

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

North

Cape View Elementary School

Principal:

Area Superintendent:

Dr. Ronald Bobay

Pamela Blount

SAC Chairperson(s):

Suzanne Cavanagh/Renee Angel

Superintendent: Dr. Brian Binggeli

Mission Statement:

Guiding students' minds where they have never gone before.

Vision Statement:

The Cape View community works together in an innovative, positive, learning environment to launch students into the future: motivating all to achieve their full potential.

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RATIONAL – Continuous Improvement Cycle Process

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

FCAT Data for grades 3rd through 6th Percentage of Students Making Satisfactory Progress	Percentage of Lowest Making Learning Gains	Percentage of Students Making Learning Gains									
			2009 - 2010	2010 - 2011	2011 - 2012		2009 - 2010	2010 - 2011	2011 - 2012		
Reading	86%	82%	62%	Reading	57%	66%	66%	Reading	63%	63%	72%
Math	80%	76%	53%	Math	50%	61%	77%	Math	63%	66%	75%
Writing	84%	84%	81%								
Science	68%	65%	55%								
Attendance vs. FCAT scores	Tardiness Data vs. FCAT Scores										
	Level 1	Level 2	Total		Level 1	Level 2					
Reading	15%	31%	46%	Reading	6%	10%					
Math	31%	22%	53%	Math	22%	33%					

FAIR Vocabul ary Data (Percen tage of Students Showing Proficiency)	FCAT Voca bulary Data (Percen tage of Students Showing Proficien cy)										
1st Grade	65%	3rd Grad e	85%								
2nd Grade	60%	4th Grad e	75%								
		5th Grad e	78%								
		6th Grad e	75%								
Reading Data Percen tage of 4's and 5's											
	2010	2011	2012								
3rd	50%	43%	32%								
4th	49%	39%	36%								
5th	42%	44%	25%								
6th	43%	39%	38%								
Math Data Percen tage of 4's and 5's											
	2010	2011	2012								
3rd	50%	52%	11%								
4th	31%	32%	24%								
5th	32%	28%	22%								
6th	45%	42%	45%								

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

In reading, the percentage of Cape View's students making satisfactory progress has gradually declined over the past three years. The overall percentage drop is 24%. In math, the percentage of students making satisfactory progress has also gradually declined over the past three years. The overall percentage drop is 27%. In writing, the percentage of students making satisfactory progress has remained steady over the past three years with only a slight drop of 3%. In science, the percentage of students making satisfactory progress has gradually decreased over the past three years. The overall percentage drop is 13%.

The percentage of Cape View's lowest 25% students making learning gains in reading has increased over the past three years with an overall improvement of 9%. In math, the percentage of lowest 25% making learning gains has drastically increased 27%.

The percentage of Cape View's students making learning gains in reading has increased 9%. In math, the percentage of students making learning gains has increased 12%.

Cape View's attendance data shows that out of 59 students missing 10 or more days of school about half of those students scored a level 1 or 2 on FCAT Reading or Math. Tardiness also significantly affected math scores with over 50% of the students missing 40 or more days scoring a level 1 or 2.

Cape View's vocabulary data shows an average of 75% of first and second graders are lacking vocabulary development to help them be successful. Cape View's 4th, 5th, and 6th graders are also lacking vocabulary development to help them be successful. The overall vocabulary data itself shows a need and this need filters throughout all reporting categories in Reading, Math, Writing, and Science. Vocabulary also plays an important role in FAIR test scores.

The Percentage of FCAT Level 4 and 5 students have been decreasing over the past three years. Our analysis of this data is due to the increasing levels of deeper thinking and understanding in both reading and math. In our shift of instruction to a more student led type of facilitation, essential questioning, and collaborative group work, we can address this issue.

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

Cape View practices Professional Learning Communities that encourages collaboration, common planning, common formative assessments, and equitable accountability to enhance student achievement. Each PLC is responsible for monitoring the progress of selected students (lowest 25%) and intervention measures taken for these students.

Cape View conducts the Academic Support Program during school hours for students who need additional instruction in reading and math. These students receive immediate intensive intervention using the walk to intervention model. Cape View offers Academic Support in science after school.

Cape View uses a math and reading program, Kid's College, which provides students with reading and math practice aligned to the Next Generation Sunshine State Standards. The program also begins where the students are and provides teachers with data to assist in monitoring student's progress.

Cape View teachers were trained in B.E.S.T., and the strategies in B.E.S.T. are used in the classroom daily.

As we take a look at our data of students in each subgroup and how we serve them, we find that we are showing growth with the students who are not performing satisfactorily in learning gains. This would be closing the achievement gap and helping our lowest students work toward proficiency. More focus needs to be put on what we are teaching all students, including students in the subgroups. Looking at our data of the subgroups that did not make satisfactory progress, many are from minority groups, ELL, and students of poverty.

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

Strategy I: Implement Max Thompson’s High Yield Learning vocabulary teaching strategy during daily instruction throughout all curriculum areas. According to the USDOE, “Schools taking a balanced achievement approach lead to the greatest increases in student achievement and achievement gaps close faster”.

Strategy II: Provide Thinking Maps professional development training at Cape View for all Cape View teachers. Thinking Maps provide students with both the scaffolds and structures to support a deeper level of understanding which will empower them to become college and career ready (Thinkingmaps.com). According to Thinking Foundation, “When Thinking Maps are utilized in daily math instruction, student learning and demonstration of mastery exceeds exemplary development growth expectations on state tests”. Additionally, *Student Success with Thinking Maps* reports that teachers who use Thinking Maps daily see an increase in student thinking, writing, and behavior. Not only are students able to explain their thinking more clearly and better able to understand how to use words in a meaningful way, students also show an increase in participation in class and increased motivation. Thinking Maps also aids in the understanding of vocabulary and teach students to think critically.

Strategy III: Continue implementation of B.E.S.T. strategies emphasizing vocabulary development using graphic organizers. As stated by Marzano in *Classroom Strategies that Work*, “Students must be able to analyze information and organize it in a way that enhances their understanding”. B.E.S.T. strategies provide students with a variety of learning opportunities to increase understanding and increase student achievement.

Strategy IV: Teach vocabulary to students identified as Lowest 25% utilizing Don Johnson’s Front Loading strategy. According to Don Johnson Incorporated, background knowledge is necessary to acquire and integrate new information. Insufficient background knowledge hinders learning because students lack the vocabulary and frame of reference necessary to form appropriate mental pictures. According to Danny Brassell, “Teachers who provide vocabulary-building strategies that develop concepts far beyond straight definitions give their students a better understanding of how words may be used to apply to their own lives”.

Strategy V: Grade K-2 teachers will continue to implement Common Core Standards. Grade 3 – 6 teachers will begin the process of integrating the Common Core Standards along with the Sunshine State Standards to teach vocabulary in context. According to FLDOE Common Core Standards, “As students are exposed to and interact with language throughout their school careers they are able to acquire understandings of word meanings, build awareness of the workings of language, and apply their knowledge to comprehend and produce language”.

Strategy VI: PLC Collaborative groups will further their work on Common Formative Assessments and a common MTSS process that reaches students amongst all academic levels including the students who perform above grade level.

CONTENT AREA:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Math	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> 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?)*

All classroom teachers will incorporate Max Thompson’s high yield vocabulary teaching strategies during daily instruction throughout all curriculum areas. Over the next three years we will incorporate most of Max Thompson’s high yield Learning Focused Strategies (LFS).

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. Teacher Buy-in	Provide Thinking Maps Training	District Trainer	Fall 2012	\$0	Evaluation Forms
2. New teachers do not have training in B.E.S.T. Strategies	Provide B.E.S.T. training to all new teachers	Administration	Fall 2012	\$0	Classroom walk-throughs and evaluations
3. Lack of Knowledge concerning Front Loading	Form Collaborative Front Loading Teams	Administration	On Going	\$0	Feedback from Teachers and Front Loading Team
4. Scheduling	Teacher feedback and input on schedules	Administration	Fall 2012	\$0	Feedback from Teachers

5. Low attendance	a. Daily Phone Calls b. Send home Letters as necessary c. Review chronic truancy through MTSS d. Meet with parents as necessary	Front Office Clerk	Daily	\$0	Attendance Log book
6. Time for Professional Development	Schedule PD for at least one day a month through Faculty Meetings and Collaborative Team meetings to keep LFS and Common Core growing throughout the year	Administration	Monthly	\$0	Agendas and Professional Development Plan
<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
7. Time to collaborate for an extended time	Provide Substitutes at least 4 times throughout the year so that teachers have an extended 3 hour planning to team plan	Administration	Every nine weeks	\$0	Minutes from planning meetings

EVALUATION – Outcome Measures and Reflection

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

Quantitative Professional Practice Outcomes:

- 100% compliance of vocabulary focused strategies.

These will include Front Loading vocabulary a week

ahead of time to those students who are weak in vocabulary. Teaching vocabulary in context and strategies to find the meaning of a new passage with new vocabulary. Also teaching academic vocabulary such as; infer, summarize, etc. that students will need to know for Common Core as well as testing situations.

- Teacher's PGP connection to School Based Objective
- We will emphasize Essential Questions and Summarizing that will bring the vocabulary together to form meaning in all content areas.

Qualitative Professional Practice Outcomes:

- Classroom walk-throughs
- Teacher observations
- Teacher reflections of PGP implementation and student performance

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

Qualitative Student Achievement Expectations:

- Formative assessments
- Teacher observations of students
- Exit slips

Quantitative Student Achievement Expectations: Steady

Growth in the measures below keeping in mind we are looking at 10% increases across the board

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- DRLAs
- District Math Assessment
- Common Formative Assessments
- FAIR
- 2013 FCAT Reading
- 2013 FCAT Math
- 2013 FCAT Science 5th Grade
- 2013 FCAT Writing 4th Grade

APPENDIX A

(ALL SCHOOLS)

Reading Goal 67% (133 students) of our 3 rd – 6 th grade students will demonstrate satisfactory progress as measured by the 2012 FCAT 2.0 Reading Test.	2012 Current Level of Performance	2013 Expected Level of Performance
Total Students Tested: 200		
Anticipated Barrier(s): <ol style="list-style-type: none"> 1. Disruptive Students 2. Attendance/Tardiness 3. Lack of Vocabulary 4. Lack of Instructional Focus 		

<p>Strategy(s):</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Continue implementation of the Positive Behavior Support Program b. Implement Tier II (CICO) c. Implement Tier III Behavior Plan (IPST) 2. Collaborate with PTO and SAC members in order to establish a program that encourages parents to make sure their child attends school regularly 3. Implement a variety of instructional strategies that will provide students with background knowledge before a lesson is taught (i.e. Front Loading, Thinking Maps, B.E.S.T. strategies, etc.) 4. Frontload Vocabulary and teach Vocabulary in Context 		
<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Lack of Vocabulary 2. Lack of Motivation 3. Test Anxiety/Lack of Test Taking Strategies 4. Attendance and Tardiness 5. Lack of Instructional Focus <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Implement a variety of instructional strategies that will provide students with background knowledge before a lesson is taught (i.e. Front Loading, Thinking Maps, B.E.S.T. strategies, etc.) 2. Incorporate instructional learning activities that motivate and keep students actively engaged 3. Provide peer support prior to test taking and teach test taking strategies to reduce anxiety 4. Call home daily and meet with parents as needed 5. Use Essential Questions to focus lesson on what is to be learned 	<p>28% = 55 students</p>	<p>31% = 61 students</p>

<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p>	<p>N/A</p>	<p>N/A</p>
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Lack of Motivation 2. Teacher knowledge of how to incorporate enrichment activities for high achieving students 3. Lack of planned Higher Order Questions and Student Led Lessons <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Incorporate enrichment learning activities that motivate and keep students actively engaged 2. Provide teachers with training on how to teach high achieving students in the regular classroom 3. Professional Development on Questioning and Common Core 	<p>33% = 66 students</p>	<p>37% = 73 students</p>
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Reading</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Scheduling <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Schedule teacher assistant in the classroom to assist classroom teacher with Access Point Instruction 	<p>100% = 1 student</p>	<p>100% = 1 student</p>

<p>Florida Alternate Assessment: Percentage of students making learning gains in Reading</p> <p>Barrier(s): 1. Scheduling</p> <p>Strategy(s): 1. Schedule teacher assistant in the classroom to assist classroom teacher with Access Point Instruction</p>	<p>100% = 1 student</p>	<p>100% = 1 student</p>
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in reading</p> <p>Barrier(s): 1. Lack of Vocabulary Knowledge 2. Test Anxiety/Test Taking Strategies 3. Confidence</p> <p>Strategy(s): 1. a. Implement a variety of instructional strategies that will provide students with background knowledge before a lesson is taught (i.e. Front Loading, Thinking Maps, B.E.S.T. strategies, etc.) b. Implement the Academic Support Program (ASP) during the school day 2. Provide peer support prior to test taking and teach test taking strategies to reduce anxiety 3. a. Provide differentiated instruction during 90 minute reading block b. Implement Front Loading to give students background knowledge and confidence c. Provide MTSS instruction</p>	<p>66% = 21 students</p>	<p>72% = 23 students</p>
<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading</p> <p>Barrier(s):</p> <p>Strategy(s):</p>	<p>N/A</p>	<p>N/A</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: White (30%), Hispanic (31%), SWD (60%), Econ Disadv (33%)</p>		
<p>Student subgroups by ethnicity NOT making satisfactory progress in reading</p> <p style="text-align: right;">White: 129 Total Tested</p>	<p style="text-align: center;">34% = 44 students</p>	<p style="text-align: center;">25% = 32 students</p>
<p style="text-align: right;">Black:</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>
<p style="text-align: right;">Hispanic: 31 Total Tested</p>	<p style="text-align: center;">52% = 16 students</p>	<p style="text-align: center;">26% = 8 students</p>
<p style="text-align: right;">Asian:</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>
<p style="text-align: right;">American Indian:</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading Total Tested: 12 Students</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Language Acquisition of Vocabulary <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Provide vocabulary instruction uses pictures, cues, etc. 	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>

<p>Students with Disabilities (SWD) not making satisfactory progress in Reading Total Tested: 23 Students Barrier(s):</p> <ol style="list-style-type: none"> 1. Lack of Vocabulary Knowledge 2. Different Modality 3. Test Anxiety/Test Taking Strategies <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Implement a variety of instructional strategies that will provide students with background knowledge before a lesson is taught (i.e. Front Loading, Thinking Maps, B.E.S.T. strategies, etc.) 2. <ol style="list-style-type: none"> a. Provide differentiated instruction during the 90 minute reading block b. Provide MTSS instruction for students identified as lowest 25% c. Provide enrichment activities for students demonstrating satisfactory progress 3. Provide peer support prior to test taking and teach test taking strategies to reduce anxiety 	64% = 14 students	50% = 12 students
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<p>Economically Disadvantaged Students not making satisfactory progress in Reading Total Tested: 104 Students Barrier(s):</p> <ol style="list-style-type: none"> 1. Nutrition 2. Lack of Vocabulary 3. Lack of Student Motivation 4. Test Anxiety/Lack of Test Taking Strategies <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Implement Cape View's Backpack program that ensures our most needy students are fed during the weekend 2. Implement a variety of instructional strategies that will provide students with background knowledge before a lesson is taught (i.e. Front Loading, Thinking Maps, B.E.S.T. strategies, etc.) 3. Incorporate instructional learning activities that motivate and keep students actively engaged 4. Provide peer support prior to test taking and teach test taking strategies to reduce anxiety 	43% = 45 students	27% = 28 students
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Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Max Thompson's High Yield Teaching Strategies	Pre-Planning	Administrative Walk-throughs PGP Documentation IPPAS
Common Core Academic Vocabulary (Tier 1 – Tier 3 Words)	August 2012	Lesson Plans Administrative Walk-throughs
Thinking Maps	Fall 2012	Administrative Walk-throughs PGP Documentation
B.E.S.T. Training for New Teachers	Fall 2012	Administrative Walk-throughs
Train 3 rd – 6 th grade teachers in unpacking the Common Core Standards	Spring 2012	Evidence of implementation in the 2013 – 2014 school year.
B.E.S.T. Overview	October 2012	Administrative Walk-throughs PGP Documentation
Common Core	October 2012	Administrative Walk-throughs PGP Documentation Lesson Plans
Max Thompson's Seminar	November 2012	Collegial Observations Teacher Reflections from PGP Administration Walk-throughs Administrative Observations
Common Core/LFS	November 2012	Collegial Observations Teacher Reflections from PGP Administration Walk-throughs Administrative Observations
LFS (Learning Focused Strategies)	January 2013	Collegial Observations Teacher Reflections from PGP Administration Walk-throughs Administrative Observations

Common Core	February 2013 March 2013 May 2013	Collegial Observations Teacher Reflections from PGP Administration Walk-throughs Administrative Observations
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CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/Monitoring
2012 Current Percent of Students Proficient in Listening/ Speaking: 29%	Language Acquisition	Bilingual ESOL instructional assistant will provide support and remediation as needed	ESE Resource
2012 Current Percent of Students Proficient in Reading: 19%	Language Acquisition	<ol style="list-style-type: none"> 1. Bilingual ESOL instructional assistant will provide support and remediation as needed 2. Incorporate Learning Today On-Line Program to provide additional practice with skills 	ESE Resource
2012 Current Percent of Students Proficient in Writing: 33%	Language Acquisition	Bilingual ESOL instructional assistant will provide support and remediation as needed	ESE Resource

<p style="text-align: center;">Mathematics Goal(s): 58% (166 students) of our 3rd – 6th grade students will demonstrate satisfactory progress as measured by the 2012 FCAT 2.0 Mathematics Test.</p> <p>Total Students Tested: 200</p>	2012 Current Level of Performance	2013 Expected Level of Performance
<p>Anticipated Barrier(s):</p> <ol style="list-style-type: none"> 1. Disruptive Students 2. Attendance/Tardiness 3. Weak Basic Skills 4. Lack of instructional strategies that build understanding 		

<p>Strategy(s):</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a. Continue implementation of the Positive Behavior Support Program b. Implement Tier II (CICO) c. Implement Tier III Behavior Plan (IPST) 2. Collaborate with PTO and SAC members in order to determine establish a program that encourages parents to make sure their child attends school regularly 3. Implement a variety of instructional strategies that will provide students with background knowledge before a lesson is taught (i.e. Front Loading, Thinking Maps, B.E.S.T. strategies, etc.) 4. Common Core PD to teach for understanding and mastery 		
<p>FCAT 2.0 Students scoring at Achievement Level 3</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Weak Basic skills 2. Lack of Motivation 3. Test Anxiety/Lack of Test Taking Strategies 4. Lack of Instructional Strategies that Build Understanding <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Implement a variety of instructional strategies that will provide students with background knowledge before a lesson is taught (i.e. Front Loading, Thinking Maps, B.E.S.T. strategies, etc.) 2. Incorporate instructional learning activities that motivate and keep students actively engaged 3. Provide peer support prior to test taking and teach test taking strategies to reduce anxiety 4. Common Core PD to teach for understanding and mastery 	<p>27% = 53 students</p>	<p>29% = 58 students</p>
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics</p> <p>Barrier(s):</p> <p>Strategy(s):</p>	<p>N/A</p>	<p>N/A</p>

<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Lack of Student Motivation 2. Teacher knowledge of how to incorporate enrichment activities for high achieving students <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Incorporate enrichment learning activities that motivate and keep students actively engaged 2. Provide teachers with training to teach high achieving students in the regular classroom 	<p>26% = 52 students</p>	<p>29% = 57 students</p>
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Scheduling <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Schedule teacher assistant in the classroom to assist classroom teacher with Access Point Instruction 	<p>100% = 1 student</p>	<p>100% = 1 student</p>
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Scheduling <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Schedule teacher assistant in the classroom to assist classroom teacher with Access Point Instruction 	<p>100% = 1 student</p>	<p>100% = 1 student</p>

<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Weak Basic skills 2. Lack of Motivation 3. Test Anxiety/Lack of Test Taking Strategies 4. Lack of Instructional Strategies that Build Understanding <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Implement a variety of instructional strategies that will provide students with background knowledge before a lesson is taught (i.e. Front Loading, Thinking Maps, B.E.S.T. strategies, etc.) 2. Incorporate instructional learning activities that motivate and keep students actively engaged 3. Provide peer support prior to test taking and teach test taking strategies to reduce anxiety 4. Common Core PD to teach for understanding and mastery 	<p>77% = 25 students</p>	<p>87% = 28 students</p>
<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics</p> <p>Barrier(s):</p> <p>Strategy(s):</p>	<p>N/A</p>	<p>N/A</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: White (34%), Hispanic (31%), SWD (64%), Econ Disadv (41%)</p>		
<p>Student subgroups by ethnicity :</p> <p style="text-align: right;">White: 129 Total Tested</p>	<p>46% = 59 students</p>	<p>28% = 36 students</p>

Black:	N/A	N/A
Hispanic: 31 Total Tested	52% = 16 students	26% = 8 students
Asian:	N/A	N/A
American Indian:	N/A	N/A
English Language Learners (ELL) not making satisfactory progress in Mathematics Total Tested: 12 Students Barrier(s): 1. Language Acquisition of Vocabulary Strategy(s): 1. Provide vocabulary instruction uses pictures, cues, etc.	N/A	N/A

<p>Students with Disabilities (SWD) not making satisfactory progress in Mathematics Total Tested: 23 Students Barrier(s):</p> <ol style="list-style-type: none"> 1. Lack of Vocabulary 2. Different Modality 3. Test Anxiety/Test Taking Strategies <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Implement a variety of instructional strategies that will provide students with background knowledge before a lesson is taught (i.e. Front Loading, Thinking Maps, B.E.S.T. strategies, etc.) 2. <ol style="list-style-type: none"> a. Provide differentiated instruction b. Provide MTSS instruction for students identified as lowest 25% c. Provide enrichment activities for students demonstrating satisfactory progress 3. Provide peer support prior to test taking and teach test taking strategies to reduce anxiety 	80% = 18 students	53% = 12 students
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<p>Economically Disadvantaged Students not making satisfactory progress in Mathematics Total Tested: 104 Students</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Nutrition 2. Lack of Vocabulary 3. Lack of Student Motivation 4. Test Anxiety/Lack of Test Taking Strategies <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Implement Cape View's Backpack program that ensures our most needy students are fed during the weekend 2. Implement a variety of instructional strategies that will provide students with background knowledge before a lesson is taught (i.e. Front Loading, Thinking Maps, B.E.S.T. strategies, etc. 3. Incorporate instructional learning activities that motivate and keep students actively engaged 4. Provide peer support prior to test taking and teach test taking strategies to reduce anxiety 	<p>52% = 54 students</p>	<p>34% = 35 students</p>
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Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Max Thompson's High Yield Teaching Strategies	Pre-Planning	Administrative Walk-throughs PGP Documentation IPPAS
Common Core Academic Vocabulary (Tier 1 – Tier 3 Words)	August 2012	Lesson Plans Administrative Walk-throughs

Thinking Maps	Fall 2012	Administrative Walk-throughs PGP Documentation
B.E.S.T. Training for New Teachers	Fall 2012	Administrative Walk-throughs
Train 3 rd – 6 th grade teachers in unpacking the Common Core Standards	Spring 2012	Evidence of implementation in the 2013 – 2014 school year.
B.E.S.T. Overview	October 2012	Administrative Walk-throughs PGP Documentation
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LFS (Learning Focused Strategies)	January 2013	Collegial Observations Teacher Reflections from PGP Administration Walk-throughs Administrative Observations
Common Core	February 2013 March 2013 May 2013	Collegial Observations Teacher Reflections from PGP Administration Walk-throughs Administrative Observations

<p style="text-align: center;">Writing</p> <p style="text-align: center;">91% of 4th grade students will score 3.0 or higher on the 2012 Writing FCAT Test.</p>	<p style="text-align: center;">2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</p>	<p style="text-align: center;">2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</p>
<p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Lack of knowledge in writing process <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. a. Provide enriching and engaging activities that build grammar skills b. Incorporate high yield learning strategies into writing instruction 		
<p>FCAT: Students scoring at Achievement level 3.0 and higher in writing</p> <p>Barrier:</p> <ol style="list-style-type: none"> 1. Lack of knowledge in writing process <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. a. Provide enriching and engaging activities that build grammar skills b. Incorporate high yield learning strategies into writing instruction 	<p>81% = 36 students</p>	<p>91% = 40 students</p>
<p>Florida Alternate Assessment: Students scoring at 4 or higher in writing</p>	<p>N/A</p>	<p>N/A</p>

<p align="center">Science Goal(s) (Elementary and Middle) 62% of 5th grade students will score 3.0 or higher on the 2012 Science FCAT Test.</p>	<p align="center">2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</p>	<p align="center">2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</p>
<p>Barrier(s):</p> <ol style="list-style-type: none"> 1. Quality Science Instructional Time 2. Lack of Scientific Vocabulary <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Dedicate a set time each day to teach science 2. <ol style="list-style-type: none"> a. Provide engaging and motivating science lessons b. Incorporate high yield teaching strategies into lessons (Thinking Maps, essential questions, etc.) c. Front Load Science Vocabulary 		
<p>FCAT 2.0 Students scoring at Achievement level 3 in Science:</p>	<p align="center">44% = 21 students</p>	<p align="center">49% = 23 students</p>

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	100% = 1 student	N/A
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	11% = 5 students	13% = 6 students
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	N/A	N/A

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
<p>Goal 1: Parent Involvement</p> <p>At least 50% of our parents will attend a school sponsored curriculum activity or information night. This may include volunteering activities and performances.</p>	Parental Support	Volunteer Coordinator	Volunteer Coordinator Parent Volunteer Request Forms Parent Survey

<p>Goal 2: Parent Involvement According to the on-line parent survey, many parents preferred that Cape View host school events on Monday evenings as this was a day they would be free.</p>	<p>Parental Involvement</p>	<p>Hold some family events on Monday evenings</p>	<p>Administration</p>
<p>Goal 2: Community Involvement Continue strong community involvement ties. Use business partners as opportunities for students to learn jobs in the communities.</p>	<p>Community Partner Support</p>	<p>Involve Community and Business Partners in School-Wide Events</p>	<p>Assistant Principal/PBS Team Contact Businesses Business Partner/Community Partner Surveys</p>

APPENDIX C

(TITLE I 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
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		Date
1.Partner with UCF to host Junior and Senior Interns	Assistant Principal	Fall and Spring
2. Encourage and provide quality professional development opportunities	Administration	On-Going
3.Encourage and support teachers in obtaining and pursuing additional endorsements, areas of certification, and advanced degrees	Administration	On-Going

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 are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	Taking classes toward endorsement

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.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and it's role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

Principal, Assistant Principal, Guidance Counselor, School Psychologist, Staffing Specialist, classroom teachers

MTSS is conducted throughout the year. Tuesdays are designated days for teachers to meet, discuss individual students and data. The MTSS Leadership team will brainstorm and support the classroom teacher in efforts to keep the strategies focused and to make sure they are measured to check for effectiveness. Frontloading is a Tier 2 strategy this year for targeted students who are lacking in vocabulary. Max Thompson says that Acceleration 60-70% + Main Lesson + Remediation/ Review 30-40% = Achievement. Students who are in this process will receive remediation as well. Teachers identify students as Tier 1, 2, or 3 to determine level and tier of instruction, as well as behavior strategies, if needed.

PARENT INVOLVEMENT:

In the school year 2011-2012, Cape View's parental involvement rate was 41% at the Title I Nights. Cape View will offer several curriculum evenings and meetings throughout the school year. We will offer food and gift certificates to entice parents to attend. Cape View's goal for the 2012-2013 school year is that 50% of parents will attend Cape View Title I Nights.

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

In the school year 2011-2012, Cape View's attendance rate was 93%. Cape View will continue to utilize the Positive Behavior Support Program by rewarding students an extra Star Buck for the week for perfect attendance, and reward the class with the best attendance/tardy rate. Cape View's goal for the 2012-2013 school year is to increase the attendance rate to 95%.

SUSPENSION:

In the school year 2011-2012, Cape View had 12 in-school suspensions and 25 out-of-school suspensions. Cape View will continue to utilize the Positive Behavior Support Program school-wide to limit the number of suspensions. Students identified as Tier II will receive CICO behavior support and students identified as Tier III will be placed on an FBA/BIP plan through IPST. Cape View will teach students S.O.A.R. expectations and reinforce expectations daily. Teachers will send postcards to parents acknowledging their student modeling S.O.A.R. expectations. Teachers will send positive notes/e-mails home or make phone calls home. Administration and teachers will conduct Kid Talk meetings and implement appropriate behavior interventions based on the need of the student. Our Goal for the 2012-2013 school year is for Cape View to decrease in-school suspensions by 2% and decrease out-of-school suspensions by 5%.

