2012.</i>	<i>No more than 130 students will have 10 or more tardies in 2013.</i>					
		1.2. School factors related to school climate including bullying, attitudes of teachers, school size, etc.	1.2. Providing enrichment opportunities for students such as after school activities and homework help.	1.2. Principal, Assistant Principals, Teachers, Students, School Counselors, Safety and Discipline Committee	1.2. School climate surveys, Character education activities, and classroom instruction by Guidance Counselors, Rate of reported incidences of bullying, etc..	1.2. Monthly review of student mobility rate report, documented student participation in after school programs	
		1.3 Student factors including limited social and emotional competence, physical health, lack of familiarity with school attendance laws.	1.3. Mentoring by highly effective teachers, Before and after school tutoring	1.3. School Counselors, teachers, Students	1.3. Rate of reported incidences of bullying	1.3. Documented number of referrals to agencies, Assessment data indicating student achievement growth.	

Attendance Professional Development

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

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

Attendance Budget (Insert rows as needed)

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

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

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

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		

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<p>1. Suspension</p>	<p>1. Teachers lack the strategies to effectively manage the diverse student population</p>	<p>1. Provide opportunities for individuals to attend Foundations Training, Second Step Training, and Coaching Classroom Management: Strategies & Tools for Administrators & Coaches</p>	<p>1. School Based Foundations Team, Principal, Assistant Principals, Guidance Counselors</p>	<p>1. Monthly and quarterly tracking of number and type of referral data, classroom observations</p>	<p>1. Attendance at Professional Development opportunities, implementation of assignments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Suspension Goal #1:</u></p> <p>The total number of in-school suspensions will decrease by 10%</p> <p>The total number of out of school suspensions will decrease by 20%</p>	<p><u>2012 Total</u> <u>Number of</u> <u>In-School</u> <u>Suspensions</u></p>	<p><u>2013 Expected</u> <u>Number of</u> <u>In-School</u> <u>Suspensions</u></p>					
	<p>Students served 156 days of In-School Suspension</p>	<p>Students will serve 140 days of In-School Suspension</p>					
	<p><u>2012 Total</u> <u>Number of</u> <u>Students</u> <u>Suspended</u> <u>In-School</u></p>	<p><u>2013 Expected</u> <u>Number of</u> <u>Students</u> <u>Suspended</u> <u>In-School</u></p>					
	<p>117 students were assigned In-School Suspension</p>	<p>105 students will be assigned In-School Suspension</p>					
	<p><u>2012 Total</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u></p>	<p><u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u></p>					

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	Students were suspended out-of-school 177 days	Students will be suspended out-of-school no more than 143days					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of- School</u>					
	109 students were suspended out of school	No more than 89 students will be suspended out- of- school					
		1.2. Lack of interventions for students struggling with behavior issues	1.2. Utilize district and county programs for students with behavior issues including, SOS, ATOSS, and Child Guidance	1.2. Principal, Assistant Principals, Guidance Counselors	1.2. Monthly and quarterly racking of number and type of referral data, classroom observations	1.2. Collect and analyze referral data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>							
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs training/ Retraining	All	Mr. Ball, CHAMPs Train the trainers	Identified Teachers	On-Going	Administrator observations, Guidance referrals	Administration, Foundations Team

Suspension Budget (Insert rows as needed)

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

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

Subtotal:			
Total:			

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

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<p>1. Parent Involvement</p>	<p>1.1 Increase percentage of Parental participation in the plan activities.</p> <p>Delivery of information about various parent involvement opportunities at the school and within the community</p>	<p>1.1. Scheduling of activities at a variety of times to accommodate the different schedules of families and to support the Read Forward Jacksonville Initiative</p> <p>Offer incentives for attendance at school events</p>	<p>1. Principal, Assistant Principals, Teachers, School Counselors, PTA Liaison</p>	<p>1.1 Collection of attendance</p> <p>Collect feedback from parents as to the effectiveness of the program</p> <p>Parent Surveys</p>	<p>1. Data from Parent Surveys</p> <p>Documented attendance (sign in and participation data)</p>		
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<p><u>Parent Involvement Goal #1:</u> Westview will have 200 or more volunteer hours completed by the PTA and/or business partners.</p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	<p>PTA membership included 120 members.</p>	<p>PTA membership will increase to include 140 members</p>					
		<p>1.2. Adequate childcare services</p>	<p>1.2. Offer various activities that include child care component</p>	<p>1.2. Principal, Assistant Principals, Teachers, School Counselors, PTA Liaison</p>	<p>1.2. Collection of attendance Parent Surveys</p>	<p>1.2. Documented attendance (sign in and participation data)</p>	
		<p>1.3. Current contact telephone numbers of parents and guardians</p>	<p>1.3. Communicate with parents using Parent Link of all parent night activities, Important Dates ,</p>	<p>1.3. Principal and Assistant Principals</p>	<p>1.3. Data from Parent Link Log</p>	<p>1.3. Documented report of Parent Link report</p>	

Parent Involvement Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)</p>							
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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent FCAT Night	3-8	Grade Level Teachers, Administration	Parents	Monthly	Sign-In Sheet	E. Ball
Ready to Learn	K-2	T. Brown, PBS	Parents	Monthly (2 nd Tuesday)	Sign-In Sheet	T. Brown

Parent Involvement Budget

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

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

Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Westview will begin to integrate Science, Technology, Engineering, and Mathematics in all classrooms.</p>	<p>1.1. Lack of teacher's background knowledge</p>	<p>1.1 Have professional development opportunities available in house for teachers.</p>	<p>1.1. Ms. Stallworth</p>	<p>1.1. Follow classroom observations Teacher implementation of learned strategies</p>	<p>1.1. Observation feedback forms Teacher lesson plans</p>
	<p>1.2. Lack of student exposure</p>	<p>1.2. Grade level field trips centered around STEM concepts Science Fair participation Use of Gizmos in core classes Vertical planning</p>	<p>1.2. Grade level chairs Science teachers Grade level teachers</p>	<p>1.2. Feedback from field trips Judging of Science Fair projects Common lessons and assessments across grade levels</p>	<p>1.2. Proof of field trips Displaying of student work Teacher lesson plans</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
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
<u>CTE Goal #1:</u> 100% of 8 th grade students will be aware of the various options available to them after graduating from high school.	1.1. Lack of knowledge of career and technical choices	1.1. College fair 8 th grade students completing Career Planning component in Social Studies class High schools invited to showcase their offerings	1.1. Guidance department Mr. Vidales (8 th grade history teacher)	1.1. Attendance at college fair events Guidance talks in middle school classrooms about options for post high school graduation	1.1. Feedback from students Career planning data
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	I.1. Increase of student enrollment will lead to the potential of more cases of bullying and teasing. Determining true bullying as opposed to teasing.	I.1. 4 th thru 8 th grade students will receive bullying lessons via the guidance department and Health classes. Students will understand the procedure to report instances of bullying.	I.1. Principal, Assistant Principals, Guidance Counselors, Foundations Team	I.1. Genesis discipline reports, climate surveys	I.1. Zero (0) bullying cases, Climate survey results		

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Additional Goal #1: School will have less than .5% of incidents relating to bullying	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	There were zero (0) incidents of bullying during the 2011 - 2012 school year.	There will be less than .5% (5) of bullying referrals during the 2012-2013 school year.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$15,600
CELLA Budget	Total:
Mathematics Budget	Total:\$15, 600
Science Budget	Total:\$15, 600
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total:\$46, 800

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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.
Review of the School Improvement Plan; Recruit and retain Business Partners for our school; Brainstorm ideas to address the improvement of our schools reading , math, writing, and science programs; Brainstorm ideas to make improvements with school discipline.

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Describe the projected use of SAC funds.	Amount
No funds given this year.	0.00