

# Florida Department of Education



## School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: CITRUS PARK ELEMENTARY	District Name: HILLSBOROUGH
Principal: JOAN R. BOOKMAN	Superintendent: MARYELLEN ELIA
SAC Chair: PAMELA MARSHALL	Date of School Board Approval:

### Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

### Highly Qualified Administrators

List your school's highly qualified 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.

**Hillsborough 2012**  
**Rule 6A-1.099811**  
**Revised July, 2012**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Joan R. Bookman	Ed.D. – Ed. Leadership S.Ed. – Special Ed. M.Ed. – Special Ed. BS- Elementary Ed.	11	20	11/12: B 10/11: B, 87% AYP 09/10: A, 97% AYP
Assistant Principal	Nicholas Holtvluer	M.Ed. – Ed. Leadership BS – Elementary Ed.	2 3/4	2	11/12: B 10/11: B, 87% AYP

**Highly Qualified Instructional Coaches**

List your school’s highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jeanne Gorecki	S.Ed. M.Ed. BA Certifications Elem. Ed.(1-6) ESOL Reading (K-12) Speech (6-12) Gifted	6	14	11/12: B 10/11: B, 87% AYP 09/10: A, 97% AYP

**Highly Qualified Teachers**

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

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors		
2. Performance Play	General Director of Federal Programs		
3. Student Interns	Principal/Teachers		
4.			

**Non-Highly Qualified Instructors**

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

<b>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly qualified.</b>
<p>Tara Ellinger</p> <ul style="list-style-type: none"> <li>● Highly Qualified in Elem. Ed. (Age 3 – Gr. 3)</li> <li>● Out of field in ESOL</li> </ul>	Working with ESOL Resource Teacher and Reading Coach to implement ESOL strategies in the classroom.
<p><b>Michelle Jones</b></p> <ul style="list-style-type: none"> <li>● Highly Qualified in ESE</li> <li>● Highly Qualified in Elem. Ed. (Age 3 – Gr. 3)</li> <li>● Out of field in ESOL</li> </ul>	Working with ESOL Resource Teacher and Reading Coach to implement ESOL strategies in the classroom.
<p><b>Teresa Lucas</b></p> <ul style="list-style-type: none"> <li>● Highly Qualified in Elem. Ed. (K – 6)</li> <li>● Highly Qualified in ESE (K – 12)</li> <li>● Out of field in ESOL</li> </ul>	Working with ESOL Resource Teacher and Reading Coach to implement ESOL strategies in the classroom.

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

<p><b>Tiffany Rhodin</b></p> <ul style="list-style-type: none"> <li>• Highly Qualified in Elem. Ed. (K – 6)</li> <li>• Out of field in Gifted</li> </ul>	<p>Working to complete requirements for adding the gifted Endorsement to her certificate.</p>

**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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
57	0	12.1% (7)	47.4% (27)	40.5% (23)	35% (20)	100%	2% (1)	7% (4)	93% (53)

**Teacher Mentoring Program**

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
District Mentor- Tiffany Behnke School Mentor- Jennifer Colern	Michelle Jones	Mentor teacher has Beginning Teacher Support Team Training and is familiar with the Curriculum across grade levels.	<ul style="list-style-type: none"> <li>• Shadowing</li> <li>• Observation</li> <li>• Monthly data review meetings</li> </ul>

District Mentor- School Mentor-			

**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 1 DOES NOT APPLY – NOT A TITLE 1 SCHOOL**

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

School-Based MTSS/Rtl Team

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

Identify the school-based RtI Leadership Team.

Principal

Assistant Principal

School Psychologist

Guidance Counselor

School Social Worker

Reading Coach (when needed)

ESE Specialist

School Advisory Council Chair

ESOL Resource Teacher

**(Note:** Not all members attend every meeting, but are invited based on student need and the goals for the meeting)

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

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

The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs. The PSLT reviews school-wide data to address the progress of low-performing students and to determine the enrichment and acceleration needs of high performing students. The team uses a Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The PSLT will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3)
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of PLCs
  - Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees to develop a plan for embedding/integrating reading and writing strategies across all other content areas).

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

- The Chair of SAC is a member of the MTSS.
- The PSLT and SAC are involved in the School Improvement Plan development that was initiated during preplanning for the 2012 - 2013 school year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks.



**MTSS Implementation**

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

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.

**Core Curriculum (Tier I)**

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

**Core Curriculum (Tier 1)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible</b>
FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL, Science SAL, Administration
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Language Arts/Reading	Common Assessments are given at the end of each strand	individual teachers, PSLT

\*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

**Supplemental/Intensive Instruction (Tiers 2 and 3)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible for Monitoring</b>
Extended Learning Program (ELP) * <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** <i>(see below)</i>	School Generated Database in Excel	PSLT/PLCs

\*Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year.

\*\* In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

In the areas of Language Arts/Reading, Common Assessments are given in the core curriculum.

In the area of Math, Common Assessments are given in the core curriculum.

In the area of Science, Common Assessments are given at the end of each strand.

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

In the area of Writing, writing prompts will be given monthly.  
In Language Arts and Reading, PLCs will identify and build their own Common Formative Assessments using a District –Adopted Assessment Materials or Scantron Testing Bank of questions.  
In the area of Science and Math, PLCs will use also use Common Formative Assessments that have been generated at the District level by Content Supervisors.

Describe the plan to train staff on MTSS.

Staff will receive training over the course of several faculty meetings during the 2012 - 2013 school year. PSLT members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review an interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The PLST will work to align the efforts of other school teams that may be addressing similar identified issues. As the District’s Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times and PLC meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

MTSS will be supported by the PSLT through the review of data in order to assist with the implementation of intervention strategies. On-site coaching and support will be provided to individual teachers and PLCs by Administrators, the School Psychologist, School Social Worker, Guidance Counselor, and Reading Coach. The Area RtI Liaison will also be used as a resource for implementing and supporting MTSS.

**Literacy Leadership Team (LLT)**

**School-Based Literacy Leadership Team**

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

Identify the school-based Literacy Leadership Team (LLT).  Principal Assistant Principal School Psychologist Guidance Counselor School Social Worker Reading Coach (when needed) ESE Specialist School Advisory Council Chair (when needed) ESOL Resource Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).  <ul style="list-style-type: none"><li>• The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.</li><li>• The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.</li><li>• The main task of the LLT is to work in conjunction with the RtI Team to monitor student data; it will monitor the effectiveness of the Action Steps and suggest modifications when needed.</li></ul>
What will be the major initiatives of the LLT this year?  <ul style="list-style-type: none"><li>• To provide additional support in the area of examining data to determine appropriate strategies for the improvement of curriculum implementation and student remediation and enrichment.</li><li>• Implementation and evaluation of the SIP reading strategies across the content areas.</li><li>• Professional Development</li><li>• Data analysis (on-going)</li><li>• Implement K-6 Reading Plan</li></ul>

***NCLB Public School Choice***

- **Supplemental Educational Services (SES) Notification**

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p>	<p>1.1. New students to the county.  Not enough time to implement and practice skills needing remediation.</p>	<p>1.1. Students’ vocabulary knowledge and use will increase through the use of the 5 – day Vocabulary Instructional Routine which includes; - Time specified daily for work on vocabulary that is embedded in text. - Activities that included all learning modalities. - A routine that would be familiar to students. - Use informational text to build background knowledge in Tier–3 vocabulary in the content area</p>	<p>1.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>1.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>1.1 District made tests throughout the school year.</p>		

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

<p><u>Reading Goal #1</u></p> <p>Grades 3-5 on FCAT will increase reading comprehension and the complexities of vocabulary within a given passage.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>71%</b></p>	<p><b>73%</b></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b></p>	<p>2.1. Teachers not willing to participate in regrouping of students across classes for enrichment of skills.  Scheduling conflicts</p>	<p>2.1. Increase the complexity of the word by including higher order vocabulary and content.  Students will read more complex literature.</p>	<p>2.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>2.1. <u>Teacher Level</u> Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u> PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>2.1. PLC meetings twice per month</p>		

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

<p><u>Reading Goal #2:</u> Grades 3-5 on FCAT will increase reading comprehension and the complexities of vocabulary within a given passage.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>44%</b></p>	<p><b>46%</b></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p>	<p>3.1. Homogeneous class would impede appropriate ability grouping.</p>	<p>3.1 Expose students to more complex vocabulary in text. Peer/Partner reading with a focus on vocabulary within complex text.</p>	<p>3.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>3.1. <u>Teacher Level</u> Assess and observe students using the same teacher-created assessments. <u>PLC/Department Level</u> PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>3.1. District made tests throughout the school year.</p>		



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

<p><u>Reading Goal #3:</u></p> <p>Grades 3-5 on FCAT will increase reading comprehension and the complexities of vocabulary within a given passage .</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>66%</b></p>	<p><b>68%</b></p>					
		<p>3.2</p>	<p>3.2.</p>	<p>3.2</p>	<p>3.2.</p>	<p>3.2.</p>	
		<p>3.3</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3..3.</p>	<p>3.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b></p>	<p>4.1. Lack of family support.</p>	<p>4.1. Intensive guided reading to improve background knowledge.  Using more visual aides to label vocabulary.</p>	<p>4.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>4.1. <u>Teacher Level</u> Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u> PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>4.1. District made tests throughout the school year.</p>		

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

<p><u>Reading Goal #4:</u> Grades 3-5 on FCAT will increase reading comprehension and the complexities of vocabulary within a given passage.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>52%</b></p>	<p><b>54%</b></p>					
		<p>4.2</p>	<p>4.2.</p>	<p>4.2</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p><b>2011-2012</b> <b>74%</b></p>	<p><b>2012-2013</b> <b>76%</b></p>	<p><b>2013-2014</b> <b>78%</b></p>	<p><b>2014-2015</b> <b>80%</b></p>	<p><b>2015-2016</b> <b>82%</b></p>	<p><b>2016-2017</b> <b>84%</b></p>	
<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>	<p>5.1 Lack of technology at home.</p>	<p>5.1 Intensive guided reading to improve background knowledge.  Using more visual aides to label vocabulary.</p>	<p>5.1 <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>5.1 <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>5.1 District made tests throughout the school year.</p>		

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

<u>Reading Goal #5:</u> Grades 3-5 on FCAT will increase reading comprehension and the complexities of vocabulary within a given passage.							
<b>5A. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b>	5A.1.  <b>SEE GOAL 1</b>	5A.1.  <b>SEE GOAL 1</b>	5A.1.  <b>SEE GOAL 1</b>	5A.1.  <b>SEE GOAL 1</b>	5A.1.  <b>NA</b>		
<u>Reading Goal #5A:</u>  <b>SEE GOAL 1</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White:74 Black:57 Hispanic:67 Asian: American Indian:	White:76 Black:59 Hispanic:69 Asian: American Indian:					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5B.1. Lack of technology at home.</p>	<p>5B.1. Intensive guided reading to improve background knowledge.  Using more visual aides to label vocabulary.</p>	<p>5B.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>5B.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>5B.1. District made tests throughout the school year.</p>		
<p><u>Reading Goal #5B:</u>  Grades 3-5 on FCAT will increase reading comprehension and the complexities of vocabulary within a given passage.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>84%</b></p>	<p><b>86%</b></p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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

<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. Lack of technology at home.</p>	<p>5C.1. Intensive guided reading to improve background knowledge.  Using more visual aides to label vocabulary.</p>	<p>5C.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>5C.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>5C.1. District made tests throughout the school year.</p>		
<p><u>Reading Goal #5C:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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

<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. Lack of technology at home.</p>	<p>5D.1. . Intensive guided reading to improve background knowledge.  Using more visual aides to label vocabulary.</p>	<p>5D.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>5D.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>5D.1. District made tests throughout the school year.</p>		
<p><u>Reading Goal #5D:</u>  Grades 3-5 on FCAT will increase reading comprehension and the complexities of vocabulary within a given passage.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>72%</b></p>	<p><b>74%</b></p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	<p>5D.3</p>	

**Reading Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning</b></p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<b>Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	Reading Coach/ Resource Teacher/ PLC Facilitators	All teachers/Facility Professional Development and ongoing PLC	Ongoing/ demonstration classroom	Classroom walk-through Optional peer teacher observations	Administrative team Instructional coaches
IEP Training	ESE Teachers	ESE teachers	ESE teachers Gen-Ed teachers PLC	On going	Case manager	ESE specialist
ELL Strategies	K-5	ELL Resource Teacher	All Teacher Facility Professional Development and on- going PLC	On going	Classroom walk-through	Administrative team

*End of Reading Goals*

**Elementary or Middle School Mathematics Goals**

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

<b>Elementary School Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b>	1.1. Lack of comprehension.	1.1 Using key words to determine problem operation to solve the problem.  Application of the correct problem solving strategy.	1.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	1.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.	1.1. District made tests throughout the school year.		
<u>Mathematics Goal #1:</u>  In grades 3-5, the percentage of students scoring at a level 3 or higher on the 2013 FCAT Math Test will increase from	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>64%</b>	<b>66%</b>					
		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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		



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

<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b></p>	<p>2.1. Lack of comprehension</p>	<p>2.1. Using the H.O.T question to improve problem solving Skills.  Student learning using gradual release method.</p>	<p>2.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>2.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>2.1. District made tests throughout the school year.</p>		
<p><u>Mathematics Goal #2:</u>  In grades 3-5, the percentage of students scoring at a level 3 or higher on the 2013 FCAT Math Test will increase from</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>33%</b></p>	<p><b>35%</b></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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

<p><b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b></p>	<p>3.1. Lack of comprehension</p>	<p>3.1. Use visual aides to increase the comprehension of math concepts.  Differentiated instruction.</p>	<p>3.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>3.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>3.1. District made tests throughout the school year.</p>		
<p><u>Mathematics Goal #3:</u>  In grades 3-5, the percentage of students scoring at a level 3 or higher on the 2013 FCAT Math Test will increase from</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>61</b></p>	<p><b>63</b></p>					
		<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	
		<p>3.3</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3..3.</p>	<p>3.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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

<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4.1. Lack of comprehension</p>	<p>4.1. Use a wide variety of learning modalities.  Draw out with diagram, charts, and pictures.</p>	<p>4.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>4.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>4.1. District made tests throughout the school year.</p>		
<p><u>Mathematics Goal #4:</u>  In grades 3-5, the percentage of students scoring at a level 3 or higher on the 2013 FCAT Math Test will increase from</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>57%</b></p>	<p><b>59%</b></p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Math Performance Target</p>	<p><b>2011-2012</b> <b>67%</b></p>	<p><b>2012-2013</b> <b>70%</b></p>	<p><b>2013-2014</b> <b>73%</b></p>	<p><b>2014-2015</b> <b>76%</b></p>	<p><b>2015-2016</b> <b>79%</b></p>	<p><b>2016-2017</b> <b>82%</b></p>	

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

<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>							
<p><u>Math Goal #5:</u></p>							
<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b></p>	<p>5A.1. Lack of comprehension</p>	<p>5A.1. Use a wide variety of learning modalities.  Draw out with diagram, charts, and pictures.</p>	<p>5A.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>5A.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>5A.1. District made tests throughout the school year.</p>		
<p><u>Reading Goal #5A:</u>  In grades 3-5, the percentage of students scoring at a level 3 or higher on the 2013 FCAT Math Test will increase.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	White:81 Black:57 Hispanic:77 Asian: American Indian:	White:83 Black:59 Hispanic:79 Asian: American Indian:					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5B.1. Lack of comprehension	5B.1. Use a wide variety of learning modalities.  Draw out with diagram, charts, and pictures.	5B.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	5B.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.	5B.1. District made tests throughout the school year.		
<u>Mathematics Goal #5B:</u>  In grades 3-5, the percentage of students scoring at a level 3 or higher on the 2013 FCAT Math Test will increase from	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<b>73%</b>	<b>75%</b>					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1. Lack of comprehension	5C.1. Use a wide variety of learning modalities.  Draw out with diagram, charts, and pictures.	5C.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	5C.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.	5C.1. District made tests throughout the school year.		
<u>Mathematics Goal #5C:</u>	<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.	

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1. Lack of comprehension	5D.1. Use a wide variety of learning modalities.  Draw out with diagram, charts, and pictures.	5D.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	5D.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.	5D.1. District made tests throughout the school year.		
<u>Mathematics Goal #5D:</u>  In grades 3-5, the percentage of students scoring at a level 3 or higher on the 2013 FCAT Math Test will increase from	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>52%</b>	<b>54%</b>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

*End of Elementary or Middle School Mathematics Goals*

**Mathematics Professional Development**

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

<b>Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	Math Resource Teacher/ PLC Facilitators	All teachers/Facility Professional Development and ongoing PLC	Ongoing/ demonstration classroom	Classroom walk-through Optional peer teacher observations	Administrative team Instructional coaches
IEP Training	ESE Teachers	ESE teachers	ESE teachers Gen-Ed teachers PLC	On going	Case manager	ESE specialist
ELL Strategies	K-5	ELL Resource Teacher	All Teacher Facility Professional Development and on-going PLC	On going	Classroom walk-through	Administrative team

*End of Mathematics Goals*

Elementary and Middle School Science Goals

<b>Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						



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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b>	1.1. Use of terminology that is unfamiliar to students and or parents.	1.1. Five day vocabulary model.  Flash cards to indicate the meaning of each vocabulary word.	1.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	1.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.	1.1. District made tests throughout the school year.		
<u>Science Goal #1:</u>  In grades 3 – 5, the percentage of students scoring at a Level 3 or higher on the 2013 FCAT will increase by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>63%</b>	<b>65%</b>					
		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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b></p>	<p>2.1. Use of terminology that is unfamiliar to students and or parents.</p>	<p>2.1. Five day vocabulary model.  Flash cards to indicate the meaning of each vocabulary word.</p>	<p>2.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>2.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>2.1. District made tests throughout the school year.</p>		
<p><u>Science Goal #2:</u>  In grades 3 – 5, the percentage of students scoring at a Level 3 or higher on the 2013 FCAT will increase by 2%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>22%</b></p>	<p><b>24%</b></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

**Science Professional Development**

<p><b>Professional Development</b></p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<b>(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	Science PLC Facilitators	All teachers/Facility Professional Development and ongoing PLC	Ongoing/ demonstration classroom	Classroom walk-through Optional peer teacher observations	Administrative team Instructional coaches
IEP Training	ESE Teachers	ESE teachers	ESE teachers Gen-Ed teachers PLC	On going	Case manager	ESE specialist
ELL Strategies	K-5	ELL Resource Teacher	All Teacher Facility Professional Development and on- going PLC	On going	Classroom walk-through	Administrative team

*End of Science Goals*

**Writing/Language Arts Goals**

<b>Writing/ Language Arts Goals</b>	<b>Problem- Solving Process to Increase Student Achievement</b>						

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

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b>	1.1. Students have a difficult time formulating their own ideas.  Lack of background knowledge.	1.1 Model and practice meaningful elaboration.  Model and reinforce editing skills.	1.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	1.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.	1.1. District made tests throughout the school year.		
	<u>Writing/LA Goal #1:</u>  The percentage of students scoring a Level 3 or higher in writing will increase by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	<b>83%</b>	<b>85%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

<b>Professional</b>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<b>Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	Writing PLC Facilitators	All teachers/Facility Professional Development and ongoing PLC	Ongoing/ demonstration classroom	Classroom walk-through Optional peer teacher observations	Administrative team Instructional coaches
IEP Training	ESE Teachers	ESE teachers	ESE teachers Gen-Ed teachers PLC	On going	Case manager	ESE specialist
ELL Strategies	K-5	ELL Resource Teacher	All Teacher Facility Professional Development and on- going PLC	On going	Classroom walk-through	Administrative team

*End of Writing Goals*

**Attendance Goal(s)**

Attendance Goal(s)	Problem-solving Process to Increase Attendance						

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>1. Attendance</b>	1.1 Parents influence attendance and tardiness. Some parents do not prioritize school attendance and/or do not feel that their children should be required to be at school and on time.	1.1. Continue to provide classroom and individual student incentives.	1.1. Guidance Counselor will provide monthly incentives at each grade level.  Administration will provide attendance incentives at the end of each grading period.	1.1. Increased percentage of attendance each month.  The number of students who are tardy will decrease each month.	1.1. Attendance and tardy records.		
<p><b>Attendance Goal #1:</b></p> <p>The average attendance will increase from 95.39% to 96% at the end of the 2012 – 2013 school year.</p> <p>The number of students with excessive absences will decrease from 61 to 30.</p> <p>The number of students with excessive tardies will decrease from</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<b>95.39%</b>	<b>96%</b>					

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

	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<b>44</b>	<b>25</b>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<b>102</b>	<b>50</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
EdLine	K-5	AP	School- wide	August and then as needed	Random check of EdLine posting	AP

*End of Attendance Goals*

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

Suspension Goal(s)

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>1. Suspension</b>	1.1. Lack of parental support with disciplinary actions.	1.1. Provide programs to motivate students to adhere to school rules and exhibit appropriate behavior.  Reinforce school and teacher expectations.	1.1. Discipline records will be monitored each month.	1.1. The number of students referred and/or suspended will decrease.	1.1. Yearly discipline records.		
Suspension Goal #1:  The total number of N-in school suspension will decrease by ½ %	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<b>11</b>	<b>6</b>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<b>10</b>	<b>6</b>					



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

	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<b>32</b>	<b>20</b>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<b>19</b>	<b>12</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Suspension Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>                  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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior support	K-5	Guidance counselor ESE specialist	School wide	Every two months on early release days	Administration, district MTSS and guidance walk-through	Administration, guidance, MTSS facilitator

*End of Suspension Goals*

**Parent Involvement Goal(s)**

**Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.**

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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<b>1. Parent Involvement</b> <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		
NA	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<b>2. Parent Involvement</b> Parent Involvement Goal #2:	2.1.	2.1.	2.1.	2.1.	2.1.		
NA	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

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

*End of Parent Involvement Goal(s)*

**Health and Fitness Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of school data, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<b>1. Health and Fitness Goal</b>	1.1. Time Schedule District and State Mandates	1.1. Students will engage in 150 minutes of PE weekly. Participation in Jump Rope for Heart. Fit Kids videos will be shown after the morning show and in the afternoon before dismissal. An organized Field Day will be held at least once during the year	1.1. Administration PE coaches Administration and staff will work jointly to make sure that all strategies are implemented.	1.1. Development and Implementation of a Teacher Directed PE Schedule Monitoring of Student involvement in activities provided by Physical Education Teacher on a quarterly basis. (Report Card Grades)	1.1. District Assessment (Pacer)		
	<b>Health and Fitness Goal #1:</b> The percentage of students scoring in the "Healthy Fitness Zone (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 62% to 72%.	2012 Current Level :*	2013 Expected Level :*				
	<b>62</b>	<b>72</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Health and Fitness Goals Professional Development**

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	PLC Facilitators	All teachers/Facility Professional Development and ongoing PLC	Ongoing/ demonstration classroom	Classroom walk-through Optional peer teacher observations	Administrative team Instructional coaches
ELL Strategies	K-5	ELL Resource Teacher	All Teacher Facility Professional Development and on- going PLC	On going	Classroom walk-through	Administrative team

**Continuous Improvement 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						

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<b>1. Continuous Improvement Goal</b>	1.1.  Training related to Higher Order Thinking is not readily available.  Time for holding PLC Meeting in limited.  SEE GOAL 1	1.1.  EET observations by Administration and by Peer Mentors  SEE GOAL 1	1.1.  Who: Administration Peer/Mentor Evaluator  How: EET Observations  SEE GOAL 1	1.1.  School Climate and Perceptions survey is administered each spring.  SEE GOAL 1	1.1  School Climate and Perception Survey.  SEE GOAL 1		
<u>Continuous Improvement Goal #1:</u>  The percentage of teachers who either agree or strongly agree that “the teachers that I work with deliver lessons that consistently include Higher Order Thinking Skills will increase from  Goal #2 he percentage of teachers who either agree or strongly agree with the statements that “Articulation and alignment occur between and among all levels will increase.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					



	<b>86%</b>	<b>88%</b>					
	<b>88%</b>	<b>90%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Continuous Improvement Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Plan-Do-Check Act model	Leadership team Teachers	Leadership teams PLC Facilitator	School-wide	PLC Meet twice a month	Administrator walk-through and attendance at PLC	AP

*End of Additional Goal(s)*



**NEW Goal(s) For the 2012-2013 School Year**

**NEW Reading Florida Alternate Assessment Goals**

<p><b>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</b></p>	<p>A.1. Low cognitive functioning  Lack of focus</p>	<p>A.1. Individual instruction and curriculum for FAA kids</p>	<p>A.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>A.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction</p>	<p>A.1. See Reading Goal</p>		
<p><b>Reading Goal A:</b>  The percentage of students scoring a commended score on the Florida Alternate Assessment. Will increase.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>75%</b></p>	<p><b>78%</b></p>					
		<p>A.2.</p>	<p>A.2.</p>	<p>A.2.</p>	<p>A.2.</p>	<p>A.2.</p>	
		<p>A.3.</p>	<p>A.3.</p>	<p>A.3.</p>	<p>A.3.</p>	<p>A.3.</p>	

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

<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>	B.1. Maturity and not being exposed to testing formally before.	B.1 Expose students to test throughout the year. Using 3 choice answers like FAA.	B.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	B.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction	B.1. See Reading Goal		
	<u>Reading Goal B:</u> The percentage of students making learning gains on the Florida Alternate Assessment. Will increase.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
		<b>75%</b>	<b>78%</b>				
			B.2.	B.2.	B.2.	B.2.	B.2.
		B.3.	B.3.	B.3.	B.3.	B.3.	

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
<b>C. Students scoring proficient in Listening/ Speaking.</b>	1.1 Improving the proficiency ELLs (LYs/LFs) comprehension of course of ELL students in our content/ standard improves through student is of high priority.	1.1. Cognitive Academic Language Learning Approach (CALLA) Provide resources for teachers for each level of LY's in each content area.	1.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	1.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments. <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction	1.1. CELLA	
<b>CELLA Goal #C:</b>  The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 35 % to 36 %.	<u>2012 Current Percent of Students Proficient in Listening/Speaking.</u>					
	<b>35%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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

<p><b>D. Students scoring proficient in Reading.</b></p>	<p>2.1. Improving the proficiency ELLs (LYs/LFs) comprehension of course of ELL students in our content/standard improves through student is of high priority.</p> <p>Mono Lingual students: home not speaking any English</p>	<p>2.1. Cognitive Academic Language Learning Approach (CALLA) Provide resources for teachers for each level of LY's in each content area.</p> <p>A+ Rise computer based content area program</p> <p>Rosette Stone</p>	<p>2.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>2.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.</p> <p><u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction</p>	<p>2.1. CELLA</p>	
<p><u>CELLA Goal #D:</u>  The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 35 % to 36 %.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><b>35%</b></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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

<b>E. Students scoring proficient in Writing.</b>	2.1. Improving the proficiency ELLs (LYs/LFs) comprehension of course of ELL students in our content/standard improves through student is of high priority.	2.1. Cognitive Academic Language Learning Approach (CALLA) Provide resources for teachers for each level of LY's in each content area.	2.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	2.1. <u>Teacher Level</u> Assess and observe students using the same teacher-created assessments. <u>PLC/Department Level</u> PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction	2.1. CELLA	
<u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 writing section of the CELLA will increase from 35% to 36%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b></p>	<p>F.1. Low cognitive functioning Lack of focus</p>	<p>F.1. Individual instruction and curriculum for FAA kids</p>	<p>F.1. <u>Who</u> Principal Assistant Principal <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>F.1. <u>Teacher Level</u> Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u> PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction</p>	<p>F.1. Florida Alternative Assessment</p>		
<p>Mathematics Goal F: The percentage of students scoring a commended score on the Florida Alternate Assessment will increase 3%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>75%</b></p>	<p><b>78%</b></p>					
		<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	
		<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	



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

<p><b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b></p>	<p>G.1. Low cognitive functioning  Lack of focus</p>	<p>G.1. Individual instruction and curriculum for FAA students</p>	<p>G.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>G.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction</p>	<p>G.1. Florida Alternative Assessment</p>		
<p><u>Mathematics Goal G:</u>  The percentage of students making learning gains on the Florida Alternate Assessment. Will increase.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>75%</b></p>	<p><b>78%</b></p>					
		<p>G.2.</p>	<p>G.2.</p>	<p>G.2.</p>	<p>G.2.</p>	<p>G.2.</p>	
		<p>G.3.</p>	<p>G.3.</p>	<p>G.3.</p>	<p>G.3.</p>	<p>G.3.</p>	

**NEW Science Florida Alternate Assessment Goal**

<p>Elementary, Middle and High Science Goals</p>	<p><b>Problem-Solving Process to Increase Student Achievement</b></p>						
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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

<p><b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b></p>	<p>J.1. Low cognitive functioning Lack of focus</p>	<p>J.1. Individual instruction and curriculum for FAA kids</p>	<p>J.1. <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.</p>	<p>J.1. <u>Teacher Level</u>  Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u>  PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction</p>	<p>J.1. Florida Alternative Assessment</p>		
<p><u>Science Goal J:</u>  Baseline data will be established this year.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>No data</b></p>	<p><b>70%</b></p>					
		<p>J.2.</p>	<p>J.2.</p>	<p>J.2.</p>	<p>J.2.</p>	<p>J.2.</p>	
		<p>J.3.</p>	<p>J.3.</p>	<p>J.3.</p>	<p>J.3.</p>	<p>J.3.</p>	

**NEW Writing Florida Alternate Assessment Goal**

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</b>	M.1. Low cognitive functioning Lack of focus	M.1. Individual instruction and curriculum for FAA kids	M.1 <u>Who</u> Principal Assistant Principal  <u>How</u> -PLCs turn logs into administration on a bi-weekly basis -PLCs receive feedback on their logs. -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team.	M.1. <u>Teacher Level</u> Assess and observe students using the same teacher-created assessments.  <u>PLC/Department Level</u> PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction	M.1. Florida Alternative Assessment		
<u>Writing Goal M:</u> Baseline data will be established this year.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<b>No data</b>	<b>70%</b>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<u>STEM Goal #1:</u>  Implement/expand project/ problem-base leaning in math and science	1.1. Need common planning time Technology	1.1. Documentation of planning of unit and outcomes of unit logs	1.1. Science facilitator PLC	1.1. Student Logs	1.1. Rubric and share data with teacher

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

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

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project base learning	K-5	Science contact	Science teachers, ELL, ESE Resource	On-going	PLC teacher collaboration	Administration, Science facilitator

*End of STEM Goal(s)*

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

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

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>CTE Goal #1:</p> <p style="text-align: center; font-size: 2em;">NA</p>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

*End of CTE Goal(s)*

**Differentiated Accountability**

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

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

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

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

**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.



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

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Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading: Goals 1, 2, 3, 4, 5, 5a, 5b, 5c, 5d,	Purchase Technology Hardware – laptop computer	\$1,000.00	
Math: Goals 1, 2, 3, 4, 5, 5a, 5b, 5c, 5d	Purchase Technology Hardware – LCD Projector	\$ 700.00	
Final Amount Spent			