

# Florida Department of Education



# School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Keene’s Crossing Elementary School	District Name: Orange County Public Schools
Principal: Mrs. Sherry Donaldson	Superintendent: Dr. Barbara Jenkins
SAC Chair: Mrs. Barbara Vance	Date of School Board Approval: January 29, 2013

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Sherry Donaldson	Educational Leadership (all levels), Elementary Education (1-6), School Principal (all levels)	1.3 Years	6 years	<p><b>PINE HILLS:</b>  <b>2006-2007</b> C school grade; 52% met high standards in reading, 39% met high standards in math, 90% met high standards in writing; 68% made learning gains in reading; 64% made learning gains in math; 62% of the lowest 25% made learning gains in reading; 80% of the lowest 25% made learning gains in math; AYP-No-67%  <b>2007-2008</b> C school grade; 44% met high standards in reading, 39% met high standards in math, 73% met high standards in writing; 58% made learning gains in reading; 69% made learning gains in math; 62% of the lowest 25% made learning gains in reading; 80% of the lowest 25% made learning gains in math; AYP-No-72%   <b>2008-2009</b> C school grade; 59% met high standards in reading, 55% met high standards in math, 85% met high standards in writing; 66% made learning gains in reading; 70% made learning gains in math; 52% of the lowest 25% made learning gains in reading; 66% of the lowest 25% made learning gains in math; AYP-No-95%</p> <p><b>WINDY RIDGE:</b>  <b>2009-2010</b> A school grade; 92% met high standards in reading, 90% met high standards in math, 93% met high standards in writing; 73% made learning gains in reading; 76% made learning gains in math; 70% of the lowest 25% made learning gains in reading; 67% of the lowest 25% made learning gains in math; AYP-No-87%</p> <p>(70 percent of school year present)  <b>2010-2011A</b> C school grade; 90% met high standards in reading, 89% met high standards in math, 90% met high standards in writing; 74% made learning gains in reading; 73% made learning gains in math; 72% of the lowest 25% made learning gains in reading; 63% of the lowest 25% made learning gains in math; AYP-No-85%</p> <p><b>KEENE'S CROSSING:</b>  (30% percent of school present)  <b>2010-2011</b> B school grade; 87% met high standards in reading, 84% met high standards in math, 80% met high standards in writing; 66% made learning gains in reading; 51% made learning gains in math; 65% of the lowest 25% made learning gains in reading; 47% of the lowest 25% made learning gains in math; AYP-No-92%</p>
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					<b>2011-2012 A School Grade;</b> 77% High Standards in Reading, 79% High Standards in Math, 89% High Standards in Writing, 79% made learning gains in Reading, 91% made learning gains in Math
Assistant Principal	Vacant				

**Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Reading (3-5)	Shelley Campbell	Elementary Ed (K-5) Reading (K-12)	1	3	<p><b>PINE HILLS:</b>  <b>2008-2009</b> C school grade; 59% met high standards in reading, 55% met high standards in math, 85% met high standards in writing; 66% made learning gains in reading; 70% made learning gains in math; 52% of the lowest 25% made learning gains in reading; 66% of the lowest 25% made learning gains in math; AYP-No-95%</p> <p><b>2009-2010</b> C school grade; 64% met high standards in reading, 58% met high standards in math, 72% met high standards in writing; 58% made learning gains in reading; 63% made learning gains in math; 67% of the lowest 25% made learning gains in reading; 76% of the lowest 25% made learning gains in math; AYP-No-72%</p> <p><b>2010-2011</b> School Grade C: 51% met high standards in Reading, 51% met high standards in Math, 88% met high standards in Writing, 54% made learning gains in Reading, 51% made learning gains in Math.; AYP No—69%</p> <p><b>Keene’s Crossing ES:</b>  <b>2011-2012 A School Grade;</b> 77% High Standards in Reading, 79% High Standards in Math, 89% High Standards in Writing, 79% made learning gains in Reading, 91% made learning gains in Math</p>
Math	Anne Laseki	Elementary Ed (1-5) Gifted Endorsement ESOL Endorsement	5	0	<p><b>Keene’s Crossing ES:</b></p> <p><b>2010-2011</b> B school grade; 87% met high standards in reading, 84% met high standards in math, 80% met high standards in writing; 66% made learning gains in reading; 51% made learning gains in math; 65% of the lowest 25% made learning gains in reading; 47%</p> <p><b>2011-2012 A School Grade;</b> 77% High Standards in Reading, 79% High Standards in Math, 89% High Standards in Writing, 79% made learning gains in Reading, 91% made learning gains in Math</p>

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### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Vertical and Horizontal PLCs	Principal, CRT, Reading and Math Resource	Ongoing
2. Monthly Expert Series	Vertical PLCs, Principal, CRT	Ongoing
3. Mentoring Program and New Teacher Induction	Instructional Coach, Principal	Ongoing
4. Cougar Leaders Program	Principal, CRT, Instructional Coach	Ongoing

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### *Non-Highly Effective Instructors*

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
2	<ol style="list-style-type: none"> <li>1. Paired with a peer on that grade level who will be used as a model classroom. Teacher will be provided opportunity to visit model classroom to observe instruction.</li> <li>2. Weekly lesson plan review by member of leadership</li> <li>3. Weekly classroom walkthroughs and feedback session</li> <li>4. Participation in a book study on the Marzano instructional framework.</li> <li>5. Weekly conference with administration to dialog about lesson observations, iObservation video assignments, and lesson plan reviews.</li> <li>6. Monthly individual data chats with member of administration</li> </ol>

### *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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
60	0% (0)	13% (8)	70% (42)	17%(10)	10% (6)	97% (58)	13% (8)	3% (2)	60% (24)

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Rule 6A-1.099811

Revised April 29, 2011



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***Teacher Mentoring Program/Plan***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Connie Koch (Pre-K) 2 <sup>nd</sup> year	Bettina McCoy (K)	Similar Grade Level	Weekly meetings with mentor, monthly meetings with instructional coach, iobservation feedback, lesson plan review, CWT's, PLC meeting participation, district trainings (Great Beginnings, Beginning Teacher Portfolio, ACP, etc.)
Lauren Smith (K) 2 <sup>nd</sup> year	Bettina McCoy	Same Grade level	Weekly meetings with mentor, monthly meetings with instructional coach, iobservation feedback, lesson plan review, CWT's, PLC meeting participation, district trainings (Great Beginnings, Beginning Teacher Portfolio, ACP, etc.)
Diana Hammond (2) 2 <sup>nd</sup> year	Christina Farley	Same Grade Level	Weekly meetings with mentor, monthly meetings with instructional coach, iobservation feedback, lesson plan review, CWT's, PLC meeting participation, district trainings (Great Beginnings, Beginning Teacher Portfolio, ACP, etc.)

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### Additional Requirements

#### **Coordination and Integration-Title I Schools Only**

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training

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

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

#### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sherry Donaldson (principal), Vacant (assistant principal), Shelley Campbell (curriculum resource teacher), Rocio Castiblanco (CT and Reading Resource) David Glucksman (staffing/ /guidance), Lorriane Jacome (behavior specialist), Christina Cloar (ESE resource teacher), and Alina Robinson (school psychologist), Anne Lasecki (Math Coach)

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

The role of the MTSS/RtI leadership team is to ensure that high quality instruction and interventions are matched to students' needs at every tier. This will be achieved by meetings where data is used in the decision making process. Leadership MTSS/RtI meetings will be held bi-weekly to discuss school data prior to meeting with classroom teachers by grade level. The meetings will consist of looking at trends present in subgroups and teachers. The team will discuss ways to support teachers in making greater learning gains in student achievement and which teachers may need an increases level of support in administering tier 1-3 instruction. The behavior component of MTSS/RtI will also be addressed by examining trends of referrals and need for administrative support for teachers in dealing with behavior.

Bi-weekly data meetings are held between MTSS/RtI leadership team and classroom teachers. Intensity and correct instruction of tier 1 instruction based on grade level expectations will be addressed. Data is used to determine the specific needs of students and which students need tier 2 and 3 interventions. Data is continually being revisited and used to focus tier 2 and 3 instruction on specific learning objectives. Staff development and resources are provided to classroom teachers to support the tier 2 and 3 instruction. The leadership team will guide teachers into using appropriate interventions to address needs of individual students not the tier 2 and 3 students as a group. This will support teachers in conducting and choosing appropriate interventions for students.

Horizontal and vertical subject based PLCs are also used to support teachers in determining appropriate support for students. MTSS/RtI leadership team will attend these meetings in a rotating fashion.

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

The MTSS/ RtI instruction process and definitions of the tiers were explained to SAC. Consensus on events/activities to support student learning during and after school hours was achieved. Expectations of student learning were specified according to the NGSSS. Intervention resources and programs for student learning will be discussed and provided in triangle visual.

The school improvement plan incorporates the core principles of MTSS/RtI, which include early intervention; using scientific, research-based materials; using data to make decisions; and monitoring student progress to inform instruction.

The MTSS/RtI team continues to decrease the disproportionate number of students represented in exceptional educational services. The RtI team will continue to monitor the placement of students into ESE services, and monitor the effectiveness of tier 2 and tier 3 interventions.

The MTSS/RTI Team will focus on decreasing the Achievement Gap for Each Identified Subgroup by 10%. This will be done through bi-monthly data meetings and monthly data chats with individual teachers. Specific needs of students falling in identified subgroups will be addressed.

### MTSS Implementation

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

**Reading:** FAIR, FAIR progress monitoring, OCPS benchmark exams, OCPS benchmark mini-assessments, Imagine It! benchmark assessments, SRI (Scholastic Reading Inventory) FCAT, and other assessments chosen by MTSS/RtI team

**Math:** EnVision benchmark assessments, OCPS benchmark assessment, OCPS benchmark mini-assessments, Beginning, middle, and end of year assessment based on NGSSS, FCAT, and other assessments chosen by MTSS/RtI team

**Science:** OCPS benchmark assessments, Beginning, middle, and end of year assessments generated based on NGSSS

**Writing:** School-based monthly writing prompts (narrative/expository grades K-4 and expository/persuasive grade 5),

**Behavior:** school wide behavior PAWS record sheets, behavior contracts, point sheets, referrals, observation data sheets, and any other data collection tool need based on teacher observations

Each of the above assessments highlights the strengths and learning/behavior gaps of students.

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Rule 6A-1.099811

Revised April 29, 2011

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Describe the plan to train staff on MTSS.

Keene's Crossing teachers were introduced to the RtI process during the 2009-2010 school-year. District resource MTSS/tend district meetings and share information monthly with the instructional staff. The MTSS/RtI team will also evaluate professional development needs during their meetings.

Continuation of MTSS/RtI specific instruction on analyzing student data and matching of appropriate resources to support learning/behavior gaps. In addition, the MTSS/RtI introduction will be held for new and less experienced teachers with the process. Feedback from MTSS/RtI leadership team will be given to support teachers as they work through the MTSS/RtI process.

Mentor teachers will be provided to new teachers to the profession and new teachers to Keene's Crossing Elementary School as well. The mentors to teachers new to the teaching profession will provide new teachers with added support in understanding and working through the initial stages of the MTSS/RtI process. The mentors to teachers new to Keene's Crossing will provide support that will fast forward those teachers to the year three implementation of the MTSS/RtI process in which Keene's Crossing is.

The MTSS/RtI team will provide professional development to assist teachers better identify skill deficiencies early and match the most effective interventions needed to bring below grade level students to benchmark. This professional development will allow teachers to better intervene early and reduce the disproportionate representation of specific subgroups in ESE programs.

The MTSS/RtI team will also provide professional development on the FCIM process and effective interventions in the overall goal to close the achievement gap in identified subgroups.

Describe the plan to support MTSS.

The MTSS/RtI team will meet weekly to discuss identified students. In addition, the team will be allowed to attend district trainings on the MTSS/RtI process, the FCIM model, and any additional applicable trainings.

### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team

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

1. Sherry Donaldson-principal
2. Vacant-assistant principal
3. Shelley Campbell-curriculum resource teacher
4. Jennifer Drone-media specialist
5. Emily Quezada—teacher (Arts Integration Contact)
6. Rocio Castiblanco—Reading Resource Teacher
7. Gracie Weiss—Writing Resource Teacher
8. Erin Hinz—5<sup>th</sup> Grade Teacher (Gifted Team Leader)

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

The LLT meets monthly to address literacy issues throughout the school, to monitor reading data, to oversee our school-wide intervention/enrichment time, to provide parent literacy activities, and to increase independent reading through a more systematic outside reading program.

Participates in the vertical reading PLC which aligns needs of students with the learning expectations outlined by NGSSS.

Conducts on-site staff development for literacy across grade level. Assist in implementation of tier 1-3 instructions and model effective instructional techniques in each tier. Encourage participation in literacy based reading programs such as Accelerated Reader, Florida Sunshine State Readers, and after school curriculum nights. Provide support and knowledge on how to interpret data from benchmark assessments as well as how to implement support to students.

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

Increase participation in reading programs that can be utilized during and after school such as Reading Plus and Accelerated Reader.

Progress from seeing tiers 2 and 3 students as a group to individuals with varying and specific needs. Along with this would be the increased use of progress monitoring tools, in contrast to just using long term assessments, to assess the success of an intervention.

Ensure that components of the Imagine It! core reading program used reflect NGSSS of the specific grade level and that other components are not used for instruction in the classroom to ensure a strong tier 1. Support the transition of K and 1<sup>st</sup> grade to the Common Core Standards.

Assist in the implementation of novel studies and literature circles to help increase the exposure to rigorous and authentic text.

Assist with the implementation of Scholastic Reading Inventory as a progress monitoring tool in grades 2-5.

### ***Public School Choice***

**August 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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

*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

### ***\*Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

NA

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

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

NA

### ***\*High Schools Only***

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

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

NA

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?

NA

### ***Postsecondary Transition***

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

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

NA

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Revised April 29, 2011



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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in reading.</b></p>	<p>1A.1. The introduction of Common Core Standards for K-2 as well as new, more rigorous standards on FCAT testing in grades 3-5 caused the following barriers:</p> <p>a. Lack of instructional resources which align to Common Core Standards (last</p>	<p>1A.1. Grade level representative and curriculum leadership team will attend black belt trainings on common core standards and present to staff during Wednesday staff development events, and vertical and horizontal PLC meetings.</p> <p>CRT research additional supplemental resources which aligns with common core.</p> <p>Petition to PTO for the purchase of exemplar authentic</p>	<p>1A.1. Principal, Reading Coach, Literacy Leadership Team, Classroom Teachers, Technology Coordinator, Media Clerk</p>	<p>1A.1. Administer formative assessments weekly, ongoing progress monitoring through FAIR OPM tool and SRI, F&amp;P, horizontal PLC meetings, data meetings, and classroom visits</p>	<p>1A.1. FCAT results, OPM (FAIR kits,) Formative weekly assessments, F and P, SRI</p>		
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	<p>year of curriculum modification).</p> <p>b. Lack of assessment materials which aligns with the text complexity needed to instruct common core standards.</p> <p>c. Lack of rigorous assessments as a progress monitoring tool.</p> <p>progress monitoring</p>					
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	(adoption of curriculum materials do not match level of FCAT rigor)						
<u>Reading Goal #1A:</u> By 2013, 35% (131) of students will score a level level 3.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In 2012, 33% (124) of students scored level 3 on the Reading FCAT	By 2013, 35% (131) of students will score a level 3 on the Reading FCAT.					

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		1A.2. Teachers lack knowledge on the best practices to differentiate both core instruction and small group instruction.	1A.2. School will provide professional development opportunities on differentiation best practices through both PD360 and on site workshops, such as visiting model classrooms, lesson studies, and consultant visits.	1A.2. Principal, Reading Coach, Classroom teachers, most staff members	1A.2. Administer formative assessments weekly, ongoing progress monitoring through FAIR OPM tool and SRI, F and P, horizontal PLC meetings, data meetings, and classroom visits	1A.2. FCAT results, OPM (FAIR kits,) Formative weekly assessments, F and P, SRI	
		1A.3. Teachers' lack of knowledge of the FCIM process and the best ways to use progress monitoring data to drive instruction.  Limited assessment tools as part of the FCIM model to use as progress monitoring of benchmarks; specifically in grades K-2	1A.3. Teachers from each grade level will attend FCIM training and present to their PLC. Wednesday staff developments and bi-monthly data meetings will also focus on the FCIM model. Administration and curriculum leadership team will guide dialog and provide support  Use of Cpalms, and FCAT test maker to allow for more frequent assessments.	1A.3. Teachers and administration	1A.3. Administer formative assessments weekly, ongoing progress monitoring through FAIR OPM tool and SRI, F and P, horizontal PLC meetings, data meetings, and classroom visits	1A.3. FCAT results, OPM (FAIR kits,) Formative weekly assessments, F and P, SRI	

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<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Reading Goal #1B:</u> Fewer than 10 students participate in the FAA model.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Fewer than 10 students participate in the FAA model.	Fewer than 10 students participate in the FAA model.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>2A. FCAT 2.0:</b>  <b>Students scoring at or above Achievement Levels 4 in reading.</b></p>	<p>2A.1.                  Changes to FCAT scoring making it more difficult to score at a level 4 or 5.                   Lack of assessment tools to measure the learning gains of students already who have met grade level proficiency to be used to drive instruction and move students higher FCAT</p>	<p>2A.1.                  More frequent data chats and PLC meetings to track student progress.                  Training on the effective use of more rigorous instructional materials such as novel studies, and leveled non-fiction readers to expose students to more challenging text.                   Integration of Focus assessments and FCAT Test Maker to allow for additional rigorous assessments</p>	<p>2A.1.                  Teachers and administration</p>	<p>2A.1.                  Administer formative assessments weekly, ongoing progress monitoring through FAIR OPM tool and SRI, F and P, horizontal PLC meetings, data meetings, and classroom visits</p>	<p>2A.1.                  FCAT results, OPM (FAIR kits,) Formative weekly assessments, F and P, SRI</p>		
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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By 2013, 46% (173) of students will score a level 4 or 5.							
	In 2012, 44% (165) of students scored level 4 or level 5	By 2013, 45% (173) of students will score a level 4 or 5 on the Reading FCAT.					
		2A.2. Student enrichment activities and critical thinking skill practice is limited in some areas.	2A.2. Use online components that require exploration and deeper inquiry into basal reading topics. Utilize critical thinking academic program	2A.2. Teachers	2A.2. Increase or maintaining of achievement above grade level based on assessment data.	2A.2. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It Benchmark Assessments, comparison between beginning, mid-year and final year assessments, FAIR progress monitoring, fluency passages, sight word lists	

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		2A.3. Teachers lack familiarity of the FCIM process and using progress monitoring data to drive instruction.	2A.3. Teachers from each grade level will attend FCIM training and present to their PLC. Wednesday staff developments and bi-monthly data meetings will also focus on the FCIM model. Administration and curriculum leadership team will guide dialog and provide support	2A.3. Teachers and administration	2A.3. Administer formative assessments weekly, ongoing progress monitoring through FAIR OPM tool and SRI, F and P, horizontal PLC meetings, data meetings, and classroom visits	2A.3. FCAT results, OPM (FAIR kits,) Formative weekly assessments, F and P, SRI	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> Fewer than 10 students participate in the FAA model.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Fewer than 10 students participate in the FAA model.	Fewer than 10 students participate in the FAA model.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>3A. FCAT 2.0:</b>  <b>Percentage of students making learning gains in reading.</b></p>	<p>3A.1. Various students lack independent reading skills and strategies.</p>	<p>3A.1. Increase the use of the Accelerated Reader and Reading Plus by training of staff on effective implementation and student usage monitoring. Also, increase the student engagement and motivation by incentive and recognition programs.</p>	<p>3A.1. Principal, Reading Coach, Literacy Leadership Team, Classroom Teachers, Technology Coordinator, Media Clerk</p>	<p>3A.1. Review AR reports and Reading Plus reports At least bi-weekly for incentives and quarterly for input to parents.</p>	<p>3A.1. FCAT results, AYP results, Accelerated Reader Reports</p>		
<p>1. Students lack desire for independent reading.</p>	<p>2. Students lack resources at home for independent reading.</p>	<p>Create media center schedule to allow for more access to print resources in the media center          Implement novel studies and</p>					

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	nd ent rea din g.	literature circles in grades 2-5.					
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By the 2013 Reading FCAT, 74% (278) will demonstrate learning gains in Reading							
	On the 2012 Reading FCAT, 79% (276) of students tested demonstrat ed learning gains.	By the 2013 Reading FCAT, 82% (287) will demonstrate learning gains in Reading.					

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		3A.2. Teachers lack of knowledge of the RtI process, how to effectively identify appropriate intervention and monitor effectiveness of implemented interventions.	3A.2. Provide professional development of the RtI process through bringing in district support, online training with PD360 and data workshops with the school RtI team.  Create an RtI PLC which will spear head an expert series to showcase intervention techniques and effective use of data to drive instruction and interventions.	3A.2. Principal, Assistant Principal, RtI team.	3A.2. Bi-weekly data meetings will be held to identify skill deficiencies in students, create intervention plan and identify progress monitoring tool. Classroom teacher will meet with RtI team to review intervention plan and determine next course of action.  Constant communication with parents to highlight successes and areas of opportunities for student growth.	3A.2. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It Benchmark Assessments, comparison between beginning, mid-year and final year assessments, FAIR progress monitoring, fluency passages, sight word lists	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u> Fewer than 10 students participate in the FAA model.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Fewer than 10 students participate in the FAA model.	Fewer than 10 students participate in the FAA model.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>4. FCAT 2.0:</b>  <b>Percentage of students in lowest 25% making learning gains in reading.</b></p>	<p>4A.1.                  Many students have limited independent reading skills and strategies which are critical for high-stakes assessments.                   Many of the students who fall in our bottom 25 percent also fall in our Economically Disadvantaged subgroup. Traditionally this subgroup has limited access to print materials or parent support at home to encourage independent reading.</p>	<p>4A.1.                  Increase the use of the Accelerated Reader and Reading Plus by training of staff on effective implementation and student usage monitoring. Also, increase the student engagement and motivation by incentive and recognition programs                   Create media center schedule to allow for more access to print resources in the media center                   Implement novel studies and</p>	<p>4A.1.                  Principal, Reading Coach, Literacy Leadership Team, Classroom Teachers, Technology Coordinator, Media Clerk</p>	<p>4A.1.                  Review AR reports and Reading Plus reports Monthly for incentives and student recognition. Review bi-weekly to report student usage and progress to parents.</p>	<p>4A.1.                  Benchmark testing results, FCAT results, Accelerated Reader usage reports; Reading Plus usage reports.</p>		
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	<p>nts literature lack circles in des grades 2-5. ire or ini tiat ive for ind epe nd ent rea din g 2. Stu de nts lack res our ces at ho me for ind epe nd ent rea din g.</p>					
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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By the 2013 Reading FCAT, 70% (66) will demonstrate learning gains.							
	On the 2012 Reading FCAT, 66% (62) of the lowest 25% demonstrated learning gains.	By the 2013 Reading FCAT, 70% (66) will demonstrate learning gains.					
		4A.2. Teachers lack knowledge of the RtI process, how to use data to effectively identify appropriate intervention and monitor effectiveness of implemented interventions.	4A.2. Provide professional development of the RtI process through bringing in district support, online training with PD360 and data workshops with the school RtI team.  Create an RtI PLC which will spear head an expert series to showcase intervention techniques and effective use of data to drive instruction and interventions.	4A.2. Principal, Assistant Principal, RtI team	4A.2. Bi-weekly data meetings will be held to determine if student success is being maintained, decreased, or increasing. RtI team will determine the next course of action to address opportunities to increase learning gains.  Constant communication with parents to highlight successes and areas of opportunities for student growth including but not limited to Edusoft, AR, and Fair reports.	4A.2. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It Benchmark Assessments, comparison between beginning, mid-year and final year assessments, FAIR progress monitoring, fluency passages, sight word lists	

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		<p>4A.3. Many teachers have limited knowledge of the best practices to effectively differentiate whole group and small group instruction.</p>	<p>4A.3. School will provide professional development opportunities on differentiation best practices through PD360, on-site workshops, visiting model classrooms, lesson studies, online book study, vertical and horizontal PLCs and consultant visits.</p>	<p>4A.3. Principal, Reading Coach, Classroom teachers, most staff members</p>	<p>4A.3. Administer formative assessments weekly, ongoing progress monitoring through FAIR OPM tool and Dibels First, horizontal PLC meetings, data meetings, and classroom visits</p>	<p>4A.3. FCAT results, Edusoft Benchmark testing and mini assessments, OPM (FAIR kits, Dibels First) Formative Weekly SRA assessments</p>	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  73%	As of June 2012, the number of students reading on grade level (as indicated by FCAT Reading Level 3 or higher) was 77% (289).	By June 2013 78% of the students at Keene's Crossing will be Reading on grade level.	By June 2014, 80% of the students at Keene's Crossing ES will be reading on Grade Level.	By June 2015, 82% of the students at Keene's Crossing ES will be reading on grade level	By 2016, 84% of the students will be reading on grade level.	By 2017 87% of the students at Keene's Crossing ES will be reading on grade level.
<u>Reading Goal #5A:</u> By 2017, Keene's Crossing ES will close the achievement gap and have 87% of the students performing on grade level.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b></p>	<p>5B.1. Teachers lack knowledge of the RtI process, how to use data to effectively identify appropriate intervention and monitor student progress in identified subgroups.</p>	<p>5B.1. Provide professional development of the RtI process through bringing in district support, online training with PD360 and data workshops with the school RtI team.</p>	<p>5B.1. Principal, Assistant Principal, RtI team</p>	<p>5B.1. Bi-weekly data meetings will be held to determine if student success is being maintained, decreased, or increasing. RtI team will determine the next course of action to address opportunities to increase learning gains.  Constant communication with parents to highlight successes and areas of opportunities for student growth including but not limited to Edusoft, AR, and Fair reports.</p>	<p>5B.1. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It Benchmark Assessments, comparison between beginning, mid-year and final year assessments, FAIR progress monitoring, fluency passages, sight word lists</p>		
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<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>By June 2013 we will increase by 3% the percentage of students within our ethnic subgroups who score level 3 and above of FCAT reading.</p> <p>In June 2012, four ethnic subgroups had populations large enough to be included when calculating making satisfactory gains in Reading (White, , Asian, Black and Hispanic)</p> <p>The not applicable subgroups will continue to be monitored during the 2012-2013 school year.</p>							

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	<p>On the 2012</p> <p>White: 81% Black: 59% Hispanic: 74% Asian: 67% American Indian: NA</p> <p>Scored a level 3 or higher.</p>	<p>By June 2013,</p> <p>By June 2013 we will increase by 3% the percentage of students within our ethnic subgroups who score level 3 and above of FCAT reading.</p> <p>White: 84% Black: 62% Hispanic: 77% Asian: 70% American Indian: NA</p>					
		<p>5B.2.</p> <p>Teachers lack familiarity of the FCIM process and using progress monitoring data to drive instruction.</p>	<p>5B.2.</p> <p>Teachers from each grade level will attend FCIM training and present to their PLC. Wednesday staff developments and bi-monthly data meetings will also focus on the FCIM model. Administration and curriculum leadership team will guide dialog and provide support</p>	<p>5B.2.</p> <p>Administration CRT Resource team Rtl Team</p>	<p>5B.2.</p> <p>Weekly Grade Level meetings, bi monthly Data Meetings Bi monthly PLC Meetings In-House professional Development</p>	<p>5B.2.</p> <p>Administration CRT Resource team Rtl Team</p>	

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		<p>5B.3. Many of the students in both of these identified subgroups also fall into the Economically Disadvantages subgroup. Due to this, they often have the similar challenges of limited print materials in the home, and limited parent support.</p>	<p>5B.3. Provide additional print materials through increased media center circulation, access to authentic text via class room libraries, literature circles and novel studies.  Provide parental support through curriculum chats, PLC meetings, SAC meetings, and curriculum nights. This will allow parents to be exposed to suggestions to encourage reading at home.</p>	<p>5B.3. Administration CRT Resource team RtI Team LLT</p>	<p>5B.3. School Effectiveness Survey Sign in sheets Media Circulation records Reading PLC notes</p>	<p>5B.3. Administrati on CRT Resource team RtI Team LLT</p>	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1. Teachers lack knowledge of the RtI process, how to use data to effectively identify appropriate intervention and monitor student progress in identified subgroups.	5C.1. Provide professional development of the RtI process through bringing in district support, online training with PD360 and data workshops with the school RtI team.	5C.1. Principal, Assistant Principal, RtI team	5C.1. Bi-weekly data meetings will be held to determine if student success is being maintained, decreased, or increasing. RtI team will determine the next course of action to address opportunities to increase learning gains.  Constant communication with parents to highlight successes and areas of opportunities for student growth including but not limited to Edusoft, AR, and Fair reports.	5C.1. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It Benchmark Assessments, comparison between beginning, mid-year and final year assessments, FAIR progress monitoring, fluency passages, sight word lists		
<u>Reading Goal #5C:</u> By 2013, Keene's Crossing Elementary school will increase the number of students scoring level 3 or higher by 3%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	On the 2012 Reading FCAT, 61% of ELL students tested scored a level 3 or higher	By 2013, Keene's Crossing Elementary school will increase the number of students scoring level 3 or higher to 64%					
		5C.2. Teachers lack knowledge of effective instructional strategies to address the specific learning styles of students in this subgroup.	5C.2. CT will provide professional development during staff develop days and grade level meetings. These trainings will feature examples of effective ESOL strategies.  Thinking Maps training will be provided during our on-going expert series professional development  Lesson Plan templates for both whole group and small groups will be develop to include dropdown menus listing specific ESOL strategies. In addition, staff will be required to indicate in plans those students who fall in this subgroup and how they are accommodating plans for those students.	5C.2. CT Resource Teachers Administration.	5C.2. Classroom observations Lesson Plan Review	5C.2. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It Benchmark Assessments, comparison between beginning, mid-year and final year assessments, FAIR progress monitoring, fluency passages, sight word lists	

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		5C.3. Many students in this subgroup have limited exposure to the English language (speaking, listening, reading, and writing).	5C.3. Provide parents resources and support at quarterly PLC meeting to encourage English language exposure activities in the home, and provide resources and examples of how to integrate English language into the home life.	5C.3. CT Media Specialist Resource Teachers	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. Teachers lack knowledge of effective instructional strategies to address the specific learning styles of students in this subgroup.</p>	<p>5D.1. Staffing Specialist will provide professional development during staff develop days and grade level meetings. These trainings will feature examples of effective ESE strategies. Thinking Maps training will be provided during our on-going expert series professional development Lesson Plan templates for both whole group and small groups will be developed to include dropdown menus listing specific ESE strategies. In addition, staff will be required to indicate in plans those students who fall in this subgroup.</p>	<p>5D.1. Staffing Specialist Administration</p>	<p>5D.1. Classroom observations Lesson Plan Review</p>	<p>5D.1. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It Benchmark Assessments, comparison between beginning, mid-year and final year assessments, FAIR progress monitoring, fluency passages, sight word lists</p>		
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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By 2013, Keene's Crossing Elementary school will increase the number of students scoring level 3 or higher by 3%							
	On the 2012 Reading FCAT, 41% of SWD students tested scored a level 3 or higher.	By 2013, Keene's Crossing Elementary will increase the number of SWD students scoring a level 3 or higher to 44%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5E.1. Lack of independent reading skills due to availability of text at home.</p> <p>1. Students need to be provided with reading materials.</p> <p>2. Students need to be provided with reading materials.</p>	<p>5E.1. Increase the use of the Accelerated Reader program through training of staff and providing student reading incentives.</p> <p>Create media center or schedule to allow for more access to print resources in the media center.</p> <p>Implement novel studies and literature circles in grades 2-5.</p>	<p>5E.1. Principal, Reading Coach, Literacy Leadership Team, Classroom Teachers, Technology Coordinator, Media Clerk</p>	<p>5E.1. Review AR reports At least bi-weekly for incentives and quarterly for input to parents</p>	<p>5E.1. FCAT results, AYP results, Accelerated Reader Reports</p>		
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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By 2013, 64% of ED students at Keene's Crossing will score a level 3 or higher.							
	On the 2012 Reading FCAT, 61% of students who were economically disadvantaged scored a level 3 or higher.	By 2013, 64% of ED students at Keene's Crossing will score a level 3 or higher.					
		5E.2. Lack of parental involvement within this subgroup.	5E.2. Classroom teachers will create weekly emails home to class distribution lists and grade levels will create a monthly newsletter which will highlight the key areas being instructed in the upcoming month. Grade level will create a Grade-level brochure which will highlight the key concepts and benchmarks taught for each subject. School will host curriculum nights throughout the school year to better inform parents on the instructional programs at the school.	5E.2 Principal, Assistant Principal, leadership team, grade level chairs, classroom teachers, CRT.	5E.2. SAC/PTO/Curriculum Night sign-in sheets, climate survey, parent-teacher conference feedback, parent/teacher communication logs	5E.2. FCAT results, Edusoft Benchmark testing, FAIR, mini assessments, SRA Imagine It formative assessments.	

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		<p>5E.3. Teachers' lack of knowledge of the RtI process, specifically data disaggregation within subgroups to help identify areas in need of intervention.</p>	<p>5E.3. Provide professional development of the RtI process through bringing in district support, online training with PD360 and data workshops with the school RtI team.</p> <p>Creation of an RtI PLC which will host expert series sessions on staff development days. During these sessions, best practices and types of interventions will be presented. Data chats will be provided to help guide staff in the process of data disaggregation.</p>	<p>5E.3. Principal, Assistant Principal, RtI team</p>	<p>5E.3. Bi-weekly data meetings will be held to determine if student success is being maintained, decreased, or increasing. RtI team will determine the next course of action to address opportunities to increase learning gains.</p>	<p>5E.3. FAIR, Edusoft mini-assessment, FCAT, Edusoft, Imagine It Benchmark Assessments, comparison between beginning, mid-year and final year assessments, FAIR progress monitoring, fluency passages, sight word lists</p>	
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**Reading Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b></p> <p>Please note that each strategy does not require a professional development or PLC activity.</p>						
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PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Response to Intervention Training (Expert Series)	K-5	CRT Assistant Principal Staffing Specialist	Grades K-5	Fall	School-wide and district benchmark assessments OPM Curriculum tools District Mini-Assessments	CRT Principal Assistant Principal Staffing Specialist
Thinking Maps Training (Expert Series)	K-5	CRT Thinking Maps Master Trainer	Grades K-5	Fall	Classroom walkthroughs School-wide and district benchmark assessments OPM Curriculum tools District Mini-Assessments	Principal Assistant Principal CRT
New teacher training on SRA Imagine It and workshop materials (Expert Series)	K-5	CRT Reading Resource Teachers Model Classrooms	Grades k-5	Fall	Classroom walkthroughs School-wide and district benchmark assessments OPM Curriculum tools District Mini-Assessments	CRT Reading Resource Teachers
Literature Circles and Novel Studies Training (Expert Series)	2-5	5 <sup>th</sup> Grade Gifted Teacher Reading Resource Teacher CRT	Grades 2-5	Fall	Classroom walkthroughs School-wide and district benchmark assessments OPM Curriculum tools District Mini-Assessments	CRT Reading Resource Teacher

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**Reading Budget** (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/ Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
SRA Imagine It!	Student and Instructional Materials	General Funds	10,700
Science and Social Studies Leveled Readers	Student and Instructional Materials	District Funded	
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Reading Plus/Lexia	An online computer program that monitors student growth in fluency (tracking and words per minute), vocabulary (maze), and comprehension (leveled passages and questions).	General Funds	15,000
Scholastic Reading Inventory	Computer Adaptive Assessment and progress monitoring tool.	General Funds	5,500
Accelerated Reader/STAR Testing	Independent Reading computer Based program	PTO Funded	6,000
FCAT Test Maker	Assessment and progress monitoring tool which aligns with FCAT rigor and standards	General Funds	1500
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Model Classrooms	Teachers will be provided opportunity to visit model classroom showcasing small group instruction/differentiation techniques	School-based resource teachers will cover classes (embedded cost in resource position overhead)	0

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Expert Series	Teacher leaders participate in a monthly rotating professional development series, where different key topics are addressed (RtI, Instructional Best Practices, Novel Studies, Technology, Rigor, Common Core, etc.)	School based	0
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Novel Studies/Literature Circles	Class sets of grade level novels, and Teacher Edition copies	General	1800
In-School Tutoring	Degree-certified tutor will provide systematic interventions to students identified in the RtI process. Targets students will fall into the bottom 25% in Reading, or have been previously retained	SAI funds	18,000
<b>Subtotal:</b>			
<b>Total:55,200</b>			

*End of Reading Goals*

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

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1. Limited English being spoken in the home and the impact it has on student exposure to the targeted language of English.	1.1. Provide parents resources and support at quarterly PLC meeting to encourage English language exposure activities in the home, and provide resources and examples of how to integrate English language into the home life.	1.1. CT Reading Resource SAC Media Specialist	1.1. Ongoing Progress Monitoring CELLA Results FCAT Results	1.1. CELLA Results FCAT Results	
<u>CELLA Goal #1:</u> By 2013 the number of ELL students scoring proficient in listening/speaking will be 75% (46)	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					

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	As of 2012 CELLA results, 70% (43) of ELL students scored proficient in listening/speaking.					
		<p>1.2. Student deficiency in the native language does not allow for adequate transfer of knowledge from the native language to the targeted language of English.</p>	<p>1.2. Provide parents resources and support at quarterly PLC meeting to encourage language exposure activities in the home, and provide resources and examples of how to integrate English language into the home life.</p> <p>Encourage more circulation of media from the school media center (magazines, books, audio books, etc.).</p> <p>Encourage participation in online educational resources—specifically curriculum based programs to target vocabulary development.</p>	<p>1.2. CT Reading Resource SAC Media Specialist</p>	<p>1.2. Ongoing Progress Monitoring CELLA Results FCAT Results</p>	<p>1.2. CELLA Results FCAT Results</p>
		<p>1.3. Lack of resources available to support ELL language and vocabulary development.</p> <p>Lack of teacher knowledge on the best practices and strategies to develop language and vocabulary in ELL Students.</p>	<p>1.3. Petition to PTO for funds to purchase ELL language support materials such as picture dictionaries, computer-based learning programs.</p> <p>Provide staff development on the ELL strategies available and how to best implement them.</p>	<p>1.3. CT Resource Teachers Administration</p>	<p>1.3. CWT Ongoing Progress Monitoring</p>	<p>1.3. CELLA Results FCAT Results</p>

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring proficient in reading.</b>	2.1. Limited English being spoken in the home and the impact it has on student exposure to the targeted language of English.	2.1. Provide parents resources and support at quarterly PLC meeting to encourage English language exposure activities in the home, and provide resources and examples of how to integrate English language into the home life.	2.1. CT Reading Resource SAC Media Specialist	2.1. Ongoing Progress Monitoring CELLA Results FCAT Results	2.1. CELLA Results FCAT Results	
<u>CELLA Goal #2:</u>  By the 2013 CELLA, 50% (30) of students being test will score proficient in Reading.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	As of the 2012 CELLA testing, 44% (27) of the students tested scored proficient in Reading.					

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		<p>2.2. Student deficiency in the native language does not allow for adequate transfer of knowledge from the native language to the targeted language of English.</p>	<p>2.2. Provide parents resources and support at quarterly PLC meeting to encourage language exposure activities in the home, and provide resources and examples of how to integrate English language into the home life.</p> <p>Encourage more circulation of media from the school media center (magazines, books, audio books, etc.).</p> <p>Encourage participation in online educational resources—specifically curriculum based programs to target vocabulary development.</p>	<p>2.2. CT Reading Resource SAC Media Specialist</p>	<p>2.2. CELLA Results FCAT Results CWT</p>	<p>2.2. CELLA Results FCAT Results</p>
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		<p>2.3. Lack of resources available to support ELL language and vocabulary development.</p> <p>Lack of teacher knowledge on the best practices and strategies to develop language and vocabulary in ELL Students.</p>	<p>2.3. Provide parents resources and support at quarterly PLC meeting to encourage language exposure activities in the home, and provide resources and examples of how to integrate English language into the home life.</p> <p>Encourage more circulation of media from the school media center (magazines, books, audio books, etc.).</p> <p>Encourage participation in online educational resources (Reading Plus, Lexia) —specifically curriculum based programs.</p>	<p>2.3. CT Reading Resource SAC Media Specialist</p>	<p>2.3. CELLA Results FCAT Results CWT</p>	<p>2.3. CELLA Results FCAT Results</p>
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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in writing.</b>	2.1. Limited English being spoken in the home and the impact it has on student exposure to the targeted language of English.	2.1. Provide parents resources and support at quarterly PLC meeting to encourage English language exposure activities in the home, and provide resources and examples of how to integrate English language into the home life.	2.1. Reading Resource SAC Media Specialist	2.1. Ongoing Progress Monitoring CELLA Results FCAT Results	2.1. CELLA Results FCAT Results	
<u>CELLA Goal #3:</u> By the 2013 CELLA testing, 46% (28) of the students being tested will score proficient in Writing.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	As of the 2012 CELLA testing, 41% (25) of the students being tested scored proficient in writing					

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		<p>2.2. Student deficiency in the native language does not allow for adequate transfer of knowledge from the native language to the targeted language of English.</p>	<p>2.2. Provide parents resources and support at quarterly PLC meeting to encourage language exposure activities in the home, and provide resources and examples of how to integrate English language into the home life.</p> <p>Encourage more circulation of media from the school media center (magazines, books, audio books, etc.).</p> <p>Encourage participation in online educational resources—specifically curriculum based programs</p>	<p>2.2. CT Reading Resource Writing Resource Media Specialist</p>	<p>2.2. Ongoing Progress Monitoring CELLA Results FCAT Results</p>	<p>2.2. CELLA Results Write Score FCAT Results</p>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>2.3. Lack of resources available to support ELL language and vocabulary development.</p> <p>Lack of teacher knowledge on the best practices and strategies to develop language and vocabulary in ELL Students.</p>	<p>2.3. Provide parents resources and support at quarterly PLC meeting to encourage language exposure activities in the home, and provide resources and examples of how to integrate English language into the home life.</p> <p>Encourage more circulation of media from the school media center (magazines, books, audio books, etc.).</p> <p>Encourage participation in online educational resources—specifically curriculum based programs.</p>	<p>2.3. CT Reading Resource SAC Media Specialist</p>	<p>2.3. Ongoing Progress Monitoring CELLA Results FCAT Results</p>	<p>2.3. CELLA Results Write Score FCAT Results</p>
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**CELLA Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/ Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Thinking Maps for Language Learners	Instructional Resource Materials	General	\$150
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ESOL Endorsement Courses	Training required for ESOL Compliance of any teacher with ESOL Students	District	0
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Language Dictionaries	Picture and word-to-word dictionaries in native languages	General	\$150
<b>Subtotal:</b>			
<b>Total: \$150</b>			

*End of CELLA Goals*

**August 2012**  
**Rule 6A-1.099811**  
**Revised April 29, 2011**

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**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in mathematics.</b></p>	<p>1A.1. Lack of additional practice activities being integrated in to both whole group and small group instruction.</p> <p>Students lack math facts fluency.</p>	<p>1A.1. Utilize enrichment components of Envision math including enrichment centers, games, performance tasks at the end of topic tests enrichment sheets, and the above grade level instruction activities at the beginning of each topic.</p> <p>Incorporate Hands on Equations algebraic verbal problem solving program to advanced students already performing above grade level.</p>	<p>1A.1. CRT, Teachers, Math Coach, Gifted team</p>	<p>1A.1. Evaluation with teacher created rubric, standard grading, and performance assessment.</p> <p>Verbal Problem Solving explanation tools (Hands On Equations)</p> <p>Tracking student fluency and accuracy on Sumdog.com (progress monitoring tool)</p>	<p>1A.1. Edusoft mini-assessment, FOCUS benchmark assessments, FCAT, Edusoft Math, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests</p>		
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		Sumdog differentiated math fluency practice					
<u>Mathematics Goal #1A:</u> By June 2013, 30% (97) of the students at Keene's Crossing Elementary School will score at level 3 on FCAT Mathematics.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	In 2012, 27% (101) of students scored level 3.	By 2013, 30% (112) of students will score level 3					



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		1A.2. New teachers lack knowledge of the core-curriculum —Envision and differentiating the content within Envision CORE program.	1A.2. Utilize vertical PLCs, to provide support to teachers for on, above, and below students.  Adapt the pacing of the lessons to better match grade level benchmarks	1A.2. CRT, Math Coach and teachers	1A.2. Student data, Exit Slip Scale from teachers at trainings	1A.2. Edusoft mini-assessment, FOCUS benchmark assessments, FCAT, Edusoft Math, EnVision Benchmark Assessments, comparison between beginning, mid-year	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u>  Fewer than 10 students participate in the FAA model.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Fewer than 10 students participate in the FAA model.	Fewer than 10 students participate in the FAA model.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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<p><b>2A. FCAT 2.0:</b>  <b>Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b></p>	<p>2A.1.                  Lack of enrichment activities being integrated into both whole group and small group instruction.</p>	<p>2A.1.                  Utilize enrichment components of EnVision math including enrichment centers, games, performance tasks at the end of topic tests and enrichment sheets.</p> <p>Training teachers to work with gifted/high achieving students in Math.</p> <p>Also incorporate the —above grade level instruction activities at the beginning of each topic</p>	<p>2A.1.                  Teachers , CRT, Math Coach</p>	<p>2A.1.                  Evaluation with teacher created rubric, standard grading, and performance assessment.</p>	<p>2A.1.                  Projects, class discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests , math fluency scores</p>		
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<u>Mathematics Goal</u> <u>#2A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
By 2013, 51% (191) of students will score a level 4 or 5.							
	In 2012, 49% (184 ) of students scored level 4 or level 5	By 2013, 50% (191) of students will score a level 4 or level 5.					
		2A.2. New teachers lack knowledge of the NGSS Standards and task analyses (grades 3-5) and Common Core Standards (grades K-2).	2A.2. Utilize vertical PLC to provide support to teachers and close the achievement gaps in content from CORE and the standards.	2A.2. CRT, Math Coach, and teachers	2A.2. Agendas and notes from vertical PLCs and meetings with Math Coach.	2A.2. Classroom walkthroughs. Teacher feedback, Math Coach observations, and student data	

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		2A.3. Teachers lack knowledge of Webb's Depth of Knowledge and FCIM and integrating into daily instruction.	2A.3 Training on Webb's Depth of Knowledge, training on FCIM in specifically Math setting on a Staff Development day provided by CRT and Math Coach. Online book study will incorporate questioning with Webb's Depth of Knowledge. Online training via PD360 and online book study. IPDP support on how to focus on rigor and higher complexity questioning. New lesson plan template which allows for teachers to include higher order and questioning techniques.	2A.3. Principal Assistant Principal CRT Classroom Teachers Learning Teams, Math Coach	2A.3. Classroom walk-through PD360 and PDSonline Reflections and postings New Teacher Evaluation Form Lesson plan review by administration Formative assessments (Edusoft, FCAT, Envision Topic Tests and Benchmark tests, FOCUS Benchmark tests in grades 3-5)	2A.3. New Teacher evaluation tool IPDP Formative assessment results (FCAT, Edusoft, Envision Topic tests FOCUS Benchmark tests in grades 3-5.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> Fewer than 10 students participate in the FAA model.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Fewer than 10 students participate in the FAA model.	Fewer than 10 students participate in the FAA model.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>3A. FCAT 2.0:</b>  <b>Percentage of students making learning gains in mathematics.</b></p>	<p>3A.1. Lack of parent understanding of expectations and benchmarks being taught at specific grade-levels.</p>	<p>3A.1. Hold math curriculum night in the fall in which Math FCAT rigor is explained and the difference between FCAT in previous years and FCAT 2.0 is discussed.</p> <p>Provide parents with a curriculum map for each grade level K-5 in Math.</p> <p>Reintroduce parents to the online components of the Envision website to assist their children and which resource is good</p>	<p>3A.1. Administration, Math Coach, and teachers</p>	<p>3A.1. Parent attendance and input from SAC, parent survey to gather feedback from parents sent home via teacher / school distribution lists.</p> <p>3.2 Parent input (survey) about effectiveness of FCAT 2.0 Night and KCE Publix Math Night.</p>	<p>3A.1. Sign-in sheet and feedback to teacher via email and verbal interaction</p>		
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		for which area of improvement for their children. Invite parents and children to participate in a Publix Math Night for a Math scavenger hunt to see the skills being practiced in real-world applications					
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
Keene's Crossing will maintain learning gains in Math at 91%							
	In June 2012, 91% (341) of Keene's Crossing Elementary School students made learning gains in math.	In June 2013, Keene's Crossing will maintain learning gains in Math at 91%					

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		<p>3A.2. Teachers lack ability to identify learning gaps from previous grades and the best practices to intervene.</p>	<p>3A.2. Teachers will give topic opener assessment to quickly identify any learning gaps of students. Reteach skills not acquired during the initial instruction of a topic or lesson using —Quick Checks and Topic unit tests. The data from these can be referenced when using the EnVison Intervention kit.</p> <p>Exchange of resources and teaching ideas from vertical and horizontal PLC's will provide support working through the problem-solving model.</p> <p>Vertical Teams will examine the gaps in benchmarks and Common Core Standards.</p> <p>Learning gaps will be addressed using Envision Intervention kit and Key Math program.</p> <p>Develop and implement a Response to Intervention (RtI) plan for students who continue to struggle</p>	<p>3A.2. Teachers, Vertical and horizontal PLC's, RtI team</p>	<p>3A.2. Topic opener, quick check, and topic tests, FOCUS and Edusoft assessment, teacher observation, Sumdog Progress Monitoring component</p>	<p>3A.2. Projects, class discussions, Edusoft mini-assessment, FCAT, FOCUS enchmark tests, Edusoft, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests</p>	
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			in mathematics and track student progress on individual strands.				
		3A.3. Lack of basic math computation facts and basic mathematic skill and strategies	3A.3. Progress monitoring for basic math computations (+, -, /, and X) through timed tests.  Math instruction using Thinking Maps to show organization/computation of basic math and word problems.  Sumdog.com can be used for differentiated levels of fluency practice and can be monitored to help track student progress on individual strands.	3A.3. Teachers	3A.3. Timed math tests, flash cards, Thinking Maps, Sumdog Progress Monitoring component	3A.3. Projects, class discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> Fewer than 10 students participate in the FAA model.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Fewer than 10 students participate in the FAA model.	Fewer than 10 students participate in the FAA model.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	<p>4A.1. Some instructional staff lack knowledge of the RtI process to identify learning gaps and effectively identify appropriate interventions.</p>	<p>4A.1. Help teachers to develop and implement a Response to Intervention (RtI) plan that identifies areas of struggle for students in Math.</p>	<p>4A.1. Teachers Vertical and horizontal vertical teams RtI team</p>	<p>4A.1. RtI meetings</p>	<p>4A.1. Projects, class discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests</p>		
<p><u>Mathematics Goal #4:</u>  By June 2013, 81% (76) of the lowest 25% of students at Keene's Crossing Elementary School will make learning gains in math.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					



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	In June 2012, 79% (74) of the lowest 25% of students made learning gains	By June 2013, 82% (76) of the lowest 25% of students will make learning gains.					
		4A.2. Lack of basic math computation facts and basic mathematic skill and strategies	4.2. Progress monitoring for basic math computations (+, -, /, and X) through timed tests.  Math instruction using Thinking Maps to show organization/computation of basic math and word problems.  Sumdog to practice math fact fluency (speed and accuracy)	4A.2. Teachers Math Coach	4A.2. Timed math tests, flash cards, Thinking Maps, Sumdog progress monitoring reports	4A.2. Projects, class discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests	

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		<p>4A.3. Students unable to break apart multi-step word problems.</p>	<p>4.3 Teachers will use the problem solving organization sheet with the math series EnVision.</p> <p>Teachers will include the word problems in their review of the day's lessons.</p> <p>Hands On Verbal Problem Solving Program to increase the rigor in algebraic word problems.</p> <p>Purchase new resources to practice word problems in centers and during IEC time.</p>	<p>4A.3. Teachers</p>	<p>4A.3. Timed tests, Envision Write to Explain questions and word problems, Verbal Problems from Hands On Equations</p>	<p>4A.3. discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests</p>	
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	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years							
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  65%	On the June 2012 FCAT, 76% of the students at Keene's Crossing demonstrated proficiency.	By 2013, 76% of the students at Keene's Crossing will demonstrate proficiency in Math.	By 2014, 77% of the students at Keene's Crossing will demonstrate proficiency in Math.	By 2015, 78% of the students at Keene's Crossing will demonstrate proficiency in Math.	By 2016, 80% of the students at Keene's Crossing will demonstrate proficiency in Math.	By 2017, 83% of the students at Keene's Crossing will demonstrate proficiency in Math.
<u>Mathematics Goal #5A:</u> By 2017, Keene's Crossing ES will close the achievement gap and have 83% of the students performing on grade level.							

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in mathematics.</b></p>	<p>5B.1. Lack of parent understanding of expectations and grade level benchmarks.</p>	<p>5B.1. Hold math curriculum night in the fall in which parents are provided grade level specific curriculum maps.</p> <p>Reintroduce parents to the online components of the EnVision website to assist their children.</p> <p>Explain the correlation of Common Core to NGSS Standards.</p>	<p>5B.1. Administration and teachers, Math Coach</p>	<p>5B.1. Parent attendance and input from SAC</p>	<p>5B.1. Sign-in sheet and feedback to teacher via email and verbal interaction</p>		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of</u> <u>Performance:*</u>	<u>2013 Expected Level of</u> <u>Performance:*</u>					
<p>By 2013, Keene's Crossing ES will increase the number of students scoring level 3 or higher in identified subgroups by 3%</p> <p>Subgroups not represented at the school in a statistically significant number will continued to be monitored.</p>							
	<p>In June 2012, the following high standard achievement levels were made in ethnic subgroups.                      White: 76%                      Black: 64%                      Hispanic: 77%                      Asian: 81%                      American Indian: N/A</p>	<p>By June 2013, Keene's Crossing ES will have increase the number of students in identified subgroups by 3%.                       White: 79%                      Black: 67%                      Hispanic 80%                      Asian: 84%</p>					

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		<p>5B.2. Teachers lack knowledge of the RtI process to identify subgroups and the learning gaps to then effectively identify appropriate interventions on specific strands.</p>	<p>5B.2. Teachers will give topic opener assessment to quickly identify any learning gaps of students.</p> <p>Re-teach skills not acquired during the initial instruction of a topic or lesson using —Quick Checks and Topic unit tests. The data from these can be referenced when using the EnVision Intervention kit.</p> <p>Learning gaps will be addressed using Envision Intervention kit. Training by Math Coach on how to track and monitor specific strands in Math or Key Math with struggling learners that qualify.</p> <p>Teachers will get support on the RtI process from RtI team and Math Coach on how to specifically target Math areas needing improvement.</p> <p>Exchange of resources and teaching ideas from vertical and horizontal</p>	<p>5B.2. Teachers RtI team Vertical and horizontal PLC's, math Coach</p>	<p>5B.2. RtI meeting notes, dialogue with vertical teams on the levels of support, Sumdog progress monitoring reports</p>	<p>5B.2. Projects, class discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests</p>	
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			<p>PLC's will provide support working through the problem-solving model.</p> <p>Develop and implement a Response to Intervention (RtI) plan for students who continue to struggle</p>				
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	



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

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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5C.1. Teachers lack knowledge of the RtI process to identify subgroups and the learning gaps to then effectively identify appropriate interventions on specific strands.</p>	<p>5C.1. Teachers will give topic opener assessment to quickly identify any learning gaps of students.  Re-teach skills not acquired during the initial instruction of a topic or lesson using —Quick Checks and Topic unit tests. The data from these can be referenced when using the EnVision Intervention kit.  Learning gaps will be addressed using Envision Intervention kit.</p>	<p>5C.1. Teachers RtI team Vertical and horizontal PLC's, math Coach</p>	<p>5C.1. RtI meeting notes, dialogue with vertical teams on the levels of support, Sumdog progress monitoring reports</p>	<p>5C.1. Projects, class discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests</p>		
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	<p>Training by Math Coach on how to track and monitor specific strands in Math or Key Math with struggling learners that qualify.</p> <p>Teachers will get support on the RtI process from RtI team and Math Coach on how to specifically target Math areas needing improvement.</p> <p>Exchange of resources and teaching ideas from vertical and horizontal PLC's will</p>					
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		provide support working through the problem-solving model.  Develop and implement a Response to Intervention (RtI) plan for students who continue to struggle					
<u>Mathematics Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By 2013, Keene's Crossing Elementary school will increase the number of ELL students scoring a level 3 or higher by 3%							
	On the 2012 FCAT, 76% of students in the ELL subgroup scored a level 3 or higher.	By June 2013, 79% of ELL students will score a level 3 or higher.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. Teachers lack knowledge of the RtI process to identify subgroups and the learning gaps to then effectively identify appropriate interventions on specific strands.</p>	<p>5D.1. Teachers will give topic opener assessment to quickly identify any learning gaps of students.  Re-teach skills not acquired during the initial instruction of a topic or lesson using —Quick Checks and Topic unit tests. The data from these can be referenced when using the EnVision Intervention kit.  Learning gaps will be addressed using Envision Intervention kit.</p>	<p>5D.1. Teachers RtI team Vertical and horizontal PLC's, math Coach</p>	<p>5D.1. RtI meeting notes, dialogue with vertical teams on the levels of support, Sumdog progress monitoring reports</p>	<p>5D.1. Projects, class discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests</p>		
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	<p>Training by Math Coach on how to track and monitor specific strands in Math or Key Math with struggling learners that qualify.</p> <p>Teachers will get support on the RtI process from RtI team and Math Coach on how to specifically target Math areas needing improvement.</p> <p>Exchange of resources and teaching ideas from vertical and horizontal PLC's will</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		provide support working through the problem-solving model.  Develop and implement a Response to Intervention (RtI) plan for students who continue to struggle					
<u>Mathematics Goal #5D:</u>  By 2013, Keene’s Crossing ES will increase the number of SWD students scoring a level 3 or higher by 3%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	On the 2012 FCAT, 41% of SWD students scored a level 3 or higher.	By June 2013, 44% of SWD students will score a level 3 or higher.					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b></p>	<p>5E.1. Parents lack understanding of NGSSS and curriculum being used during whole group and small group instruction.</p>	<p>5E.1. Hold math curriculum night in the fall in which an EnVision lessons are modeled, materials are shared to prepare parents to help their children with FCAT, curriculum maps for grade K-5 are shared and reviewed, and NGSSS and Common Core Standards are reviewed.</p> <p>Provide parents with a curriculum map and information on the NGSSS via the school website and</p>	<p>5E.1. Administration, teachers, and Math Coach</p>	<p>5E.1. Parent attendance and input from SAC</p>	<p>5E.1. Sign-in sheet and feedback to teacher via email and verbal interaction, handouts for parents scanned and put on school website, Math website created to share information with parents</p>		
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		<p>monthly grade level newsletters.</p> <p>Reintroduce parents to the online components of the EnVision website to assist their children.</p>					
<p><u>Mathematics Goal #5E:</u> By 2013, 73% of the ED students will make annual yearly progress in math and score a level 3 or higher</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<p>In June 2012, 70% of ED students made adequate yearly progress in math and demonstrated proficiency in Math by scoring a level 3 or higher.</p>	<p>By 2013, 73% of the ED students will make annual yearly progress in math and score a level 3 or higher.</p>					
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		<p>5E.2. Learning gaps not be addressed in the current grade level due to a lack of understanding of differentiated instruction.</p>	<p>5E.2. Teachers will give topic opener assessment to quickly identify any learning gaps of students. Re-teach skills not acquired during the initial instruction of a topic or lesson using —Quick Checks, and Topic unit tests. The data from these can be referenced when using the EnVision Intervention kit.</p> <p>Small group differentiation within the classroom.</p> <p>Learning gaps will be addressed Using Envision Intervention kit. Students will use online components of EnVision math to supplement the learning.</p>	<p>5E.2. Teachers Vertical and horizontal PLC's RtI team Principal Assistant Principal CRT</p>	<p>5E.2. Topic opener, quick check, and topic tests, assessment, teacher observation</p>	<p>5E.2. Projects, class discussions, Edusoft mini-assessment, FCAT, Edusoft, EnVision Benchmark Assessments, comparison between beginning, mid-year and final year assessments, basic math computation math tests</p>	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Elementary School Mathematics Goals*



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**Mathematics Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> Please note that each strategy does not require a professional development or PLC activity.</p>						
<p>PD Content/Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g., PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>Rtl process-What it looks like in Math</p>	<p>All</p>	<p>Math Coach</p>	<p>School-wide instructional</p>	<p>October</p>	<p>Share at staff meeting, Book Study Online, Horizontal and Vertical PLCs</p>	<p>Math Coach and Math Committee, RtI Committee</p>
<p>Thinking Map-Math application</p>	<p>K-5</p>	<p>Math Coach Writing Lab Teacher</p>	<p>School-wide instructional</p>	<p>October/November</p>	<p>Showcase examples on a Math Thinking Maps board from grades K-5. Share with staff members. Book Study Online, Horizontal and Vertical PLCs</p>	<p>Math Coach, Writing Lab Coach/Thinking Map Trainer</p>
<p>Hands on Equations Conference and Experts in Residence Training at KCE</p>	<p>2-5</p>	<p>Lasekci Hinz</p>	<p>Gifted Team</p>	<p>October</p>	<p>Weekly vertical gifted team meeting notes</p>	<p>Math Coach, Gifted Team</p>

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

**Mathematics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Hands-On Equations	Supplemental Enrichment Math Program	PTO	\$950.00
Envision Math	Student and Teacher Instructional Materials	District Funded	
Common Core Resources	Supplemental tools to enhance hands on topics in Envision and with Common Core Standards	General	\$250
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Sumdog progress monitoring license	Math online fluency program, Progress Monitoring reports to monitor student success and areas in need of improvement for RTI process.	General	\$800
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Thinking Maps--Math	Instructional Best Practices	On Site	0
Common Core Black Belt	Connecting educational best practices to the Common Core implementation plan	District Funded	0
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

Math Literature	Trade books with Math Topics to use for Read-Alouds to expose students to Math concepts and vocabulary	PTO	\$300
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1A. FCAT 2.0:</b>  <b>Students scoring at Achievement Level 3 in science.</b></p>	<p>1A.1.  Lack of resources for science instruction, K-5</p>	<p>1A.1.  a. Obtain picture books for use at each grade level with list created by grade level representative from books suggested in CIA documents (out beginning of July), books listed in the Science Fusion Curriculum, and teacher choice as needed.   b. Obtain materials for science activity kits to support benchmark-specific lessons.   c. Implement</p>	<p>1A.1.  a. Administration, CRT, with support from Classroom Teachers   b. CRT with assistance and direction from Classroom Teachers.   c. Administration, Classroom Teachers, with Ms. Edwards for support   d. Science Resource Teacher, CRT, and Classroom Teachers</p>	<p>1A.1  a. Administration, CRT, and SAC review of teacher surveys   b. Administration, CRT, and SAC review of teacher surveys   c. Professional development Q&amp;A a month or two into the new school year to check understanding of the curriculum   d. Assess number of grants applied for and awarded.</p>	<p>1A.1.  a. Teacher survey   b. Teacher survey   c. Teacher survey and Q&amp;A session at end of first 9 weeks to assess understanding of the new curriculum   d. Grant Application Record</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		and fully train all classroom teachers in Fusion curriculum.					
<u>Science Goal #1A:</u> By the 2013 Science FCAT, 45% (51) students will score a level 3	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	On the 2012 Science FCAT 43% (49) students scored a level 3.	By the 2013 Science FCAT, 45% (51) students will score a level 3					

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

		<p>1A.2. Lack of time spent and instructional focus on science in K-4 classrooms.</p>	<p>1A.2 a. All K-5 classrooms follow OCPS Instructional Calendar for science, which will also allow for entering and exiting students to maintain instructional sequence and help us adhere to One Vision, One Voice initiatives.</p> <p>b. Add science learning goal to Common Board Configuration, K-5.</p> <p>c. Shared planning time between grade level teams and science resource teacher on campus</p> <p>d. Time for science instruction built in to daily/weekly schedule, K-5, alternating weekly or bi-weekly with social studies if necessary.</p>	<p>1A.2. Administration</p> <p>b. Administration</p> <p>c. Administration</p> <p>d. Administration</p>	<p>1A.2. a. Lesson Plan Review by admin, review of progress assessments in data meetings, K-5</p> <p>b. Informal Observation</p> <p>c. Review of teacher survey</p> <p>d. Lesson Plan Review</p>	<p>1A.2 a. Lesson Plan Checklist, BOY, MOY and EOY assessments, Edusoft, and unit benchmark assessments, FCAT Science results-5<sup>th</sup> grade</p> <p>b. Informal Observation guidelines</p> <p>c. Teacher survey</p> <p>d. Lesson Plans.</p>	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>1A.3. Teacher limited knowledge of science content, research-based science instruction strategies, and available resources.</p>	<p>1A.3. a. Summer planning time scheduled in July to have benefit of updated CIAs with some time allotted for planning with science resource teacher on campus.</p> <p>b. Trainings in inquiry, STEM activities, OCPS resources, online resources, and eliciting and addressing misconceptions during pre-planning and first month of the school year.</p> <p>c. Planning time allotted for monthly team meetings with science resource teacher on campus.</p> <p>d. Grade level team tours of science and media closet to familiarize teachers with available resources.</p> <p>e. Teachers read the Background information section of the Fusion Science Teacher's Edition</p>	<p>1A.3. a. Administration schedule, led by Science Lab Teacher</p> <p>b. Administration schedule for pre-planning. Led by Science Resource Teacher</p> <p>c. Administration</p> <p>d. Science Resource Teacher, Classroom Teachers</p> <p>e. Classroom Teachers</p>	<p>1A.3. a. Review of planning schedule</p> <p>b. Lesson Plan Review</p> <p>c. Review meeting notes</p> <p>d. Review of Exit Tickets</p> <p>e. Lesson Plan Review, teacher self-check</p>	<p>1A.3. a. Planning Schedule</p> <p>b. Lesson Plan Checklist</p> <p>c. Meeting Notes</p> <p>d. Exit Tickets</p> <p>e. Lesson Plan Checklist, BOY, MOY and EOY assessments, Edusoft, and unit benchmark assessments, FCAT Science results-5<sup>th</sup> grade</p>	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>1B. Florida Alternate Assessment:</b> <b>Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Science Goal #1B:</b> Fewer than 10 students participate in the FAA model.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Fewer than 10 students participate in the FAA model.	Fewer than 10 students participate in the FAA model.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2A.1 Limited enrichment and increased rigor for high achieving and gifted students.	2A.1. a. STEM activities training for gifted teachers (and others as time allows)  b. Student participation in design challenges	2A.1. a. Administration scheduling, Science Resource Teacher training  b. Classroom Teachers	2A.1 a. Percentage of teachers applying strategies/ activities  b. Review indicated progress assessments in data meetings..	2A.1. a. Lesson Plans  b. BOY, MOY and EOY assessments, Edusoft, and unit benchmark assessments, FCAT		
<u>Science Goal #2A:</u>  By the 2013 FCAT, 44% (49) of the students will score a Level 4 or 5.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	On the 2012 Science FCAT, 43% (48) of students scored a Level 4 or 5.	By the 2013 FCAT, 44% (49) of the students will score a Level 4 or 5.					
		2A.2. Lack of enrichment materials	2A.2. Obtain AIMS books and/or online lessons  b. Look for possible ways to fund the purchase of consumables necessary for design challenge.  c. Formation of grant writing team with representative from each grade level	2A.2. a. Administration, CRT  b. Classroom Teachers  c. Science resource teacher, CRT and classroom teachers	2A.2. a. Review teacher survey  b. Review money spend and teacher survey  c. Assess number of grants applied for and awarded	2A.2. A. Budget and Teacher survey  b. Budget and Teacher survey  c. Grant Application Record	

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

		2A.3. Limited time spent and instructional focus on science in K-4 classroom S.	2A.3. a. All K-5 classrooms follow OCPS Instructional Calendar for science, which will also allow for entering and exiting students to maintain instructional sequence and help us adhere to One Vision, One Voice initiatives.  b. Add science learning goal to Common Board Configuration, K-5  c. Shared planning time between grade level teams and science resource teacher on campus	2A.3. a. Admin, CRT, Science resource teacher, classroom teachers  b. Administration  c. Administration	2A.3. a. Lesson Plan Review by admin, review of progress assessments in data meetings, K-5  b. Informal Observation  c. Review of teacher survey	2A.3. a. Lesson Plan Checklist , BOY, MOY and EOY assessments, Edusoft, and unit benchmark assessments, FCAT Science results-5 <sup>th</sup> grade  b. Informal Observation guidelines  c. Teacher Survey  c. BOY/MOY and EOY benchmark assessments., FCAT Science results-5 <sup>th</sup> grade	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Science Goal #2B:</u> Fewer than 10 students participate in the FAA model.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Fewer than 10 students participate in the FAA model.	Fewer than 10 students participate in the FAA model.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

*End of Elementary and Middle School Science Goals*

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**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Science Goal #1:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	Enter numerical NA					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**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 group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Florida Alternate Assessment High School Science Goals*

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

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

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						

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



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

*End of Biology 1 EOC Goals*

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**Science Professional Development**

<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>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>CIA, Essential Lab, and Instructional Calendar training (Expert Series)</p>	<p>K-5</p>	<p>Science Resource Teacher CRT 5<sup>th</sup> grade Team</p>	<p>School Wide</p>	<p>August 2012</p>	<p>Informal observations Lesson Plan Review</p>	<p>Admin Science Resource Teacher CRT</p>
<p>Inquiry Training (Expert Series)</p>	<p>K-5</p>	<p>Science Resource Teacher CRT 5<sup>th</sup> grade Team</p>	<p>School Wide</p>	<p>October 2012</p>	<p>Informal observations Lesson Plan Review</p>	<p>Admin Science Resource Teacher CRT</p>
<p>Eliciting Misconceptions Training (Expert Series)</p>	<p>K-5</p>	<p>Science Resource Teacher CRT 5<sup>th</sup> grade Team</p>	<p>School Wide</p>	<p>October</p>	<p>Informal observations Lesson Plan Review</p>	<p>Admin Science Resource Teacher CRT</p>

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Revised April 29, 2011

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Science Fusion Training	K-5	District personal	School Wide	Summer 2012/Fall 2012	Informal observations Lesson Plan Review	Admin Science Resource Teacher CRT
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**Science Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/ Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Fusion (Pearson)	Student and teacher instructional materials	District Funded	
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
FCAT Explorer Science Station	Computer-based science practice	State Funded	
Brainpop	Instructional videos, quizzes, etc	General	\$1200
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Science Fusion Training	Curriculum overview	district	
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Science fair boards and awards	Materials for school and district Science Fair	General	\$500
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Science Goals*

**August 2012**  
**Rule 6A-1.099811**  
**Revised April 29, 2011**

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**Writing Goals**

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

<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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1A. FCAT:</b>  <b>Students scoring at Achievement Level 3.0 and higher in writing.</b></p>	<p>1A.1. Newly hired fourth grade team members are unfamiliar with Writing implementation at Keene's Crossing and expectat ions for Writing proficiency.</p>	<p>1A.1. Newly hired teachers will be given the opportunity to attend district training on Write From Beginning and Thinking Maps.          4th grade teachers will be provided training on using Write Score data to make instructional decisions and formulate intervention groups for Writing.          4th grade teachers will be provided opportunity to</p>	<p>1A.1. Principal Assistant Principal CRT District personal</p>	<p>1A.1. Monthly in-school writing prompts Quarterly Write Score writing prompts Classroom walk-thrus New Teacher Evaluation Tool Bi-monthly Data meetings</p>	<p>1A.1. Monthly Writing Prompts Write Score Assessment FCAT Writes</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		participate in Writing Workshops throughout the school year hosted by district support persons. These trainings will focus on the new scoring guidelines on FCAT Writes, and instructional best practices.					
<p><u>Writing Goal #1A:</u> By the 2013 FCAT Writes, 95% (106) of the students will score a level 3 or higher.</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**

	On the 2012 FCAT Writes, 89% (100) scored a level 3.0 and higher in writing.	By the 2013 FCAT Writes, 95% (106) of the students will score a level 3 or higher.					
		IA.2. Teachers not familiar with the change in scoring criteria to meet high standards	IA.2. Administration and CRT will host onsite training on new scoring guidelines. Professional development in writing and school-wide writing prompts. New staff members will be sent to district trainings which focus on Writing and writing rubrics . Writing PLC will meet to discuss scoring criteria and bring student work to score.	IA.2. Principal Assistant Principal CRT Classroom Teacher Writing PLC	IA.2. Observations Lesson Plan Monitoring PLC Notes	IA.2. CWT Teacher Evaluation Tools Formative Writing Assessments	
		IA.3. Parents lack strategies to help their students become better writers.	IA.3. Provide Family Curriculum Night to feature Writing. Also, will integrate writing into each curriculum night for other subjects Grade Levels will create brochures which will outline the grade level expectations for each subject areas, including writing	IA.3. Writing PLC Principal Assistant Principal CRT 4th Grade Team	IA.3. School Effectiveness Survey Sign in sheet Feedback Forms Parent/Teacher conference notes Monthly in school writing prompts	IA.3. School Effectiveness Survey Sign in sheet Feedback Forms Monthly in school writing prompts FCAT Writes	

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		I.4 Higher expectations for grammar and conventions.	I.4 Professional development specifically in grammar and conventions. Instructional materials will be provided to supplement instruction.	Writing PLC Principal Assistant Principal CRT 4th Grade Team	Monthly in-school writing prompts Quarterly Write Score writing prompts Classroom walk-thrus Bi-monthly Data meetings	Monthly Writing Prompts Write Score Assessment FCAT Writes	
<b>1B.: Students scoring at 4 or higher in writing.</b>	IB.1. Teachers not familiar with the change in scoring criteria to meet high standards	IB.1. Administration and CRT will host onsite training on new scoring guidelines. Professional development in writing and school wide writing prompts. New staff members will be sent to district trainings which focus on Writing and writing rubrics . Writing PLC will meet to discuss scoring criteria and bring student work to score.	IB.1. Principal Assistant Principal CRT Classroom Teacher Writing PLC	IB.1. Observations Lesson Plan Monitoring PLC Notes	IB.1. CWT Teacher Evaluation Tools Formative Writing Assessments		
<u>Writing Goal #1B:</u> On the 2013 FCAT Writes, 90% (101) of the students will score a level 4 or higher in writing.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					



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	On the 2012 FCAT Writes, 30% (34) scored a level 4 or higher in writing.	On the 2013 FCAT Writes, 90% (101) of the students will score a level 4 or higher in writing.					
		IB.2. Students lack of ability to add elaboration and adequate details which results in higher scores.	IB.2. 4 <sup>th</sup> Grade team and Writing Resource teacher will develop a pacing calendar which will include mini lessons on elaborations, details, voice and other components which have been identified as resulting in higher scores	IB.2. Principal Assistant Principal CRT Classroom Teacher Writing PLC	IB.2. Observations Lesson Plan Monitoring PLC Notes	IB.2. CWT Teacher Evaluation Tools Formative Writing Assessments	
		IB.3.	IB.3.	IB.3.	IB.3.	IB.3.	

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**Writing 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write From the Beginning "refresher" training K-5	K-5	District	K-5 Teachers new to Write From Beginning	Pre-Panning	Monitoring School-wide prompts	CRT Writing Resource Teacher Administration
4 <sup>th</sup> Grade Writing Lesson Study	4 <sup>th</sup> Grade Team	Writing Resource Teacher	4 <sup>th</sup> Grade Team	Year-long lesson Study Cycle	Write Score Results Lesson Observation Lesson Study Meeting Notes	Administration CRT Writing Resource Teacher

**Writing Budget (Insert rows as needed)**

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

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Razzle Dazzle Writing	Best Practices and Mini-Lessons (Teacher Resource Book)	General	\$150
Write From Beginning	Teacher Instructional Materials	General	\$250
Write Score	Mini Lessons and outside Prompt Scoring	General	\$1500
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Yearlong lesson study cycle which will focus on 4 <sup>th</sup> Grade writing	Title II	2100
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Addition of Writing on Special Areas Wheel	Resource teacher allocated to special areas team to focus on Writing Instruction K-5	General	Instructional position cost
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Writing Goals*

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<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Attendance</b>	1.1. Parents not aware of OCPS attendance policies and what is included as an excused absence.	1.1. Attendance policy will be included in student planners for parents to review at the beginning of the year.  Attendance policy will be added to school web site for easy access to parents.  Attendance policy will be added to presentation during open house sessions.	1.1. Classroom teacher Registrar Principal Assistant Principal Guidance Counselor Social Workers	1.1. Daily Attendance reporting on SMS  <b>Parent surveys</b> Parent-Teacher conference notes.	1.1. Attendance reporting in SMS		

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

<p><u>Attendance Goal #1:</u></p> <p>By June 2013, we expect to increase the attendance rate at Keene’s Crossing to 98% (813).</p> <p>By the end of 2013 we will maintain the low number of students with excessive tardiness and absenteeism.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>As of June 2012, the attendance rate at Keene’s Crossing Elementary School was 96% (720).</p>	<p>By June 2013, we expect to increase the attendance rate at Keene’s Crossing to 98% (813).</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					

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

	As of June 2012 the total number of students absent 10 or more days was 1.	By June 2012, we would like to maintain the low number of students with excessive absences.					
	<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>					
	As of June 2012, the total number of students with excessive tardiness was 0.	By the end of 2013 we will maintain the low number of students with excessive tardiness.					

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		<p>1.2. Parents unaware of tardy policy and academic bell schedule</p>	<p>1.2. Tardy policy will be included in student planners for parents to review at the beginning of the school year</p> <p>Tardy policy will be discussed during open house sessions at the beginning of the year</p> <p>Tardy policy will be posted on school website, as well as the academic bell schedule so parents are better informed on when tardy bell rings.</p> <p>Tardy policy and bell schedule will be included in grade-level brochures which outline school-wide policies.</p>	<p>1.2. Classroom teacher Registrar Principal Assistant Principal Guidance Counselor Social Workers</p>	<p>1.2. Daily Attendance reporting on SMS</p> <p><b>Parent surveys</b> Parent-Teacher conference notes.</p>	<p>1.2. Attendance reporting in SMS</p>	
		<p>1.3. Traffic congestion due to construction on major roads leading to school; especially from remote areas of Independence.</p>	<p>1.3. Parents of remote areas of Independence will be notified of OCPS provided transportation and busing to help alleviate number of cars arriving at school in the morning.</p>	<p>1.3. Classroom teacher Registrar Principal Assistant Principal Guidance Counselor</p>	<p>1.3. Daily Attendance reporting on SMS</p> <p><b>Parent surveys</b> Parent-Teacher conference notes.</p>	<p>1.3. Attendance reporting in SMS</p>	

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

**Attendance 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
School-wide procedures training	K-5	Behavior Specialist Guidance Counselor	All Staff	Pre-Planning	Attendance reporting in SMS	Administration Registrar Social Worker

**Attendance Budget (Insert rows as needed)**

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



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Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Attendance Goals*

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

**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Suspension</b></p>	<p>1.1. Large number of new staff at school who are unfamiliar with school-wide behavior management plan and school-wide procedures.</p>	<p>1.1. Training at the beginning of the school year by Assistant Principal and Behavior Specialist which will cover school-wide procedures, expectations, and behavior management plan.  Provide staff with posters of school-wide procedures, behavior plan, and school-wide incentives.  Creation of a vertical Behavior/ Safe team to discuss ongoing concerns and generate ideas and best practices.  Provide additional training opportunities</p>	<p>1.1. Behavior PLC Behavior Specialist Assistant Principal Guidance counselor</p>	<p>1.1. Weekly review of discipline referrals at leadership meetings PLC meeting notes Classroom walk-thru's</p>	<p>1.1. End of year suspension data</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		through PD360 online.  Bimonthly communications on behavior and student conduct related topics provided by school guidance counselor					
<u>Suspension Goal #1:</u>  By June 2013, we expect to lower the number of students receiving in-school suspension by 50% (3).  By June 2013, we will reduce the number of students receiving out of school suspension by 50% (2).	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					

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	As of June 2012, the total number of in-school suspensions was 6.	By June 2013, we will lower the number of offenses resulting in-school suspension by 50% (3)					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	As of June 2012, the total number of students receiving in-school suspension was 6.	By June 2013, we expect to lower the number of students receiving in-school suspension by 50% (3).					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	As of June 2012, the number of offenses resulting in out of school suspension was 4.	By June 2013, we will decrease number of out of school suspension by 50% (2)					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					

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

	As of June 2012, the total number of students receiving out of school suspension was 4.	By June 2013, we will reduce the number of students receiving out of school suspension by 50% (2).					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>1.2. Parents unfamiliar with school-wide procedures and expectations as well as classroom procedures and expectations.</p>	<p>1.2. Parents will be informed of school-wide procedures and classroom expectations during open house information sessions. These will be consistent across the different grade levels.</p> <p>Parents will be provided a grade level brochure at the beginning of the year which outlines important school wide procedures and classroom expectations.</p> <p>Administration will make frequent connect-ed messages to remind parents about important school-wide procedures and expectations.</p> <p>School website will have information regarding important school wide procedures and expectations for parents to refer to. In addition this</p>	<p>1.2. Principal Assistant Principal Guidance Counselor Behavior Specialist Media Specialist Classroom Teacher Registrar</p>	<p>1.2. Weekly review of discipline referrals at leadership meetings PLC meeting notes Classroom walk-thru's</p>	<p>1.2. Year end discipline referral numbers</p>	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

			information will be sent home in Welcome to School packets and included in the school planner.				
		1.3.	1.3.	1.3.	1.3.	1.3.	



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

**Suspension 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>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Training	K-5	Behavior Specialist	All instructional and paraprofessional staff	Pre-planning	Discipline Documentation and Reports in SMS	Behavior Specialist Assistance Principal
RtI Training— Behavior Documentation	K-5	Behavior Specialist	All instructional and paraprofessional staff	October	RtI Documentation	Behavior Specialist Assistance Principal RtI Team

**Suspension Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/ Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
PBS Recognition	Incentives/certificates	General	250

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<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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**Revised April 29, 2011**

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<b>1. Dropout Prevention</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
NA							
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring

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**Dropout Prevention Budget** (Insert rows as needed)

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

*End of Dropout Prevention Goal(s)*

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

**Parent Involvement Goal(s)**

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

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

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

<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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Parent Involvement</b></p>	<p>I.1. Parents unable to attend due to date and time of SAC and PLC meetings.</p>	<p>I.1. SAC and PLC meeting times will be alternating from evening to mornings to try to accommodate different work schedules</p> <p>SAC and PLC Meeting schedules will be set and advertised using various methods at the beginning of the school year. This will allow for parent and community members to better make arrangements to attend.</p>	<p>I.1. CT Staffing Specialist SAC President Principal Assistant Principal SAC Board</p>	<p>I.1. Sign-in sheets Meeting Minutes School Effectiveness Survey</p>	<p>I.1. SAC Board Roster Sign in sheets PLC Sign in sheets</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<p>By June 2013, the number of parents attending SAC meetings will increase by 50% (total of 12).</p> <p>By June 2013 the number of parents attending PLC meetings will increase by 50% ( total of 9)</p>							
	<p>By June 2012 the number of parents on the SAC board and attending meetings was 8.</p> <p>By June 2012 the number of parents or families attending PLC meetings was 6.</p>	<p>By June 2013, the number of parents attending SAC meetings will increase by 50% (total of 12).</p> <p>By June 2013 the number of parents attending PLC meetings will increase by 50% ( total of 9)</p>					



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		1.2. Parents unaware of the purpose of SAC and PLC and their alignment with student achievement	1.2. Communication will be sent home via flyers, connects and the school website on the purpose and the importance of these two organizations.  An overview of the purpose and role of SAC and PLC will be provided at the first meeting.  Partnering with PTO to stress the importance of SAC and PLC.	1.2. CT /Staffing Specialist SAC President Principal Assistant Principal SAC Board	1.2. Sign-in sheets Meeting Minutes School Effectiveness Survey	1.2. SAC Board Roster Sign in sheets PLC Sign in sheets	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
SAC and PTO PLC	K-5	Grade level representatives	One member from each grade level	Monthly meetings	Meeting notes	CRT SAC Chair PTO Board

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**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/ Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Student Planners	To Home School Connections	General	1500
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Family nights and Family Activities (i.e. Grandparents day, Peace Day, Birthday Book Club)	Events sponsored by the PTO with strong parent and faculty support.	PTO	0
<b>Subtotal:</b>			
<b>Total:\$1500</b>			

*End of Parent Involvement Goal(s)*

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

**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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>STEM Goal #1:</b></p> <p>By using STEM lesson and the STEMS model of instruction, Keene’s Crossing Elementary will maintain its high level of achievement in Science with 86% of students being tested scoring a Level 3 or higher.</p>	<p>1. Teachers lack resources (both lab equipment and instructional materials) to provide rigorous, engaging and applicable labs which align with NGSSS in Science and the STEMS model.</p>	<p>1.1. Science PLC will partner with PTO in the development of a wish list for classroom instructional resources to be used towards labs.</p> <p>Team Leaders will meet monthly with Science Lab Resource Teacher to align grade level benchmarks and essential labs with what is being covered during the Science Special areas class.</p> <p>CRT will order copies of the OCPS Essential Labs for each classroom teacher to supplement the lab instructional materials provided through the new science curriculum.</p>	<p>1.1. Science Resource Teacher Science PLC CRT</p>	<p>1.1. OCPS Science Benchmark assessments (5<sup>th</sup> Grade) BOY, MOY, EOY Benchmark tests (grades K-5)</p>	<p>1.1. OCPS Science Benchmark assessments (5<sup>th</sup> Grade) BOY, MOY, EOY Benchmark tests (grades K-5)</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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

**STEM 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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEMS Expert Series	K-5	Science Lab Teacher	K-5 Instructional Staff	November	Science PLC Meetings, grade level meetings	Science PLC Science Lab Teacher CRT

**STEM Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/ Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
OCPS Essential Lab Manuals	Instructional Materials	General	\$336

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<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:\$336</b>			

*End of STEM Goal(s)*

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

**Additional 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Additional Goal</b>	1.1.  Staff unfamiliar with Destination College program and the different components.	1.1. Destination College overview to entire staff to introduce them to the Destination College roll-out Destination College module training to Grades 4 and 5 classroom teachers	1.1. Destination College team Assistant Principal Principal CRT Media Specialist	1.1. Destination College PDSONline course participation Destination College Team meeting notes Grades 4 and 5 team meeting notes	1.1. Destination college notebook Destination College PDS Online training completion report		

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<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p>Keene's Crossing will have successfully completed year 2 of Destination College implementation as part of the One-Vision-One Voice 11 Essential Outcomes to try to create a more college-and career-ready student body. Retention data will be used as measure of effectiveness.</p>							
	<p>As of June 2012, 12 Students were retained at Keene's Crossing Elementary School.</p>	<p>By June 2013, Keene's Crossing Elementary School will decrease their retention rate by 50% (6 Students).</p>					



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

		<p>1.2. Parents unfamiliar with the Destination College program and how it impacts student learning.</p>	<p>1.2. Provide Destination College overview presentation to parents during Open House</p> <p>Provide Destination College information on the School Website.</p> <p>Provide Destination College overview in Grades 4 and 5 classroom brochures.</p> <p>Communicate Destination College activities in monthly grade level news letter</p> <p>Host a Destination College Kick-off Tailgate to help increase parental excitement and interest in the Destination College program</p>	<p>1.2. Grades 4-5 Classroom teachers Destination College Team Assistant Principal Media Specialist CRT Principal</p>	<p>1.2. Parent-teacher conference notes Student work from Destination College-centered activities Destination College School-wide notebook</p>	<p>1.2. School-effectiveness survey Parent-Teacher conference notes Destination College School-wide notebook</p>	
		<p>1.3. Lack of time in the academic schedule to teach and model some of the different DC components.</p>	<p>1.3. Destination college team will discuss ways to integrate Destination College concepts and lessons into the core content areas.</p> <p>Destination College team will partner with Media specialist to develop ways to target Destination College concepts through the Media Center</p> <p>Grades 4 and 5 will discuss ways to integrate Destination College concepts into enrichment and intervention activities.</p>	<p>1.3. Grades 4-5 Classroom teachers Destination College Team Assistant Principal Media Specialist CRT Principal</p>	<p>1.3. Lesson plan reviews Classroom walk-throughs Team meeting notes</p>	<p>1.3. Destination College notebook Student Work samples</p>	

**Additional Goals Professional Development**

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

**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> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Destination College PDS Course	4 <sup>th</sup> -5 <sup>th</sup> Grade Teachers	District	New 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers	Year-long PDS course	Completion of Destination College Notebook	District Destination College contact person

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

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

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

<b>ADDITIONAL</b>	<b>Problem-Solving Process to Increase</b>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

GOAL(S)	Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Additional Goal</b>  <u>Additional Goal #2:</u></p>	<p>2.1. Lack of time devoted to practicing Math Fluency skills and teacher understanding of the resources available for Math skills practice and application which can be used during small groups, enrichment or intervention time.</p>	<p>2.1. Provide an open computer lab time for teachers to take students to lab to use E-suite for Envision Math.                   Integrate a Math Fluency Computer-based intervention program which will target the bottom 25%.                   Provide training on the Math intervention kit and the student center activities contained in the core curriculum—Envsion.</p>	<p>2.1. Classroom teachers                  CRT                  Principal                  Assistant Principal</p>	<p>2.1. Classroom walk-thrus                  Lesson plan review                  Envision Formative assessments                  Mini Assessments</p>	<p>2.1. New Teacher evaluation tool                  Envision Formative Assessments                  FCAT Math Results</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p>By June 2013, 86% (290) of students at Keene's Crossing Elementary School will become fluent in Math operations which will demonstrated by achieving proficiency on the FCAT Math test.</p>	<p><u>2010 Current</u> <u>Level :*</u></p>	<p><u>2011</u> <u>Expected</u> <u>Level :*</u></p>					
	<p>As of June 2012, 79% (262) of students at Keene's Crossing Elementary demonstrated proficiency on the FCAT Math test.</p>	<p>By June 2013, 86% (290) of students at Keene's Crossing Elementary School will become fluent in Math operations which will demonstrated by achieving proficiency on the FCAT Math test.</p>					

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

		<p>2.2. Lack of instructional staff understanding of data analysis in regards to math; specifically identifying subgroups and identifying skill deficiencies based on benchmark analysis.</p>	<p>2.2. Bi-monthly data meetings in which leadership team and RtI team will model and monitor the data analysis process with instructional staff.</p> <p>RtI team will provide RtI process training at Beginning of the year to staff members.</p> <p>Staff development by district RtI personal on the RtI Process</p> <p>Staff provided access to PD360 which a school-wide focus on the data analysis module.</p>	<p>2.2. Classroom teachers CRT Principal Assistant Principal RtI Team</p>	<p>2.2. Lesson Plan review Data Notebook review Meeting notes Envision Math Formative Assessments Mini Assessments Edusoft Benchmark assessments</p>	<p>2.2. New Teacher Evaluation Tool IPDP FCAT Results End of Year Benchmark results</p>	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>1.3. Lack of teacher understanding of how to apply the FCIM model for math and effective Math interventions.</p>	<p>1.3. Teachers will give topic opener assessment to quickly identify any learning gaps of students.</p> <p>Re-teach skills not acquired during the initial instruction of a topic or lesson using “Quick Checks” and Topic unit tests. The data from these can be referenced when using the EnVision Intervention kit.</p> <p>Learning gaps will be addressed Using Envision Intervention kit.</p> <p>Exchange of resources and teaching ideas from vertical and horizontal PLC’s will provide support working through the problem-solving model.</p> <p>Students will use online components of EnVision math to supplement the learning.</p> <p>Provide after school tutoring to the lowest</p>	<p>1.3. Classroom teachers CRT Principal Assistant Principal RtI Team</p>	<p>1.3. Lesson Plan review Meeting notes Envision Math Formative Assessments Mini Assessments Edusoft Benchmark assessments</p>	<p>1.3. New Teacher Evaluation Tool FCAT Results End of Year Benchmark results</p>	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

			25% of students.				
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<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
Envision Math Diagnostic Tool Kit and Intervention Kit Training	K-5	Math Coach	K-5	November	Envision Math Formative Assessments Math Mini Assessments Math Edusoft Benchmark Assessments	CRT Math Specialist Assistant Principal Principal
Include only school-based funded activities/ materials and exclude district funded activities /materials.						
Evidence-based Program(s)/Materials(s)						
Strategy	Description of Resources	Funding Source	Available Amount			

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

<b>Subtotal: 0</b>						
Technology						
Strategy	Description of Resources	Funding Source	Available Amount			
Sumdog	Computer Based Intervention/ Math Fluency program	General				
<b>Subtotal: 0</b>						
Professional Development						
Strategy	Description of Resources	Funding Source	Available Amount			
<b>Subtotal:0</b>						
Other						
Strategy	Description of Resources	Funding Source	Available Amount			
<b>Grand Total:0</b>						

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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**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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>1. Additional Goal: Maintain High Fine Arts Enrollment Percentage</b></p>	<p>1.1. Lack of resources for the Art Teacher lacks studio supplies (paint, paper, clay, etc.)</p>	<p>1.1. Petition to PTO to sponsor the purchase of additional art supplies.</p>	<p>1.1. Art Teacher</p>	<p>1.1. School effectiveness survey Art PLC Art integration grant</p>	<p>1.1. Continuation of arts integration grant.</p>		
<p><u>Additional Goal #1:</u> Keene's Crossing will maintain a high fine arts enrollment percentage.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>As of June 2012, 100% of Keene's Crossing Elementary Students participate in a fine arts course (Special Areas: Art and Music)</p>	<p>Keene's Crossing will maintain a high fine arts enrollment percentage. 100% will participate in Fine Art Weekly.</p>					

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

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

		1.2. Students lack exposure to outside examples of the various Fine Arts disciplines	1.2. Each grade level will participate in an outside activity featuring a fine arts discipline via either an on-campus field trip or an off-campus field trip.	1.2. Art Teacher Grade Level Chairs Field Trip Coordinator	1.2. Field Trip Request Forms School Calendar	1.2. Exit Activity or reflection Field Trip Attendance record	
		1.3.	1.3.	1.3.	1.3.	1.3.	

<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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>1. Additional Goal:</b> Increase by 3 to 5% - Students Who Read on Grade Level by Age 9</p>	<p>1.1. <b>Imbedded in Reading Goal 1.A</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>					
<p><u>Additional Goal :</u> Increase by 3 to 5% - Students Who Read on Grade Level by Age 9</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>								
	<p>As of 2012, 77% of the students at Keene's Crossing Elementary were reading on grade level, as indicated on FCAT by scoring a level 3 or higher.</p>									
		<p>1.2.</p>	<p>1.2.</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>1.3.</p>	<p>1.3.</p>		

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Additional Goal:</b> Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	1.1.  Imbedded in MTSS/RtI section	1.1.	1.1.	1.1.	1.1.		
<u>Additional Goal :</u>  Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

<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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>1. Additional Goal:</b> Decrease Disproportionate Classification in Special Education	1.1. <b>Imbedded in MTSS/RTI section</b>	1.1.	1.1.	1.1.	1.1.		
<u>Additional Goal :</u> Decrease Disproportionate Classification in Special Education	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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

		1.3.	1.3.	1.3.	1.3.	1.3.	
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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>1. Additional Goal:</b> Increase by 3% the percent of VPK students who will enter elementary school ready based on FLKRS data.</p>	<p>1.1. Some kindergarten teachers are inconsistent in their administration of the FLKRS assessment which can skew the results.</p>	<p>1.1. Provide training to all teachers in pre-planning on the FLKRS administration, and a refresher for returning teachers.</p>	<p>1.1. CRT Reading Coach</p>	<p>1.1. Observation of test administration Review of FLKRS reports</p>	<p>1.1. FLKRS reports</p>		



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

Additional Goal : Increase by 3% the percent of VPK students who will enter elementary school ready based on FLKRS data.	2012 Current Level :*	2013 Expected Level :*					
	Awaiting FLKR Reports to be released by the Florida Center of Reading Research.	Increase by 3% the percent of VPK students who will enter elementary school ready based on FLKRS data.					
		1.2. Parents being unaware of the academic expectations in Pre-K.	1.2. Curriculum Chats specifically for Pre-K parents to better familiarize them with the academic goals of students leaving the pre-K program.	1.2. PRE-K Teacher CRT	1.2. Parent Sign in sheets School Effectiveness Survey	1.2. FLKRS Reports	
		1.3. Current program on campus is only a ½ program vs a full day program, which limits the academic instructional time students receive	1.3. Pre-K teacher will create an at-home packet for parents and students to extend some of the learning at home.  During open house and curriculum chats, suggestions will be made to parents attending of academic activities that can be done at home and together as a family	CRT Reading Coach Pre-K Teacher	1.3. Parent Conferences Sign in sheets Progress Monitoring	1.3. FLKRS reports	

*End of Additional Goal(s)*

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

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:55,200</b>
<b>CELLA Budget</b>	<b>Total:\$250</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:\$1500</b>
<b>STEM Budget</b>	<b>Total:\$336</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>

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

<b>Grand Total:</b>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

**Differentiated Accountability**

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

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

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

Are you reward school?  Yes  No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

**School Advisory Council (SAC)**

*SAC Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

Yes  No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**
