

**Brevard County Public Schools
School Improvement Plan
2012-2013**

Name of School:

Area:

III

Golfview Elementary

Principal:

Area Superintendent:

Sandra Demmon

Jacqueline Feagin

SAC Chairperson:

Mary Kienzle

Superintendent: Dr. Brian Binggeli

Mission Statement:

Golfview Elementary Magnet School will provide students with instructional activities that allows them to excel through diverse, critical thinking and inquiry-based learning opportunities. In addition, we will provide exposure to extended, creative, enriching and integrated subject matter that is supported by technology and real-life applications.

Vision Statement:

Golfview Elementary Magnet School strives to meet the educational needs of the Golfview Community through integrated curriculum, high expectations, continual learning and community and parental involvement.

Brevard County Public Schools School Improvement Plan 2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

An analysis of reading data from the 2011-2012 FCAT 2.0 administration indicates 4th grade students (89 students) performed higher than all other grades in the area of informational text and research processes (75%=67 students); in third grade (82 students) (63%= 52 students); in fifth (90 students) (64%=58 students); in sixth grade (80 students) (67% = 53 students). When looking at high text complexity passages in grade 4, the percent of items ranged from 10-20%. While in grades 5 and 6, text complexity increased to 15-25%. All grade level item responses were multiple choices as compared to in 2009, 4th grade responses included short and extended response. Comparison of two years of data indicates students are performing about the same in informational text and text complexity: Grade 3 (2011 56%, 2012- 63%), grade 4 (2011 75%, 2012 75%), grade 5 (2-11 63%, 2012 64%), grade 6 (2011- 63%, 2012 67%). Although there was a change in the 2011-12 FCAT scoring scale, the school's data are indicative of students making gains in comprehension strategies including areas where they are asked to respond to non-fiction text. Golfview's performance is consistent with that of the school district except in 3rd grade: (district 75%, school 63%); 4th grade district 75, school 75%; 5th grade district 64%, school 64%; and 6th grade (district 66%, school 67%. Although these data at first glance seem reasonable, the deeper picture reveals students are not gaining in this area at the same pace as their counterparts in other Title I schools both within and outside of the school district. In addition, these gains will not allow the schools performance to grow at the rate needed to make future growth targets.

Scholastic Reading Inventory (SRI) assessments are administered to students in grades 2-6 three times each school year as measures to assist in guiding book selections that develop comprehension and reading complexity. When compared to FCAT levels of performance, students are performing significantly below on SRI: September 2012 data, of 396 2nd-6th grade students, 39% are performing at level 3 and higher. In September 2011, 42% were performing at level 3 or higher.

Other programs used to measure students' performance are 100 Book Challenge, Reading Counts , self-selected books, classroom observations, walk-through visits, and data chats revealed teachers at primary grade levels implemented these programs with more fidelity than those in the intermediate grades. These data are reflected in students willing to work for 100 Book Challenge medals, requesting reading counts quizzes and selecting on grade level materials from the Media Center as compared to students in intermediate grades. The same primary students also performed higher than their intermediate counterparts on the 2011-12 reading comprehension section of FAIR.

This same trend is evident in results of the 2011-12 Math assessment. Students performing at level 3 on the number sense strand specifically related to fractions decreased significantly when compared to 2010-

11 respectively. Performance in third grade (2012- 37 %, 30 students, 2011 60% 52 students); in fourth grade (2012 - 27%= 24 students; 2011 55%=48 students) in fifth grade (2012 31% =28 students, 2011 60% =49 students); in sixth grade (2012 20%= 16 students 2011- 55% = 45 students). The change in the 2012 FCAT scoring scale significantly impacted math performance overall; however, the greatest impact was in conceptual understanding in number sense/fractions strand. Classroom observations and student practice indicate a lack of their learning the basic concepts and students lacking strategies to help them organize and express operations of mathematical thinking.

Writing scores also declined in 2012 although state guidelines allowed a reduction in the performance level to meet proficiency. In 2011 (expository, 96% + 3.7), 2012 (narrative, 65 % = 2.9). These results are an indication that the type of writing prompt may impact student performance when teachers do not use a variety of text types for reflective and creative writing. Also, when students must take fiction or non-fiction text to reason and make arguments on subject-matter, they are unable to analyze and synthesize information to assist them in reflective writing responses. During student conferences, journal reviews and teacher collaborative meetings students tend to stop at simple explanations rather than extend into the higher order thinking skills.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Researchers cite several barriers attributing to students' ability to comprehend informational text, especially those from lower socioeconomic conditions and English Language Learners (Duke, 2000; and, Barnatt (2010, *The Power of Nonfiction: Using Information Text to Support Literacy in Special Populations*). Elementary students missing opportunities to experience instruction in the use of nonfiction reading materials and text of high complexity struggle when they are exposed to this material in secondary and post-secondary programs. Duke (2000) further supports the early use of instruction in informational text and writing in the following statement: "academic achievement in a range of school subjects and academic fields relies heavily on informational reading and writing". Parrish (2010), "recognizes that students often read informational texts as part of their mathematics instruction." Researchers (Chall, Jacobs, and Baldwin, (1990), *The Reading: Crisis Why Poor Children Fall Behind*) describes the "fourth grade slump" and the lack of exposure to informational literacy" as an issue in the drop of reading rates occurring in students between the end of 2nd grade and the middle of 5th grade. This is also the time when students shift from, what Chall's describes as (*Stages of Reading Development*, 1996). Stage 2 to Stage 3 of Reading Development, "learning to read" versus "reading to learn". According to Allington, (1996) in *What Really Matters for Struggling Readers*, "another barrier in becoming successful with reading and understanding information text is the lack of high interest, narrative and informational reading material available at different reading and interest levels for students to engage in".

Researchers agree that the following components or strategies are key factors of helping students read and comprehend informational text across the curriculum. They suggest: **increasing student access and instructional time with informational text and increasing explicit teaching of comprehension strategies**: Duke (2005) and Sanacore & Palumbo (2009), "*Understanding the Fourth Grade Slump: Our Point of View*"; **Including teaching structures and features commonly seen in informational text and including teaching structures and features commonly seen in informational texts** , Fisher (2010), in "*Helping Elementary Students Read for Information* advises and Parrish (2010).

In "How Children Learn Number Sense: A Guide to the Critical Learning Phases" (2012), **Richardson discusses** the critical learning phases that are needed in effective math instruction, "whether a child understands a critical learning phase can be determined by **asking questions or observing behaviors**, this supports Fisher's (2010) research on **using effective questioning strategies to gauge student understanding** .

Brevard County designed instructional model Brevard Effective Strategies for teaching (B.E.ST. is supported with such strategies and best practices as **differentiating instruction through genres and a systematic use of informational text, creating authentic opportunities for students to use informational text and teaching students to write to learn and providing opportunities for students to recall, clarify, and question what they know and still wonder about and providing students with a more focused vocabulary instruction**(Barnatt (2010) , Duke, (2005) and (Fisher), 2010 and Sanacore & Palumbo, (2009).

Analysis of Current Practice: *(How do we currently conduct business?)*

We are currently using resources such as: leveled classroom libraries, the 100 Book Challenge Literacy program, and instructional differentiation focusing on learning styles, technology, the Scholastic Differentiation Lesson Planner, our Crime Scene Investigations (CSI) enrichment program, and exposure to vast instructional opportunities on our campus. In addition, many ancillary print and non-print materials are used for instruction throughout our school. These resources are making some impact on the area of growth in informational text and research processes, however, the skills need for students to function as a 21st Century learner are lacking. We must continue using research based resources with fidelity as well as obtaining the skills necessary to move our students into the rigor required in common core state standards. We are using the programs as rote and not looking at each program and how it may be used to target individual and specific learning skills.

To expose our students to authentic and engaging learning opportunities through the use of informational text, we must use available resources, research based practices and continual training opportunities to enhance instruction within our school. Through training and staff development initiatives, our staff must see the importance of consistently incorporate informational text in their instruction. Practices of using informational and non-fiction text must move from reading, science and social studies content to a deliberate infiltration like a thread throughout all content areas. Upon first pause when thinking about content areas such as the arts and mathematics, teachers may not see connections for effective lesson planning; however, students must be given teacher- guided opportunities to respond critically to the mathematical content both orally and through reflective writing.

According to researcher Mike Schmoker (2009), "Effective literacy instruction includes sufficient quantities of all of the following: purposeful discussion; reading; and writing in all subjects, including mathematics, with a focus on persuasive and interpretive writing". Although we are using multiple resource, best practices indicate students need to be given opportunities to be critical thinkers when looking at the information provided to them and know how to reflectively explain their understanding in multiple settings, both orally and in written formats. When we take a closer look at our practices, Golfview's administration and instructional staffs have not placed a laser focus on including multiple opportunities for instruction on informational text and reflective writing throughout our school.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Golfview's administration and instructional staff will focus on utilizing informational text and reflective writing to support continuous improvement, student engagement and critical thinking skills.

Strategies: *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1 Baseline data	1. Create a teacher and student survey to determine the amount of informational text they use for instruction throughout the school	Teacher Leadership Team	October 2012	0	Results of pre, mid-year and post survey
2 Instructional materials	2. Create awareness of informational text and instructional resources already available within the school. i.e. Scholastic News, Time for Kids, the web-based Smithsonian Library at each grade level and at each subject discipline	Administration, Instructional Coaches and Teachers	Initial Library Selection by December 2012 with continuous additions throughout the year	\$1000.00	Use an implementation chart to determine resources or materials found in each classrooms library in addition to

3 Training	3. Train teachers in what reflective writing looks like and the elements that are included.	Administration, Instructional Coaches			Show
4. Time	4. Create rubrics to evaluate student reflective writing and understanding of informational text.	Instructional Coaches and Teachers			
5. Learning Environment	5. Monitor the learning environment to ensure student-centered inquiry based learning that promotes critical thinking skills is taking place.	Classroom teacher Instructional Leaders School Administration	August –May 2012-13	0	Classroom walk-through and observation records
6. Teacher Buy-in	6. Align informational text and reflective writing strategies to professional growth plans and performance appraisal system to reduce anxiety over having to implement a separate initiative	Teachers Administrators	September- October	0	Review of PGP strategies related to school base goal
7.PLC Time	7. Create instructional scaffold links between grade levels to systematically narrow the content focus on using more informational text to question concepts, inquire, summarize perform reflective writing and vocabulary development skills	Vertical PLC groups	August - December	0	A Vertical Map of strategies and materials for informational text and reflective writing ideas completed

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

Our current goal to improve continued exposure to informational text and critical thinking, requires teachers to create learning opportunities for students and to reflectively read, analyze, summarize, develop vocabulary and write in each subject area in a student-centered learning environment. This effort provides reflective writing opportunities through journal writing in all subjects. Building interactive word walls, and extending the percentage of nonfiction text throughout all content areas. Examples of current practices may include students responding to quick writes, problems of the day, summarizations and daily exit slips.

Teachers will use pre and post survey results both quantitatively and qualitatively to determine their growth in the utilization of informational text and reflective writing practices throughout content areas. In collaborative partnering or groups, teachers will analyze common rubrics; discuss peer observations, feedback and student writing products to determine the effectiveness of increased and focused instruction.

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

By May 2013, Golfview's students in grades K-6 will increase their performance in comprehension as measured by FAIR (K-2); FCAT 2.0 informational text and research process reading application (K-6) to 70% making learning gains throughout the school.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. By May 2013 students in grades 3- 6 performing at level 3 and above will increase performance on the informational text and research process strand on FCAT Reading 2.0 from 63% to 70 % as measured by the 2013 administration of FCAT Reading 2.0.	2012 Current Level of Performance (67% =228 students)	2013 Expected Level of Performance (70%= 216 students)
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<p>2. By April 2013 students in grades K-2 will increase their performance to 70% in comprehending text as measured by the April administration of FAIR.</p>		
<p>Anticipated Barrier(s): 1. Teacher Instructional Shift</p>		
<p>Strategy(s): 1. Use the instructional coaches and teacher leaders to assist in reviewing with and training teachers to implement instructional strategies in the use of informational text and reflective writing.</p>		

<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <p>Barrier(s): Aligning learning goals and instructional activities to narrow the instructional focus target</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Implement interactive word walls with pictures to increase literacy and relevance in vocabulary. 2. Use cloze reading passages at all grade and instructional levels to build literacy skills in comprehension and reflective writing. 3. Monitor percentage of informational text and higher order thinking questions used during instruction. 4. Require use of 100 Book Challenge and Reading Counts programs with to increase accessibility and exposure to informational text. 5. Provide opportunities for summarizing and reflective writing after reading fiction and non-fiction text to determine comprehension. 	Classroom Teachers	Observations and Classroom fidelity checks
	Classroom Teachers	Student writing journals and lesson plans
	Instructional Coaches Administration	Lesson Plans Observations
	Reading Coach Administration	Classroom Observations SRI Growth Chart Student Reading Logs
	Classroom Teachers	Lesson Plans

<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading</p> <p>Barrier(s): Differentiated Lesson Planning and accommodation</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Continue training teachers on implementing access points 2. Provide opportunities for peer observations 	<p>27% = 3 students</p> <p>District ESE Staff</p> <p>Administration</p>	<p>30% = 3 students</p> <p>Training Transcripts</p> <p>Observation Schedules</p>
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<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p>Barrier(s): Differentiated Lesson Planning</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Provide students with opportunities for higher-order questioning and reflective writing using multiple sources. 2. Implement student created questions and student-led discussions to increase critical thinking skills. 3. Design lessons and implement engagement strategies to enrich student learning opportunities through the pull-out STEM program for students performing at higher levels. 	<p>31% = 106 students</p> <p>Classroom Teachers Writing Resource Teacher</p> <p>Classroom Teachers</p> <p>STEM Team</p>	<p>33% = 73 students</p> <p>Lesson Plans Observations</p> <p>Lesson Plans Observations</p> <p>Lesson Plans Observations</p>
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s): Differentiated Lesson Planning and accommodation</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Ensure inclusion and mainstream opportunities for higher performing FAA students 	<p>45% = 5 students</p>	<p>50% = 6 students</p>

<p>Florida Alternate Assessment: Percentage of students making learning Gains in Reading</p> <p>Barrier(s): Instructional Delivery</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Monitor teacher use of access points when assessing instructional content 	<p>50% = 4 students (only students with 2 years of data)</p>	<p>60% = 7 students</p>
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<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading</p> <p>Barrier(s): Ensuring intervention programs are used with fidelity in basic and ESE students.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Implement interactive word walls with pictures to increase literacy and relevance in vocabulary. 2. Use the FAIR Toolkit as a resource for implementation of Question-Answer Relationship (QAR) to enhance reading comprehension. 3. Ensure fidelity in the use of intervention programs such as Voyager, 100 Book Challenge, PASI/PSI, Triumphs, Rewards in addition to use MTSS (RtI) implementation 4. Encourage collaborative groups working with lowest 25% students to differentiate learning opportunities for all student populations represented within the lowest 25% group. 	<p>52%=132</p> <p>Classroom Teachers</p> <p>Reading Coach Classroom Teachers</p> <p>Reading Coach Administration</p> <p>Administration</p>	<p>60% = 39 students</p> <p>Classroom Walkthroughs Observation</p> <p>Student portfolios and Lesson Plans</p> <p>VPort Data, Running Records, RtI reports</p> <p>Team Notes</p>
<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading</p> <p>Barrier(s): Identifying instructional strategies and tools to meet cognitive ability levels.</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Continue using district resources such as the LATS team and attending special seminars with Center for Autism and Related Disorders CARD 	<p>25%= 3 students</p> <p>Case Study Team Classroom Teachers</p>	<p>25% = 3 students</p> <p>Classroom Products and Training Records</p>

	Administration	
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline data 2010-11:		Reduce the achievement gap by 50% over six years.
Student subgroups by ethnicity NOT making satisfactory progress in reading : White: Black: Students with Disabilities: Economically Dis advantaged:	Enter numerical data for current level of performance 72%= 80 students 66 = 98 students 40% = 36 students 67% = 172 students	Enter numerical data for expected level of performance Anticipated growth by 50% over six years is 36% = 6% each year Anticipated growth by 50% over six years is 33% = 6% each year Anticipated growth by 50% over six years is 20% = 3% each year Anticipated growth by 50% over six years is 34% = 6% each year
English Language Learners (ELL) not making satisfactory progress in Reading Barrier(s): Teachers collaborating with the ELL instructional assistant. Strategy(s): 1. Create uninterrupted collaboration time for teachers to meet with the instructional assistance for ELL students to review data from Learning Today Program. 2. Monitor ELL strategies using documentation in lesson plan books and differentiation in classroom instruction.	Administration	ELL instructional Assistant's planning schedule and teacher plan books
Students with Disabilities (SWD) not making satisfactory progress in Reading Barrier(s): Aligning student instructional level with classroom practices. Strategy(s): 1. Provide classroom teachers with instructional materials in addition to coaching and modeling small group instruction.	60% = 53 Students Instructional Coaches Administration	Observations

<p>Economically Disadvantaged Students not making satisfactory progress in Reading</p> <p>Barrier(s): Implementing Responsive Classroom Strategies with fidelity</p> <p>Strategy(s): 1. Monitor use of the 6 components of the Responsive Classroom to ensure fidelity.</p>	<p>26% = 71 Students</p> <p>Leadership Team</p>	<p>Observations</p>
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Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Using Informational Text for Student Engagement and Comprehension	October 2012	Observation
Reading and Writing by Cloze	November 2012	Teacher Samples of Cloze Activities in lesson plans

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in Listening/ Speaking: 51% = 18 students	Adequate documentation	Require teachers to document ELL intervention strategies in plans	Administration will review lesson plans
2012 Current Percent of Students Proficient in Reading: 40% = 14 students	Additional Intervention Time	Continue using ELL instructional assistant to push-in with students during reading instruction	Teachers Instructional Assistant will document plans
2012 Current Percent of Students Proficient in Writing: 46% = 16 students	Vocabulary and Language Exposure	Allow students to present oral reflections using content and oral vocabulary	Teachers will differentiate to include strategy in plans.

<p align="center">Mathematics Goal(s):</p> <p>1. By May 2013 students in grades 3-6 performing at level 3 and above will increase performance on FCAT Math 2.0 Number sense/fractions strand from 55% to 65% as measured by the 2013 administration of Math FCAT 2.0</p>	<p align="center">2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</p> <p align="center">55% = 188students</p>	<p align="center">2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</p> <p align="center">65% = 195 students</p>
<p>Anticipated Barrier(s):</p> <p>1. Integrating content areas</p> <p>Strategy(s):</p> <p>1. Model use of informational text and reflective writing in mathematics that ensures critical thinking learning environment.</p> <p>2. Incorporate a reflective writing section in student journals to summarize math lessons for students to explain their thinking.</p>	<p align="center">Math Coach</p> <p align="center">Classroom Teacher</p>	<p align="center">Math coach schedule</p> <p align="center">Student journals</p>
<p>2. Anticipated Barrier</p> <p>Building capacity within the classroom environment</p> <p>Strategy(s)</p> <p>1. Provide opportunities for teachers to observe peers and coaches</p> <p>2. Provide critical thinking and higher-order learning lessons where student-directed learning is visible through small discussions and written response.</p>	<p align="center">Administration</p> <p align="center">Coach</p> <p align="center">Classroom Teachers</p>	<p align="center">Observation Schedules</p> <p align="center">Fidelity Checks</p>

<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <p>Barrier(s): lack of conceptual understanding in content area of number sense relating to fractions</p> <p>Strategy(s): 1. Continue training and observing instruction that builds conceptual understanding in content area with a specific focus on number sense relating to fractions</p>	<p>29%=99 students</p> <p>Math Coach Classroom Teachers</p>	<p>65%=144 students</p> <p>Modeling and Observations</p>
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s):): Instructional Delivery</p> <p>1. Strategy(s): Teachers prepare differentiated lessons hands on with emphasis on technology integration. Incorporate v-math live and smart boards for a visual, hands-on learning environment</p>	<p>36%=4 students</p>	<p>40%= 4 students</p>
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s): Achievement gaps in the CRA model of mathematics primarily in the area of representation.</p> <p>Strategy(s): 1. Students will model and provide visual models in their journals to represent their mathematical thinking.</p>	<p>17% = 58 students</p>	<p>20%= 60 students</p>

<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics Barrier(s): Teacher training in area of number talks</p> <p>1.Strategy(s): Provide opportunities to discuss number talk strategies and watch instructional CDs to promote student engagement and number sense</p>	<p>36% =4 students</p>	<p>40% = 5 students</p>
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics Barrier(s): Lack of conceptual understanding focusing on number sense</p> <p>Strategy(s): 1. Provide opportunities for number talk to allow students opportunities fro discussion and experiences that relate to numbers in multiple ways</p> <p>2. Incorporate VMath live in daily activities for students.</p>	<p>50%=4 students (2 years of data)</p>	<p>50%=6 students</p>
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics Barrier(s): Gaps in areas of conceptual understanding with fractions</p> <p>Strategy(s): 1. Provide more hands on opportunities to see relationships of parts and whole while representing fractions as a set through objects and pictures.</p> <p>2. Provide opportunities to critically think about the concepts of fractions through informational text and reflective writing.</p>	<p>49%=</p>	<p>55= 174 students</p>

<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics</p> <p>Barrier(s): Gaps in area of conceptual understanding</p> <p>Strategy(s): 1. Utilize multiple experiences with numbers across content area; students will use physical movement and music to enhance mathematical concepts.</p>	<p>25% = 3 students</p>	<p>25% = 3 students</p>
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline Data 2010-11:</p>		
<p>Student subgroups by ethnicity :</p> <p>White:</p> <p>Black:</p> <p>Students with Disabilities:</p> <p>Economically Disadvantaged Students:</p>	<p>61%= 68 students</p> <p>56%= 83 students</p> <p>38% = 34 students</p> <p>58% = 158 students</p>	<p>Anticipated growth 31% over six years = 5% each year</p> <p>Anticipated growth 28% over six years = 5% each year</p> <p>Anticipated growth 19% over six years = 3% each year</p> <p>Anticipated growth 29% over six years = 5% each year</p>

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategies
<p>Informational text with Mathematics/ handouts and modeling of journal expectations. Book Study" Why Before How" Jana Hazekamp</p>	<p>October 2012</p>	<p>Discussion of information</p>

Developing rubrics for math journals	December 2012	Bring math eva
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Writing Goal (s)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>By May 2013 4th grade students performing at 3.0 and above will increase their performance on FCAT 2.0 Writing from 65% to 71% on their narrative and or expository writing skill measured by FCAT Writes 2.0</p>		
<p>Barrier(s): Aligning the writing standards to the six traits curriculum. Strategy: 1. Require writing instruction across all content areas</p>		
<p>FCAT: Students scoring at Achievement level 3.0 and higher in writing Barrier(s): Planning Strategy(s): 1. Use of various genres to enhance critical thinking and literary through reflective and summative writing. 2. Expose students to different types of literature in order to teach grammar and sentence structure</p>	<p>65%=58 students</p> <p>Classroom Teachers</p> <p>Classroom Teachers</p>	<p>80% = 59 students</p> <p>Lesson Plans</p> <p>Lesson Plans</p>
<p>Florida Alternate Assessment: Students scoring at 4 or higher in writing 1. Use various instructional models and examples and non-examples to address ways of learning so that students are able to demonstrate their understanding through written responses</p>	<p>100% = 2 students</p> <p>Classroom Teachers</p>	<p>Lesson plans and observations</p>

Writing Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strateg
Using Strategies that Develop Interaction Writing using Informational/non-fiction text with	November 2012	C

Science Goal(s)	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s): Funds</p> <p>Strategy(s):</p> <ol style="list-style-type: none"> Hire a Science Coach to facilitate and model using hands on Science activities. Provide students opportunities to participate in hands on science using available resources around our campus. Require reflective writing journals 	<p>Administration</p> <p>Classroom Teachers</p> <p>Science Coach</p>	55% = 41 students
Students scoring at Achievement level 3 in Science:	level 3 and above) 48% = 47 students	60% = 52 students
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science</p> <p>Strategies: Differentiate through authentic projects and students activities using access points for evaluation</p>	<p>33% = 1 students</p> <p>Classroom Teachers</p> <p>Science Lab Teachers</p>	<p>40% 4 Students</p> <p>Lesson Plans and Collaborative group minutes</p>

<p>FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in Science:</p> <p>Strategies: Continue providing activities in higher order thinking skills and inquiry to engage students in learning that is tied to their interest: STEM, Gardening, Robotics</p>	<p>16% = 14 students</p> <p>Science Coach Science Teachers Art Teacher</p>	<p>20%=17 students</p> <p>Science Projects Lesson Plans</p>
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Strategies: Provide activities in differentiated science instruction at independent access point levels</p>	<p>66% = 2 students</p> <p>Science Coach Classroom Teachers</p>	<p>66%=2 students</p> <p>Lesson Plans and Observation Science Journals</p>

Science Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
District Science Saturday	January 2013	Teachers presenting Demonstration Lessons
Writing Observations and Reflections	November 2012	Review of Science Journals

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

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

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Use available resources such as Beacon to identify highly qualified teachers	Administration	Ongoing
2. Use classroom observations, training, feedback and evaluation processes to maintain a highly qualified instructional staff	Administration	Ongoing
3. Continue building a culture of share accountability for the quality of instructional practices used in the school	Teachers and Administration	Ongoing

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 paraprofessionals that	Provide the strategies that are being impleme
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are teaching out-of-field/and who are not highly effective	staff in becoming highly effective
None	N/A

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

<p>MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)</p> <p>The MTSS leadership team consists of an administrator, classroom teacher, instruction coaches and the guidance counselor. 25% of teachers effectively implemented MTSS strategies. 20% of students served advanced to the IPST process while another % remained in MTSS. The school administration will monitor the process at different levels by ensuring the data team process is done with fidelity. In addition, a specific number of students to determine progress will be targeted at each data team meeting.</p>
<p>PARENT INVOLVEMENT: At Golfview, parents participate in a variety of activities to support the school programs and their students. We log over 500 names of involvement opportunities and over 8,000 volunteer hours. We will continue to identify parents to participate in activities such as district parent leadership meetings and PTO/school advisory Council. We will also provide ongoing school activities offering parents to visit the school as volunteers and guest at special events. The school will take steps to implement assistance programs for ELL parents and those needing a GED.</p>
<p>ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies) Golfview will continue to use intervention programs such as letters to parents, conferences, attendance plans and telephone calls to encourage at least 95% attendance school-wide.</p>
<p>SUSPENSION: In 2011-12, there were 246 incidents of referrals (43% = 108 incidents) resulted in out of school suspensions. We will continue to implement our CARES Discipline Plan and Responsive Classroom elements to encourage positive student behavior and to reduce the percentage of out of school suspension by 13%.</p>

POSTSECONDARY READINESS: (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? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)

Golfview plans and implement programs to expose student to professionals in a variety areas. In 2012-13, the school will partner with a community-based organization to implement "College for Kids", a mentoring program to assist students and their parents in preparing for students to select a college or career field.