

# 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:	Apopka Elementary School	District Name:	Orange County
Principal:	Sandra Pipkin	Superintendent:	Dr. Barbara Jenkins
SAC Co-Chairs:	Leigh Burritt and Adelia Chambers	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)
Principal	Sandra Pipkin	BS in Elementary Education - University of Central Florida MS in Educational Leadership - University of Central Florida  Certification— Elementary Education, ESOL, Principal, State of	0	15	Principal of Meadow Woods ES, 2011-2012, Grade-A, 59% meeting high standards in reading, 58% meeting high standards in math, 86% meeting high standards in writing, 52% meeting high standards in science.  Principal of Meadow Woods ES, 2010-2011, Grade-A, AYP not met, 69% meeting high standards in reading, 69% meeting high standards in math, 92% meeting high standards in writing, 50% meeting high standards in science

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		Florida			<p>Principal of Meadow Woods ES, 2009-2010, Grade-A, AYP not met, 78% meeting high standards in reading, 83% meeting high standards in math, 80% meeting high standards in writing, 49% meeting high standards in science</p> <p>Principal of Meadow Woods ES, 2008-2009, Grade-A, AYP met, 77% meeting high standards in reading, 77% meeting high standards in math, 99% meeting high standards in writing, 35% meeting high standards in science</p> <p>Principal of Meadow Woods ES, 2007-2008, Grade-B, AYP not met, 70% meeting high standards in reading, 70% meeting high standards in math, 88% meeting high standards in writing, 30% meeting high standards in science</p> <p>Principal of Meadow Woods ES, 2006-2007, Grade-A, AYP met, 71% meeting high standards in reading, 63% meeting high standards in math, 91% meeting high standards in writing, 41% meeting high standards in science</p> <p>Principal of Meadow Woods ES, 2005-2006, Grade-C, AYP not met, 71% meeting high standards in reading, 63% meeting high standards in math, 65% meeting high standards in writing</p> <p>Principal of Meadow Woods ES, 2004-2005, Grade-A, AYP not met, 74% meeting high standards in reading, 64% meeting high standards in math, 84% meeting high standards in writing</p> <p>Principal of Meadow Woods ES, 2003-2004, Grade-B, 72% meeting high standards in reading, 59% meeting high standards in math, 84% meeting high standards in writing</p> <p>Principal of Meadow Woods ES, 2002-2003, Grade-A, 72% meeting high standards in reading, 57% meeting high standards in math, 88% meeting high standards in writing</p> <p>Principal of Meadow Woods ES, 2001-2002, Grade-B, 58% meeting high standards in reading, 53% meeting high standards in math, 81% meeting high standards in writing</p>
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Assistant Principal	Eric Sochocki	<p>Masters in Ed. Leadership – University of Central Florida</p> <p>Bachelors in Biology - University of Connecticut</p> <p>Certifications:            Educational Leadership K-12            Science 6-12            Biology 7-12</p>	2.5	2.5	<p>2011-2012: Student Enrollment: 729, D Grade, 46% met high standards in reading, 47% met high standards in math, 67% met high standards in writing, 55% made learning gains in reading, 65% made learning gains in math, 63% of the lowest 25% made learning gains in reading, 65% of the lowest 25% made learning gains in math.</p> <p>2010-2011: Student Enrollment: 654, C Grade, 68% met high standards in reading, 66% met high standards in math, 79% met high standards in writing, 62% made learning gains in reading, 57% made learning gains in math, 57% of the lowest 25% made learning gains in reading, 67% of the lowest 25% made learning gains in math, AYP: No-72%</p>
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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
All (grades 1,2)	Donna McRee	Bachelors - Elementary Education K-6 ESOL	0	0	30 years teaching experience. 2011-2012 Citrus Elementary: B Grade, 62% met high standards in reading, 60% met high standards in math, 73% met high standards in writing, 69% of the lowest 25% made learning gains in reading, 56% of the lowest 25% made learning gains in math.
All (grade 4)	Raechel Cain	Bachelors - Elementary Education K-6, ESOL Certification	0	0	9 Years teaching experience. 2011-2012 Rock Springs Elementary School: B Grade, 67% met high standards in reading, 57% met high standards in math, 73% met high standards in writing, 63% of the lowest 25% made learning gains in reading, 68% of the lowest 25% made learning gains in math.
All (grade 5)	Debra Comer	Master's in Early Childhood -College of Charleston in South Carolina	0	0	Teaching for approximately 23 years. 2011-2012 Dommerich Elementary School: a Grade, % met high standards in reading, % met high standards in math, % met high standards in writing, % of the lowest 25% made learning gains in reading, % of the lowest 25% made learning gains in math. (Data currently unavailable from State)
CRT	Sandy Spates	Bachelors- Elementary Ed, Primary Ed, ESOL	0	0	2011-2012 Rock Springs Elementary School: B Grade, 67% met high standards in reading, 57% met high standards in math, 73% met high standards in writing, 63% of the lowest 25% made learning gains in reading, 68% of the lowest 25% made learning gains in math.
Elementary	Ruby Johnson	Elementary Reading Endorsement	0	3 as reading coach 2 as resource	33 Years teaching experience. Meadow Woods ES, 2011-2012: A Grade, 59% met high

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Reading		ESOL		teacher	standards in reading, 58% met high standards in math, 86% met high standards in writing, 77% of the lowest 25% made learning gains in reading, 71% of the lowest 25% made learning gains in math.
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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. The district requires the hiring of highly qualified candidates.	Principal, Asst. Principal.	June, 2013
2. Apopka Elementary has a mentoring program to support new teachers.	Principal, Asst. Principal, Instructional Coaches, Mentor Teachers.	June, 2013
3. Apopka Elementary provides professional development to all teachers at least once a week and on early release Wednesdays.	Principal, Asst. Principal, Instructional Coaches.	June, 2013
4. Apopka Elementary operates as a Professional Learning Community.	Principal, Asst. Principal, CRT, CCT, Instructional Coaches, Mentor Teacher, Grade Level Team Leader , Teachers	June, 2013

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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	Mentoring, PLC development, Professional Development regarding: classroom management, learning goals, rigor, Common Core, and using data from IMS to drive instructional decision making.

***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
58	14	36	33	17	29	96	19	0	57

***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
Ruby Johnson will be spearheading the new teacher orientation committee supported by: Donna McRee, Jennifer Dempsey, Raechel Cain, Debra Comer, Sandy Spates, Eric Sochocki, Sandra Pipkin and experienced grade level teachers.	New teacher orientation group: Kathleen Murphy, Rebecca Simms, Erin McCloskey, Lindsey Socie, Renee Milligan, Danielle Steiner, Erica Martinez-Rose.	Due to the high turnover and grade level changes, there were not enough trained mentors to have a one on one mentor for new teachers. Administration thought it best to have an entire committee dedicated to supporting and mentoring new teachers. We will accelerate our momentum by	Weekly meetings, modeling lessons, co-teaching, team building and analyzing data.

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		building a support structure created with one vision of building positive relationships and mentoring in one voice, yet many aids.	
Ruby Johnson will be spearheading the “new to the grade level” orientation committee supported by: Donna McRee, Jennifer Dempsey, Raechel Cain, Debra Comer, Sandy Spates, Eric Sochocki, Sandra Pipkin and experienced grade level teachers.	New to the grade level orientation group: Nicole Larson, Melanie Steil, April Poserina, Rebecca Button, Deanna Roth, Yaniset Fredericksen, Ava Hile, Naomi Washington, Yvonne Ferney.	Due to the high turnover and grade level changes, there were not enough trained mentors to have a one on one mentor for new to the grade level teachers. Administration thought it best to have an entire committee dedicated to supporting and mentoring new teachers. We will accelerate our momentum by building a support structure created with one vision of building positive relationships and mentoring in one voice, yet many aids.	Weekly meetings, modeling lessons, co-teaching, team building and analyzing data.

**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 Services are provided to ensure students requiring additional intervention and remediation with resource teachers and through after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant NA
Title I, Part D NA
Title II Professional development is provided through: off site trainings, Lesson Study, PLC, Science BootCamp, Envision Math Series, RTI training, Destination College as well as IMS and subsequent data collection trainings/meetings. Substitutes are provided when teachers are at specified trainings.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless NA
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide after school tutoring providing supplemental academic instruction for Level 1 and 2 students. Materials and teacher



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salaries are provided with this fund to work with level 1 and level 2 students.
Violence Prevention Programs NA
Nutrition Programs We are currently offering students breakfast every morning. The majority of our students receive free or reduced breakfast and lunch due to our Title I status. This ensures that all students begin the day with the proper nutrition and ready to learn.
Housing Programs NA
Head Start NA
Adult Education NA
Career and Technical Education NA
Job Training NA
Other NA

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<i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i> School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team. The Guidance Counselor/LEA Representative is the Chairperson of the MTSS Leadership Team. The members of the MTSS Leadership Team include the Principal, Assistant Principal, General Education Teachers, Exceptional Student Education teacher, Reading Teacher, Curriculum Resource Teacher/Compliance Teacher, District Behavioral Analyst and School Psychologist.</p>
<p>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 Guidance Counsel/LEA Representative: coordinates the MTSS process with all team members, is the liaison between the school and the parents, coordinates the intervention implementation, assists the teacher in successful intervention implementation</p> <p>Principal/Assistant Principal: provides a common vision for the use of data-based decision-making, ensures that MTSS is at the core of the grade level PLC, ensures that the school-based team is implementing MTSS consistently across grade levels and school, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.</p> <p>General Education Teachers: provides information about core instruction and student's unique deficiencies, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, integrates Tier 1 materials/instruction with Tier 2/3 activities, and provides ongoing documentation of all MTSS implementation and the subsequent results.</p> <p>Exceptional Student Education (ESE) Teacher: participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, provides strategies to/for the general education teachers, and collaborates with general education teachers to assist them in meeting the individual needs of the students.</p> <p>Reading Teacher: provides guidance on district/school K-12 reading plan, facilitates and supports data collection activities (such as administering DRAs and training teachers on how to administer assessments), assists in data analysis, helps provides professional development and technical assistance to teachers regarding data-based instructional planning, supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.</p> <p>Curriculum Resource Teacher (CRT): coordinates grade level assessments, breaks down data and assists teachers with understanding the data, assists teachers in understanding/implementing effective data-based decisions, provides insight to the MTSS administration team regarding individual students/classes data.</p> <p>School Psychologist: participates in data analysis and interpretation, is the liaison to the district and brings that information/updates to the team, adds insight into the social/emotional/mental impairments/challenges of the student, provides support and assists in the development of intervention plans, provides trainings for: data analysis, data-based decision making, problem solving, intervention planning/creation, and the art of reflection.</p>
<p>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 RtI leadership team works together to continually develop, re-evaluate, and make appropriate changes to the school's RtI process which is illustrated by the school improvement plan.</p>

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All RtI team members play an active role in each step of the process to ensure optimum intervention development and implementation.

Step 1:

A. The teacher is the person that spends the most time with the student and therefore, has the most knowledge of the student. The teacher indicates that there is something impeding the academic success of a student and submits that student's name and information to the RtI/MTSS team.

B. The leadership team will analyze students' prior year FCAT or standardized test scores to identify if a deficiency exists (observed level of performance vs. expected level of performance).

Step 2: Analyze the problem by looking at all available data as well as qualitative information from the student's cumulative folder and past teacher notes (fact finding-whole child), generate hypotheses, validate selected hypotheses by bringing the student's prior year teacher into the fold to utilize their expertise (if available).

Step 3: Design and implement appropriate intervention for that individual's needs (plan/framework).

Step 4: Re-evaluate the student's growth while analyzing deficiencies that persist or have emerged to ensure that his/her plan is meeting his/her individual needs.

Step 5: Re-evaluate the student and make adjustments to the plan.

Step 6: Provide continued support and re-evaluation.

The principal will meet weekly with each grade level team to continually reassess, and provide support, for developing PLCs with the appropriate RtI process. RtI Leadership team will meet monthly to process data, address multi-tiered instruction/intervention and progress monitoring.

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MTSS Implementation
<p>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.                      RTI Leadership team will use the following data sources:                      Reading: PY FCAT, FAIR, EDUSOFT Benchmark tests, DRAs, common formative and summative assessments, and computer-based programs (SuccessMaker, Read 180, Earobics).                      Math: PY FCAT, FAIR, EDUSOFT Benchmark tests, common formative and summative assessments and computer-based programs (FASTT Math, StMath, SuccessMaker)                      Writing: PY FCAT, school-wide writing prompts, grade level writing rubrics, common formative and summative assessments.                      Behavior: behavior checklists (and subsequent behavior documentation), discipline referrals and additional teacher documentation.                      Science: common formative and summative assessments, and computer-based programs: FCAT Explorer/FOCUS</p> <p>All of the above assessment sources will be utilized to drive instructional decision-making and to determine appropriate interventions.                      Teachers will meet frequently to analyze grade level and classroom data with the coaching assistance of members of the RtI Leadership team to determine instructional matches and identify progress monitoring systems.</p>
<p>Describe the plan to train staff on MTSS.                      Apopka Elementary teachers were introduced to the RtI process during the 2009-10 school year. District resource RtI personnel worked with the RtI team during the 2010-11 and 2011-12 school years on data analysis of the FAIR assessments and this year, district RtI personnel and the Apopka RtI team will provide staff training on the RtI process. The successful training and follow-up is imperative this year due to the mass influx of new staff members and people switching grade levels. The school psychologist and guidance counselor will attend district meetings and share information monthly with the instructional staff. There will be staff meetings where everyone will be trained on the current RtI process.</p>
<p>Describe the plan to support MTSS.                      The administrative team and support staff will meet weekly with grade level teams to assist them in identifying tier II and III students. After students are identified, the proper processes will be developed to support the individual students in their academic pursuits. The guidance counselor and school psychologist will be brought into the fold to assist in streamlining the process to get the individuals the assistance they require and to ensure county policies and assistance are utilized.</p>

***Literacy Leadership Team (LLT)***

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).                      Principal, assistant principal, CRT, reading teacher, representative from each grade level team, reading/instructional coaches, media specialist.</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).                      The LLT will meet monthly to address school wide literacy issues, assist in developing the literacy instructional proficiency of our staff composed of a majority of new staff members, reflect upon professional development initiatives that have been delivered, monitor reading data, oversee school wide interventions/enrichment time, plan and execute parent trainings, and help implement a common language in grades K-5 on the six core comprehension strategies.</p>
<p>What will be the major initiatives of the LLT this year?                      The major initiatives of the LLT this year will be to develop activities that will infuse literacy and increase vocabulary across the curriculum through media, technology, AR, book fairs, parent nights and extra-curricular activities with literacy emphasis. These activities will be planned in conjunction with other school-wide events to maximize potential parent participation.</p>

***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.*

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***\*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.

Apopka Elementary School seeks the input from all area pre-school programs. It is our hope that through open lines of communication we can receive academic/behavioral student information from the programs, while keeping them abreast of our summer time kindergarten orientations. Individual tours are also given to interested families throughout the summer time and school year to assist the difficult transition to kindergarten.

***\*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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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1. Students lack vocabulary and reading fluency.	1A.1. Purchase Dr. Marzano's <u>Building Academic Vocabulary</u> book for all teachers to perform a book study on.	1A.1. Principal Asst. Principal CRT Literacy team	1A.1. Principal requested OCPS create a Casenex course to coincide with and facilitate the completion of a book study.	1A.1. Completion of the Casenex coursework that coincides with the book study.
<p><b>Reading Goal #1A:</b> Apopka Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, there will be scheduled grade-level intervention times where the specific student academic needs are addressed, biweekly Saturday tutoring and after school clubs to meet our baseline expectations. In addition, professional learning experiences will be made available for all faculty in order to enhance their understanding and instruction in reading.</p>	<p><b>2012 Current Level of Performance:*</b> In June 2012: 24% (80/334) of all students (26% 3<sup>rd</sup>, 21% 4<sup>th</sup>, 24% 5<sup>th</sup>) scored at a level 3 in reading.</p>	<p><b>2013 Expected Level of Performance:*</b> In June 2013: 27% (89/330) of all students will score (29% 3<sup>rd</sup>, 24% of 4<sup>th</sup>, 27% of 5<sup>th</sup>) at a level 3 in reading.</p>	1A.2. Time for teachers to analyze data and plan accordingly.	1A.2. Schedule PLC meetings in calendar to analyze data to adjust instruction as needed.	1A.2. Principal Asst. Principal CRT Literacy Coach	1A.2. Observation Classroom Assessment	1A.2. FAIR Edusoft classroom Reading assessment
			1A.3. We receive many transfer students and do not have immediate information to guide us in who they are as learners.	1A.3. Identify new students and obtain student data immediately upon entry to Apopka. If data is unavailable, test students to determine reading level.	1A.3. Principal, Asst. Principal, Reading Teacher, Teachers, Registrar	1A.3. Registrar compiles database of new students throughout the school year and administration and teachers monitor progress of new students to determine proficiency.	1A.3. FCAT Data, FAIR, DRA, Benchmark Testing, Formative Assessments, Summative Assessments
			1B.1 Time for teachers to analyze	1B.1. Schedule PLC meetings in	1B.1 Principal	1B.1 Observation	1B.1 Classroom
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>							

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Reading Goal #1B:	2012 Current Level of Performance .* _	2013 Expected Level of Performance .* _	data and plan accordingly.	master calendar to analyze data to adjust instruction as needed for ESE students.	Asst. Principal CRT Literacy Coach	Classroom Assessment	Reading assessment PMAPP
<p>Apopka Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, scheduled intervention. Teachers of ESE students will plan with the regular education teachers of their subsequent grade level. Planning together will ensure that the teacher of ESE students will cover the necessary benchmarks and ensure that intervention and enrichment opportunities are utilized.</p>	80% (4/5) of our students scored a level 4, 5 or 6.	Above 83% (5/6) of our students will score a level 4, 5 or 6.	1B.2. Maintaining the number of students who scored a level 4, 5, or 6 while increasing the number of students who will score a level 4, 5, or 6.	1B.2. PLCs will be formed to analyze and discuss the unique needs of ESE students and the possible instructional strategies that should be utilized to address those needs.	1B.2. CRT Instructional Coaches Teachers ESE Teachers and support staff Principal Assistant Principal Guidance Counselor	1B.2. Assessments	1B.2. Common Assessments Classroom Data PMAPP
	1B.3.	1B.3.	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 in reading.</b>			2A.1. Maintaining the number of students who scored a level 4 and level 5 while increasing the number of students who will score a level 4 or level 5.	2A.1. PLCs will be formed to analyze data and determine which students are underperforming (level 3 when other test scores indicate ability to score higher). Once those students are identified, the PLC will identify methods and instructional strategies that will be used to challenge and enrich each student’s understanding of the concept.	2A.1. CRT Instructional Coaches Teachers Principal Assistant Principal Guidance Counselor	2A.1. Assessments	2a.1. FAIR Edusoft DRA Common Assessments Classroom Data
Reading Goal #2A: Apopka Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, scheduled intervention and acceleration times and after school clubs such as: Honor Society and arts clubs, to supply enrichment opportunities that enhance the understanding and critical thinking of these high performing students. In addition, professional learning experiences will be made available for all faculty in order to enhance their understanding and instruction in reading.	<u>2012</u> Current Level of Performance .*	<u>2013</u> Expected Level of Performance .*					
	22% (73/334) of students scored a 4 or 5 on the reading FCAT.	25% (83/330) of students will score a 4 or 5 on the reading FCAT.					
			2A.2. Ensuring that the students are continually challenged and instructed at their individual levels and not allowed to be under motivated.	2A.2. Students satisfying the requirements will receive challenging/enrichment activities to further their achievement daily during reading groups and enrichment time.	2A.2. CRT Instructional Coaches Teachers	2A.2. Assessments	2A.2. FAIR Edusoft DRA Common Assessments Classroom Data
			2A.3. Teachers lack the understanding of how to engage students in higher level thinking questions.	2A.3. Teachers will receive trainings on how to implement Webbs Depth of Knowledge questions and strategies.	2A.3. Principal Asst. Principal CRT Literacy team	2A.3. Classroom walk-throughs and lesson plans.	2A.3. Lesson plans FAIR Edusoft DRA Common Assessments Classroom Data

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

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<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.
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Apopka Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, scheduled intervention. Teachers of ESE students will plan with the regular education teachers of their subsequent grade level. Planning together will ensure that the teacher of ESE students will cover the necessary benchmarks and ensure that intervention and enrichment opportunities are utilized.</p>			<p>2B.1. Ensuring that the students are continually challenged and instructed at their individual levels and not allowed to be under motivated.</p>	<p>2B.1. Students satisfying the requirements will receive challenging/enrichment activities based upon their IEP goals, their current understanding of the concept and their actual ability to master the concept to further their achievement daily during reading groups and enrichment time.</p>	<p>2B.1. CRT Instructional Coaches ESE teachers</p>	<p>2B.1. Assessments Walk-throughs Lesson plans</p>	<p>2B.1. FAIR Edusoft DRA Common Assessments Classroom Data</p>
			<p>2B.2. Maintaining the number of students who scored a level 7 while increasing the number of students who will score a level 7.</p>	<p>2B.2. PLCs will be formed to analyze and discuss the needs (strengths and weaknesses) of ESE students and decipher techniques to assist them in maintaining that high level of achievement.</p>	<p>2B.2. CRT Instructional Coaches Teachers ESE teachers Principal Assistant Principal Guidance Counselor</p>	<p>2B.2. Assessments Meeting notes</p>	<p>2B.2. FAIR Edusoft DRA Common Assessments Classroom Data</p>
			<p>2B.3. Students lack vocabulary and reading fluency.</p>	<p>2B.3. Purchase Dr. Marzano's <u>Building Academic Vocabulary</u> book for all teachers to perform a book study on.</p>	<p>2B.3. Principal Asst. Principal CRT Literacy team</p>	<p>2B.3. Principal requested OCPS create a Casenex course to coincide with and facilitate the completion of a book study.</p>	<p>2B.3. Completion of the Casenex coursework that coincides with the book study.</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b></p> <p>Reading Goal #3A:</p> <p>Apopka Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, there will be scheduled grade-level intervention times where the specific student academic needs are addressed, biweekly Saturday tutoring and after school clubs to meet our baseline expectations. In addition, professional learning experiences will be made available for all faculty in order to enhance their understanding and instruction in reading.</p>			<p>3A.1. Low socioeconomic conditions contribute to the challenges teachers face in advancing student achievement.</p>	<p>3A.1. Create and implement a more in-depth independent reading framework in the classroom where students practice and apply new comprehension strategies over time across all content areas with teacher support and scaffolding</p>	<p>3A.1. Principal, Asst. Principal, Reading Coach, Reading Teacher, ESE Teacher, Teachers</p>	<p>3A.1. Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support the school wide six core comprehension strategies.</p>	
2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
52% (174/334) of students taking the 2012 FCAT received Learning Gains in Reading.	55% (182/330) of students taking the 2013 FCAT will receive Learning Gains in Reading.						
			<p>3A.2. Students lack the schema, or background knowledge, to build new information and skills upon.</p>	<p>3A.2. Provided biweekly Saturday tutoring designed to meet the individual needs of the specific students. The students will expand their comprehension and fluency by increasing their background knowledge and learn the skills that are essential to becoming successful readers.</p>	<p>3A.2. Teachers CRT Literacy Coach OCPS approved vendors</p>	<p>3A.2. Assessments</p>	<p>3A.2. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT</p>
			<p>3A.3. Students need more intensive instructional time on areas of weakness.</p>	<p>3A.3. Students will be given 30 min extra intervention time daily.</p>	<p>3A.3. Principal, Asst. Principal, Reading Coach, Reading Teacher, ESE Teacher, Teachers</p>	<p>3A.3. Assessments</p>	<p>3A.3. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative</p>

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							Assessments, Summative Assessments, FCAT
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>				3B.1 ESE students can demonstrate difficulty in making connections to their reading.	3B.1 Instruct teachers on how to use literature that students can relate to and infuse comprehension skills.	3B.1 Literacy Coach CRT Principal Asst. Principal PLC Resource Teachers	3B.1 Assessments  3B.1 FAIR Edusoft DRA classroom reading assessments
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Apopka Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, there will be scheduled grade-level intervention times where the specific student academic needs are addressed, biweekly Saturday tutoring and after school clubs to meet our baseline expectations. In addition, professional learning experiences will be made available for all faculty in order to enhance their understanding and instruction in reading.	100% (5/5) demonstrate Learning Gains.	100% (6/6) will demonstrate Learning Gains.					
			3B.2 Students lack the schema, or background knowledge, to build new information and skills upon.	3B.2 Provided biweekly Saturday tutoring designed to meet the individual needs of the specific students. The students will expand their comprehension and fluency by increasing their background knowledge and learn the skills that are essential to becoming successful readers.	3B.2 Teachers CRT Literacy Coach OCPS approved vendors	3B.2 Assessments	3B.2 FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT
			3B.3 Students need more intensive instructional time on areas of weakness.	3B.3 Students will be given 30 min extra intervention time daily.	3B.3 Principal, Asst. Principal, Reading Coach, Reading Teacher, ESE Teacher, Teachers	3B.3 Assessments	3B.3 FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT

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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>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1. Low socioeconomic conditions contribute to the challenges teachers face in advancing student achievement.	4A.1. Create and implement a more in-depth independent reading framework in the classroom where students practice and apply new comprehension strategies over time across all content areas with teacher support and scaffolding.	4A.1. Principal, Asst. Principal, Reading Coach, Reading Teacher, ESE Teacher, Teachers	4A.1. Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support the school wide six core comprehension strategies.	4A.1. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Apopka Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, there will be scheduled grade-level intervention times where the specific student academic needs are addressed, biweekly Saturday tutoring and after school clubs to meet our baseline expectations. In addition, professional learning experiences will be made available for all faculty in order to enhance their understanding and instruction in reading.	2011-2012 had 58% of the lowest 25% of students make learning gains in Reading	2012-2013 will have 61% of the lowest 25% make learning gains in Reading					
			4A.2. Students lack the fundamental schema regarding vocabulary which inhibits their ability to make inferences into the understanding of new words.	4A.2. After school SES and Saturday tutoring opportunities as well as teacher training on Marzano vocabulary lessons.	4A.2. Teachers CRT Literacy Coach OCPS approved vendors	4A.2 Assessments	4A.2. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT
			4A.3. Students need more intensive instructional time on areas of weakness.	4A.3. Students will be given 30 min extra intervention time daily.	4A.3. Principal, Asst. Principal, Reading Coach, Reading Teacher, ESE Teacher, Teachers	4A.3. Assessments	4A.3. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT

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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>Reading Goal #5A:</b>  Our goal is to reduce the achievement gap by 50%. Our baseline data for 2010-2011 was 45% in Reading. Our goal is to have 73% of students at proficiency by 2016-2017.	<b>Baseline data 2010-2011</b>  45% proficiency		46% of students achieved proficiency. Goal was to have 50% achieve proficiency. The goal was not met.	Goal is to have 54% achieving proficiency.	Goal is to have 59% achieving proficiency.	Goal is to have 63% achieving proficiency.	Goal is to have 68% achieving proficiency.	Goal is to have 73% achieving proficiency.
	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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b> <b>Reading Goal #5B:</b>  Apopka Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, there will be scheduled grade-level intervention times where the specific student academic needs are addressed, biweekly Saturday tutoring and after school clubs to meet our baseline expectations. In	<b>2012 Current Level of Performance:*</b> In 2012, White:32% Black:61.5% Hispanic: 55.4% Asian:NA American Indian:NA did not make learning gains in reading	<b>2013 Expected Level of Performance:*</b> In 2013, less than White:29% Black:58.5% Hispanic:52.4% Asian: NA American Indian:NA will not make learning gains in reading.	5B.1. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	5B.1. Identify low performing students and target extra small group intervention times during the day with temporary teacher positions to increase student achievement. Implement a school wide reading intervention/enrichment plan where students are strategically placed and monitored.	5B.1. Principal, Asst. Principal, Reading Teacher, Staffing Specialist, Teachers	5B.1. Review data frequently with RtI team and at data meetings to monitor student progress.  Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support the school wide six core comprehension strategies	5B.1. FCAT Data, FAIR, DRA, Benchmark Testing, Formative Assessments, Summative Assessments	
			5B.2. We enroll a high ESOL population and we have parents who do not speak English therefore, they are unable to help their children with reading and writing.	5B.2. Identify ESOL students who have moved to mainstream classes, plan and implement accommodations for each student and monitor their learning progress.	5B.2. Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers	5B.2. Administer formative assessments frequently and plan for interventions. Attend data meetings to review student data.	5B.2. FCAT Data, FAIR, DRA, Benchmark Testing, Formative Assessments, Summative Assessments	

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<p>addition, professional learning experiences will be made available for all faculty in order to enhance their understanding and instruction in reading.</p>		<p>5B.3. Low socioeconomic conditions contribute to the challenges teachers face in advancing student achievement.</p>	<p>5B.3. Provide before and after school tutoring for selected students which will include the lowest 25% group. Use a computer-based program, Tune Into Reading to increase student achievement.</p> <p>If Title III funds are available for ELL students K-5 from the district, we will also provide additional tutoring beyond the scheduled school tutoring required for all struggling students.</p> <p>Provided biweekly Saturday tutoring that is tailored to meet the specific needs of the individual students.</p>	<p>5B.3. Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers</p>	<p>5B.3. Review data frequently with RtI team, tutor teachers and at data meetings to monitor student progress and make adjustments to instruction as necessary.</p>	<p>5B.3. FAIR, DRA, EDUSOFT BENCHMARK TESTING, Tune into Reading, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT</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. Students lack the schema, or background knowledge, to build new information and skills upon.	5C.1. Provided biweekly Saturday tutoring and ELL specific tutoring two times a week that are designed to meet the individual needs of the specific students. The students will expand their comprehension and fluency by increasing their background knowledge and learn the skills that are essential to becoming successful readers.	5C.1. Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers	5C.1. Assessments	5C.1. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Apopka Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, there will be scheduled grade-level intervention times where the specific student academic needs are addressed, biweekly Saturday tutoring and after school clubs to meet our baseline expectations. In addition, professional learning experiences will be made available for all faculty in order to enhance their understanding and instruction in reading.</p>	62.1% of ELL did not make satisfactory progress in reading.	Less than 59.1% of ELLs will not make satisfactory progress in reading.	5C.2. We enroll a high ESOL population and we have parents who do not speak English therefore, they are unable to help their children with reading and writing.	5C.2. Identify ESOL students who have moved to mainstream classes, plan and implement accommodations for each student and monitor their learning progress.	5C.2. Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers	5C.2. Assessments	5C.2. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT
			5C.3. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	5C.3. Identify low performing students and target extra small group intervention times during the day with temporary teacher positions to increase student achievement. Implement a school wide reading intervention/enrichment plan where students are strategically placed and monitored.	5C.3. Principal, Asst. Principal, Reading Teacher, Staffing Specialist, Teachers	5C.3. Review data frequently with RtI team and at data meetings to monitor student progress.  Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support the school wide six core comprehension strategies	5C.3. FCAT Data, FAIR, DRA, Benchmark Testing, Formative Assessments, Summative Assessments



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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>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Students lack the schema, or background knowledge, to build new information and skills upon.	5D.1. Provided biweekly Saturday tutoring two times a week that are designed to meet the individual needs of the specific students. The students will expand their comprehension and fluency by increasing their background knowledge and learn the skills that are essential to becoming successful readers..	5D.1. Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers	5D.1. Assessments	5D.1. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Apopka Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, there will be scheduled grade-level intervention times where the specific student academic needs are addressed, biweekly Saturday tutoring and after school clubs to meet our baseline expectations. In addition, professional learning experiences will be made available for all faculty in order to enhance their understanding and instruction in reading.	96.2% of SWD did not make satisfactory progress in reading.	Less than 93.2% of SWD will not make satisfactory progress in reading.					
			5D.2. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	5D.2. Identify low performing students and target extra small group intervention times during the day with temporary teacher positions to increase student achievement. Implement a school wide reading intervention/enrichment plan where students are strategically placed and monitored.	5D.2. Principal, Asst. Principal, Reading Teacher, Staffing Specialist, Teachers	5D.2. Review data frequently with RtI team and at data meetings to monitor student progress.  Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support the school wide six core comprehension strategies	5D.2. FCAT Data, FAIR, DRA, Benchmark Testing, Formative Assessments, Summative Assessments
			5D.3. Students lack vocabulary and reading fluency.	5D.3. Purchase Dr. Marzano's <u>Building Academic Vocabulary</u> book for all	5D.3. Principal Asst. Principal CRT	5D.3. Principal requested OCPS create a Casenex course to coincide with and	5D.3. Completion of the Casenex coursework that coincides with the book

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			teachers to perform a book study on.	Literacy team	facilitate the completion of a book study.	study.
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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>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1. Students lack the schema, or background knowledge, to build new information and skills upon.	5E.1. Provided biweekly Saturday tutoring two times a week that are designed to meet the individual needs of the specific students. The students will expand their comprehension and fluency by increasing their background knowledge and learn the skills that are essential to becoming successful readers..	5E.1. Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers	5E.1. Assessments	5E.1. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT
<u>Reading Goal #5E:</u> popka	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Elementary School will implement a successful reading program through offering small reading group instruction throughout the day, there will be scheduled grade-level intervention times where the specific student academic needs are addressed, biweekly Saturday tutoring and after school clubs to meet our baseline expectations. In addition, professional learning experiences will be made available for all faculty in order to enhance their understanding and instruction in reading	61.6% of low socio-economic students did not make learning gains.	Less than 58.6% of low socio-economic students will not make learning gains.					
			5E.2. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	5E.2. Identify low performing students and target extra small group intervention times during the day with temporary teacher positions to increase student achievement. Implement a school wide reading intervention/enrichment plan where students are strategically placed and monitored.	5E.2. Principal, Asst. Principal, Reading Teacher, Staffing Specialist, Teachers	5E.2. Review data frequently with RtI team and at data meetings to monitor student progress.  Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support the school wide six core comprehension strategies	5E.2. FCAT Data, FAIR, DRA, Benchmark Testing, Formative Assessments, Summative Assessments
			5E.3. Students lack vocabulary and reading fluency.	5E.3. Purchase Dr. Marzano's <u>Building Academic Vocabulary</u> book for all	5E.3. Principal Asst. Principal CRT	5E.3. Principal requested OCPS create a Casenex course to coincide with and	5E.3. Completion of the Casenex coursework that coincides with the book

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			teachers to perform a book study on.	Literacy team	facilitate the completion of a book study.	study.
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**Reading Professional Development**

<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.						
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
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
Houghton Mifflin	1st grade 5th grade	District Reading Representative	New Teachers	September 9, 2011	Observation	CRT Literacy Coach Asst. Principal Principal
Lesson Study	Instructional Staff	CRT	School wide	August 2011-June 2012	Observation in PLC meetings	CRT Literacy Coach Asst. Principal Principal
RTI	All Staff	RTI representative	School wide	August 2011-June 2012	Observations in RTI	RTI Team
Destination College	3rd-5th	Destination College Representative.	3rd-5th	August 2011-June 2012	Observation	Teachers CRT Principal Asst. Principal
FAIR	K-5	Reading Coach	New Teachers	September 2011	Observation	Literacy Coach
ESOL 300 hour Endorsement	K-5	District Personnel	Teachers	August 2011-June 2012	Observation	CRT Instructional Coach
Train teachers in communication strategies to parents to support student progress in reading at home.	K-5	Reading Coach,CCT,Media Specialists, CRT	Teachers	August 2011-June 2012	Observation	Literacy Coach Media Specialists CRT

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Train teachers how to select appropriate materials for instruction based on results of individual student assessments	K-5	Principal Asst. Principal Reading Coach CCT CRT	Teachers	August 2011-June 2012	Observation	Principal Asst. Principal Literacy Coach
DRA Training	Grades 4/5	Reading Coach, Principal	Teachers in grades 4/5, ESE Teacher, Reading Teacher	August 31, 2011 & September 7, 2011	Turn in a class list of completed DRA scores. Analyze results and review completed DRA documentation.	Principal, Asst. Principal, Reading Coach, Reading Council Team
DRA Refresher Training	Grades K-3	Select Reading Council Team Members, Reading Teacher	Teachers in grades K-3, ESE Teacher	August 31, 2011 & September 7, 2011	Turn in a class list of completed DRA scores. Analyze results and review completed DRA documentation.	Principal, Asst. Principal, Reading Coach, Reading Council Team
Creating a Reading Environment	All Grades	Reading Coach, Principal	School wide	For 4 weeks during planning time/early release Wednesdays	Bring teacher/student evidence of comprehension strategy being studied.	Principal/Reading Coach/Reading Council/Literacy Leadership Council
Barriers to Student Learning	All Grades	Principal, Reading Coach	School wide	August 30, 2011 & September 14, 2011	SIP Monitoring Work	Principal,Asst. Principal /Instructional Staff
Data Analysis of FAIR	All Grades	Principal/RtI Team/ Teachers	School wide	3 times/year right after administration of test	Monitor progress of instruction and review data at planning time/early release Wednesdays to determine effectiveness.	Principal/Asst. Principal/RtI Leadership Team/Teachers
Response to Instruction/ Intervention Training	All Grades	RtI Coach/RtI Leadership Team/District RtI Personnel	School wide	Early release Wednesdays monthly or when needed	RtI Data Review	Principal/Asst. Principal/RtI Leadership Team
Data Analysis of DRA/Read 180 /SuccessMaker/ Tune into Reading	All Grades/ Selected Grades	Principal/RtI Team, Teachers	School wide and Selected Grade Levels	At least bi-monthly during planning time	Monitor progress of instruction and review data at planning time/early release Wednesdays to determine effectiveness.	Principal/ Asst. Principal/Tutor Teachers/Computer Teacher
Lesson Study – Developing Norms and Procedures	All Grades	Reading Coach /Principal	School wide	Meet monthly during planning time	Meet to discuss observations and do reflections on lessons delivered	Principal/Asst. Principal /Reading Coach/Teachers
Monitoring Comprehension	All Grades	Reading Coach, Principal	School wide	For 2 weeks during planning time	Bring teacher/student evidence of comprehension strategy being studied.	Principal/Reading Coach/Reading Council/Literacy Leadership Council
Lesson Study Training	5 <sup>th</sup> Grade	School-based Lesson Study	5 <sup>th</sup> Grade	End of September through Mid-October, 2011	Follow up Reflection meetings/Debrief on sessions	Lesson Study Facilitators /Principal/ 5 <sup>th</sup> Grade Teachers

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		Facilitators /Principal			observed	
Activate and Connect - Comprehension Strategy	All Grades	Reading Coach, Principal	School wide	For 4 weeks during planning time	Bring teacher/student evidence of comprehension strategy being studied.	Principal/Reading Coach/Reading Council/Literacy Leadership Council
Visualizing - Comprehension Strategy	All Grades	Reading Coach, Principal	School wide	For 3 weeks during planning time	Bring teacher/student evidence of comprehension strategy being studied.	Principal/Reading Coach/Reading Council/Literacy Leadership Council
Asking Questions- Comprehension Strategy	All Grades	Reading Coach, Principal	School wide	For 4 weeks during planning time	Bring teacher/student evidence of comprehension strategy being studied.	Principal/Reading Coach/Reading Council/Literacy Leadership Council
Infer Meaning- Comprehension Strategy	All Grades	Reading Coach, Principal	School wide	For 5 weeks during planning time	Bring teacher/student evidence of comprehension strategy being studied.	Principal/Reading Coach/Reading Council/Literacy Leadership Council
Determine Importance- Comprehension Strategy	All Grades	Reading Coach, Principal	School wide	For 5 weeks during planning time	Bring teacher/student evidence of comprehension strategy being studied.	Principal/Reading Coach/Reading Council/Literacy Leadership Council
Summarize & Synthesize – Comprehension Strategy	All Grades	Reading Coach, Principal	School wide	For 5 weeks during planning time	Bring teacher/student evidence of comprehension strategy being studied.	Principal/Reading Coach/Reading Council/Literacy Leadership Council
Book Study – Dr. Marzano’s Building Academic Vocabulary	All Grades	Reading Coach, Principal, Casenex	School wide	Entire year	Casenex online course will drive instruction, feedback and	Principal/Reading Coach/Reading Council/Literacy Leadership Council
Marzano Design Question (1,2,5,7,8) training	All Grades	Principal, Assistant Principal, CRT and coaches.	School wide	Entire year	Observations and evaluations.	Principal, Assistant Principal.

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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)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
Monitoring Comprehension of all students' individual reading level more frequently to give timely and accurate interventions	Developmental Reading Assessment for all grades and benchmark/FAIR summative data	General Fund	\$0 as the DRA kits and assessments are provided to the school.
Increase reading levels of average to high students – Individually-paced software program	SuccessMaker Software Program	General Fund	Yearly Renewal license Fee
Utilize instructional coaches to assist the teachers in data analysis and in developing highly effective, rigorous lessons.	Reading Coach, and four Instructional Coaches were hired.	Title I Funds General Fund (Reading Coach)	\$58,229 X 4 = \$232,916
Book study to increase vocabulary literacy and the subsequent reading scores.	Building Academic Vocabulary and district Casenex.	General Fund	\$1105
			<b>Subtotal: \$234,021</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Individualized professional development for classroom teachers focused on effective use of available technology in the classroom setting to increase reading instruction effectiveness.	Utilization of available staff members, who have demonstrated technological proficiency, to train other staff members.	General Fund	Included in teacher pay, \$0 additional dollars spent.
Various computerized programs that track and adjust to the individual learning needs of the students.	OCPS has purchased district resources (Imagine Learning Computerized Program) and allowed AES to utilize them with our students. AES has also purchased additional programs (SuccessMaker, Read180)	General Fund	Encumbered in previous year's budget.
To increase the technological capabilities, and update some of our 8+ year old computers, we are receiving newer computers and LCD projectors from another OCPS school that has undergone construction.	AES has received approximately 50 computers that are more advanced than some of our current models.	Free	Free

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<b>Subtotal:\$0</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Individualized professional development for classroom teachers focused on effective use of available technology in the classroom setting to increase reading instruction effectiveness.	Utilization of available staff members, who have demonstrated technological proficiency, to train other staff members.	General Fund	Included in teacher pay, \$0 additional dollars spent.
Different grade levels have requested and received different reading curriculum materials based upon the needs of their grade level students. K-2 chose materials to assist them in adapting Common Core ideals and rigor into their teaching and instructional calendar.	Different materials were chosen for different grade levels, such as: Reading Literacy Kits for 1 and 2 grades.	General Fund	\$5761.80
Saturday tutoring for struggling students throughout the year	Teachers as facilitators and bus transportation	SAI Funds	\$8000
Teacher training on Lesson Study, Academic Calendars, Data Analyzation, and creation of highly effective lessons to coordinate with Common Core.	Substitutes to afford teachers the opportunity to	Title II	\$2100
			<b>Subtotal: \$15861.80</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:\$0</b>
			<b>Total: \$249,882.80</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]).

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in listening/speaking.</b>		1.1. Many of our students come to our school not speaking any English or come from a family of non-English speakers.	1.1. • Offer Sheltered Instruction and Basic Mainstream Program Models. Sheltered supports are Non English Speakers and Limited English Speakers at the Beginning and Low Intermediate Levels • Bilingual Paraprofessional supports students • Imagine Learning Computerized Program will be used with our ELL students to support Language and Reading skills • IMS Training – Teachers will have ELL strategies and data available on IMS • CCT will complete a training with teachers on using CELLA data to determine ELL strategies • We will have a (Multilingual Student Education Services) MSES Resource Teacher visit Apopka E.S. once a week to support teachers and ELL students. • Our Instructional Resource Teachers will work with struggling students including ELL Students	1.1. Principal, Asst. Principal, CCT, CRT, Instructional Coaches, Reading Teacher, Teachers	1.1. Review data frequently with RtI team, CCT, instructional coaches and PLC team, as well as at data meetings to monitor student progress.	1.1. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT and CELLA testing information.
CELLA Goal #1: Apopka Elementary School will increase the percentage of students that are proficient in Listening/Speaking, who are tested on the CELLA exam, by 3%.	2012 Current Percent of Students Proficient in Listening/Speaking: 48% of our current ELL population that were CELLA tested was proficient in Listening/Speaking.					
		1.2. Many of our ELL students do not have the background experiences or schema to relate new information to.	1.2. • Offer Sheltered Instruction and Basic Mainstream Program Models. Sheltered supports are Non English Speakers and Limited English Speakers at the Beginning and Low Intermediate Levels • Bilingual Paraprofessional supports students • Imagine Learning	1.2. Principal, Asst. Principal, CRT, CCT, Instructional Coaches, Reading Teacher, Teachers	1.2. Review data frequently with RtI team, CCT, instructional coaches and PLC team, as well as at data meetings to monitor student progress.	1.2. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT and CELLA testing information.

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			Computerized Program will be used with our ELL students to support Language and Reading skills <ul style="list-style-type: none"> <li>We will have a (Multilingual Student Education Services) MSES Resource Teacher visit Apopka E.S. once a week to support teachers and ELL students.</li> <li>Our Instructional Resource Teachers will work with struggling students including ELL Students</li> </ul>			
		1.3. Many of our families of ELL have difficulty communicating with their child's teacher or don't feel comfortable coming to the school.	1.3. AES will host many nights dedicated to building the bond between the families of ELL and the school. AES has many staff members who are bilingual and can act as translators so the parent and the teacher can communicate. All important information will be available in multiple languages such as: newsletters, Student Code of Conduct and teacher letters home.	1.3. Principal, Asst. Principal, CRT, CCT, Instructional Coaches, Reading Teacher, Teachers	1.3. Keep track of attendance of families of ELL at all events to ensure adequate communication is being given.	1.3. Sign-in sheets for events as well as surveys.
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. Many of our students come to our school not speaking any English or come from a family of non-English speakers.	2.1. Offer Sheltered Instruction and Basic Mainstream Program Models. Sheltered supports are Non English Speakers and Limited English Speakers at the Beginning and Low Intermediate Levels <ul style="list-style-type: none"> <li>Bilingual Paraprofessional supports students</li> <li>Imagine Learning</li> </ul> Computerized Program will be used with our ELL students to support Language and Reading skills <ul style="list-style-type: none"> <li>IMS Training – Teachers will have ELL strategies and data available on IMS</li> <li>CCT will complete a training with teachers on using CELLA data to determine ELL strategies</li> </ul>	2.1. Principal, Asst. Principal, CCT, CRT, Instructional Coaches, Reading Teacher, Teachers	2.1. Review data frequently with RtI team, CCT, instructional coaches and PLC team, as well as at data meetings to monitor student progress.	2.1. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT and CELLA testing information.
<b>CELLA Goal #2:</b> Apopka Elementary School will increase the percentage of students that are proficient in Reading, who are tested on the CELLA exam, by 3%.	<b>2012 Current Percent of Students Proficient in Reading:</b>  33% of our current ELL population that were CELLA tested was proficient in Reading.					

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			<ul style="list-style-type: none"> <li>We will have a (Multilingual Student Education Services) MSES Resource Teacher visit Apopka E.S. once a week to support teachers and ELL students.</li> <li>Our Instructional Resource Teachers will work with struggling students including ELL Students</li> </ul>			
		<p>2.2. Many of our ELL students do not have the background experiences or Schema to relate new information to.</p>	<p>2.2. Offer Sheltered Instruction and Basic Mainstream Program Models. Sheltered supports are Non English Speakers and Limited English Speakers at the Beginning and Low Intermediate Levels</p> <ul style="list-style-type: none"> <li>Bilingual Paraprofessional supports students</li> <li>Imagine Learning Computerized Program will be used with our ELL students to support Language and Reading skills</li> <li>IMS Training – Teachers will have ELL strategies and data available on IMS</li> <li>CCT will complete a training with teachers on using CELLA data to determine ELL strategies</li> <li>We will have a (Multilingual Student Education Services) MSES Resource Teacher visit Apopka E.S. once a week to support teachers and ELL students.</li> <li>Our Instructional Resource Teachers will work with struggling students including ELL Students</li> </ul>	<p>2.2. Principal, Asst. Principal, CRT, CCT, Instructional Coaches, Reading Teacher, Teachers</p>	<p>2.2. Review data frequently with RtI team, CCT, instructional coaches and PLC team, as well as at data meetings to monitor student progress.</p>	<p>2.2. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT and CELLA testing information.</p>
		<p>2.3. Many of our families of ELL have difficulty communicating with their child's teacher or don't feel comfortable coming to the school.</p>	<p>2.3. AES will host many nights dedicated to building the bond between the families of ELL and the school. AES has many staff members who are bilingual and can act as translators so the parent and the teacher can communicate. All important information will be available in multiple languages</p>	<p>2.3. Principal, Asst. Principal, CRT, CCT, Instructional Coaches, Reading Teacher, Teachers</p>	<p>2.3. Keep track of attendance of families of ELL at all events to ensure adequate communication is being given.</p>	<p>2.3. Sign-in sheets for events as well as surveys.</p>

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			such as: newsletters, Student Code of Conduct and teacher letters home.			
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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>		3.1. Many of our students come to our school not speaking any English or come from a family of non-English speakers.	3.1. Offer Sheltered Instruction and Basic Mainstream Program Models. Sheltered supports are Non English Speakers and Limited English Speakers at the Beginning and Low Intermediate Levels <ul style="list-style-type: none"> <li>Bilingual Paraprofessional supports students</li> <li>Imagine Learning Computerized Program will be used with our ELL students to support Language and Reading skills</li> <li>IMS Training – Teachers will have ELL strategies and data available on IMS</li> <li>CCT will complete a training with teachers on using CELLA data to determine ELL strategies</li> <li>We will have a (Multilingual Student Education Services) MSES Resource Teacher visit Apopka E.S. once a week to support teachers and ELL students.</li> <li>Our Instructional Resource Teachers will work with struggling students including ELL Students</li> </ul>	3.1. Principal, Asst. Principal, CCT, CRT, Instructional Coaches, Reading Teacher, Teachers	3.1. Review data frequently with RtI team, CCT, instructional coaches and PLC team, as well as at data meetings to monitor student progress.	3.1. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT and CELLA testing information.
<b>CELLA Goal #3:</b> Apopka Elementary School will increase the percentage of students that are proficient in writing, who are tested on the CELLA exam, by 3%.	2012 Current Percent of Students Proficient in Writing : 24% of our current ELL population that were CELLA tested was proficient in Writing.	3.2. Many of our ELL students do not have the background experiences or Schema to relate new information to.	3.2. Offer Sheltered Instruction and Basic Mainstream Program Models. Sheltered supports are Non English Speakers and Limited English Speakers at the Beginning and Low Intermediate Levels <ul style="list-style-type: none"> <li>Bilingual Paraprofessional supports students</li> <li>Imagine Learning Computerized Program will be used with our ELL students to support Language and Reading skills</li> <li>IMS Training – Teachers will have ELL strategies and data available on IMS</li> </ul>	3.2. Principal, Asst. Principal, CRT, CCT, Instructional Coaches, Reading Teacher, Teachers	3.2. Review data frequently with RtI team, CCT, instructional coaches and PLC team, as well as at data meetings to monitor student progress.	3.2. FAIR, DRA, EDUSOFT BENCHMARK TESTING, SuccessMaker, Read 180, Formative Assessments, Summative Assessments, FCAT and CELLA testing information.

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			<ul style="list-style-type: none"> <li>• CCT will complete a training with teachers on using CELLA data to determine ELL strategies</li> <li>• We will have a (Multilingual Student Education Services) MSES Resource Teacher visit Apopka E.S. once a week to support teachers and ELL students.</li> <li>• Our Instructional Resource Teachers will work with struggling students including ELL Students</li> </ul>			
		<p>3.3. Many of our families of ELL have difficulty communicating with their child's teacher or don't feel comfortable coming to the school.</p>	<p>3.3. AES will host many nights dedicated to building the bond between the families of ELL and the school. AES has many staff members who are bilingual and can act as translators so the parent and the teacher can communicate. All important information will be available in multiple languages such as: newsletters, Student Code of Conduct and teacher letters home.</p>	<p>3.3. Principal, Asst. Principal, CRT, CCT, Instructional Coaches, Reading Teacher, Teachers</p>	<p>3.3. Keep track of attendance of families of ELL at all events to ensure adequate communication is being given.</p>	<p>3.3. Sign-in sheets for events as well as surveys.</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
A CT was hired to administer testing, elicit parental/community support for our ELL students, plan PLC nights for parents, provide training and support to teachers.	A full time CT position was created and a highly competent individual was hired.	1/2 CT position – General Fund 1/2 CT position – General Fund for reading.	\$58,229
A seven hour bilingual ELL para-professional was hired to work with small intervention and remediation groups within the classrooms to aid in English language acquisition.	A seven hour bilingual ELL para-professional was hired	General fund	\$26,677.40

**Subtotal: \$84,906.40**

Technology

Strategy	Description of Resources	Funding Source	Amount
Have a computerized reading intervention program that assists students in English language acquisition that adjusts to their individual needs as an ELL reader and learner.	A computer software was purchased from the district and given to AES (Imagine Learning).	Free from District	\$0

**Subtotal:\$0**

Professional Development

Strategy	Description of Resources	Funding Source	Amount
ESOL endorsement training.	All of our teachers of ELL (especially the sheltered classroom teachers) will have ESOL endorsements.	County professional development.	\$0
CT will complete a training with teachers on using CELLA data to determine ELL strategies	Full time CT on staff.	See above	\$0

**Subtotal:\$0**

Other

Strategy	Description of Resources	Funding Source	Amount
NA			

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	<b>Subtotal:\$0</b>
	<b>Total: 84,906.40</b>

*End of CELLA Goals*



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**Elementary School Mathematics Goals**

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

<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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	1A.1. Identify low performing students and target extra small group intervention times during the day to increase student achievement.  Implement a school wide math intervention/enrichment plan where students are strategically placed and monitored.	1A.1. Principal, Asst. Principal, Staffing Specialist, Teachers	1A.1. Review data frequently with RtI team and at data meetings to monitor student progress.  Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support struggling students.	1A.1. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
<b>Mathematics Goal</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
#1A:  Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.	28% (94/334) of students taking the 2012 FCAT received a score of 3.	31% (104/330) of students taking the 2013 FCAT will receive a score of 3.					
			1A.2. Many students are at low levels of achievement in mathematics. They need more hands on, concrete learning experiences.	1A.2. All students will use a problem solving computer-based program called ST Math for 90 minutes per week to increase their skills in mathematics. This program uses a non-linguistic approach to mathematics learning that is specifically tailored to meet their individual needs.	1A.2. Principal, Asst. Principal, Tech. Support Rep., Teachers, Computer Teacher	1A.2. Review data frequently with RtI team and at data meetings to monitor student progress.  Students will chart individual progress in data notebooks and celebrate learning gains.	1A.2. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
			1A.3. Time for extra assistance in math	1A.3. The teachers will utilize math centers to work with small groups of students that will receive additional instruction during the 60min math block. The small groups will be arranged based upon the most recent data available.	1A.3. CRT Principal Asst. Principal	1A.3. Assessments  Classroom Assessments	1A.3. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1. Many students are at low levels of achievement in mathematics. They require	1B.1. All students will use a problem solving computer-based program called ST Math for 90	1B.1. Principal, Asst. Principal, Tech. Support Rep., Teachers, Computer Teacher	1B.1. Review data frequently with RtI team and at data meetings to monitor student	1B.1. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments,

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<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><b>#1B:</b> Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.</p>	<p>75% (3/4) of students who took the 2012 FAA scored a 4, 5 or 6.</p>	<p>100% (4/4) of students taking the 2013 FAA will score a 4 or higher.</p>	<p>instruction that is tailored to their specific needs.</p>	<p>minutes per week to increase their skills in mathematics. This program uses a non-linguistic approach to mathematics learning that is designed to meet the specific needs of the individual students.</p>		<p>progress.</p>	<p>Summative Assessments, FASTT Math</p>
			<p>IB.2. Time for extra assistance in math.</p>	<p>IB.2. The teachers will utilize math centers to work with small groups of students that will receive enrichment or remediation instruction and activities during the 60min math block. The small groups will be arranged based upon the most recent data available.</p>	<p>IB.2. CRT Principal Asst. Principal</p>	<p>IB.2. Assessments Classroom Assessments</p>	<p>IB.2. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math</p>
			<p>IB.3. Students have difficulty retaining new mathematical concepts.</p>	<p>IB.3. Teachers use repetition as a teaching strategy, lessons are modified based upon student performance.</p>	<p>IB.3.</p>	<p>IB.3.</p>	<p>IB.3. EQUALS curriculum worksheets Teacher observation with learning goals and scales IEP conferences and goals</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2A.1. Many of these higher performing students can decrease in performance if they are not challenged and actively engaged.	2A.1. Implement a school wide math intervention/enrichment plan where students are strategically placed in groups and monitored.	2A.1. Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers and Computer Teacher.	2A.1. StMath Reports, SuccessMaker data and classroom data will be used to determine intervention/enrichment placement. Focus for instruction will include high level problem solving lessons.	2A.1. Formative Assessments, Summative Assessments , SuccessMaker and ST Math Reports
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.	19% (64/334) of students taking the 2012 FCAT received above a score of 3.	22% (73/330) of students taking the 2013 FCAT will receive above a score of 3.					
			2A.2. Many of these higher performing students can decrease in performance if they are not challenged and actively engaged.	2A.2. Implement ST Math, a computer-based program, to enhance individual learning progress and advanced problem solving problems. The teachers will utilize math centers to work with small groups of students that will receive enrichment instruction and activities during the 60min math block. The small groups will be arranged based upon the most recent data available.	2A.2. Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers and Computer Teacher.	2A.2. StMath Reports, SuccessMaker data and classroom data will be used to determine intervention/enrichment placement. Focus for instruction will include high level problem solving lessons.	2A.2. Formative Assessments, Summative Assessments , SuccessMaker and ST Math Reports
			2A.3 Maintaining and increasing number of student scoring at a level 4 or 5.	2A.3 PLCs will analyze and discuss student data to determine individual student strengths and areas that they receive enrichment activities/instruction to attain greater depth of understanding.	2A.3 Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers and Computer Teacher.	2A.3 StMath Reports, SuccessMaker data and classroom data will be used to determine intervention/enrichment placement. Focus for instruction will include high level problem solving lessons.	2A.3 Formative Assessments, Summative Assessments , SuccessMaker and ST Math Reports
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2B.1. Many of these high performing students can decrease in performance if they are not challenged and actively engaged.	2B.1. Implement StMath, a computer-based program, to enhance individual learning progress and advanced problem solving problems	2B.1. Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers and Computer Teacher.	2B.1. StMath Reports, SuccessMaker data and classroom data will be used to determine intervention/enrichment placement. Focus for instruction will include high level problem solving lessons.	2B.1. Formative Assessments, Summative Assessments , SuccessMaker and ST Math Reports
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase by 3% - Students Who Become Fluent in Math Operations.	0% (0/5) of students scored at a	17% (1/6) of students will score at a					

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<p>Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.</p>	Level 7 in Math.	Level 7 in Math.					
			<p>2B.2. All students need to be constantly monitored to ensure that they are performing to the potential.</p>	<p>2B.2. The teachers will utilize math centers to work with small groups of students that will receive enrichment instruction and activities during the 60min math block. The small groups will be arranged based upon the most recent data available.</p>	<p>2B.2. Principal, Asst. Principal, CRT, Instructional Coaches, Reading Teacher, Teachers and Computer Teacher.</p>	<p>2B.2. StMath Reports, SuccessMaker data and classroom data will be used to determine intervention/enrichment placement. Focus for instruction will include high level problem solving lessons.</p>	<p>2B.2. Formative Assessments, Summative Assessments , SuccessMaker and ST Math Reports</p>
			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
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3B.1. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	3B.1. Identify low performing students and target extra small group intervention times during the day to increase student achievement. Implement a school wide math intervention/enrichment plan where students are strategically placed and monitored.	3B.1. Principal, Asst. Principal, Staffing Specialist, Teachers	3B.1. Review data frequently with RTI team and at data meetings to monitor student progress.  Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support struggling students.	3B.1. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
<u>Mathematics Goal</u> #3A: Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.	<u>2012 Current Level of Performance:*</u> For the 2012 FCAT, 64% (214/334) of students made Learning Gains in Mathematics.	<u>2013 Expected Level of Performance:*</u> For the 2013 FCAT, 67% (221/330) of students will make Learning Gains in Mathematics.					
			3B.3. Many students are at low levels of achievement in mathematics. They require instruction that is tailored to their specific needs.	3B.3. All students will use a problem solving computer-based program called ST Math for 90 minutes per week to increase their skills in mathematics. This program uses a non-linguistic approach to mathematics learning that is designed to meet the specific needs of the individual students. Also, before school math tutoring will be available to all students requiring extra assistance.	3B.2. Principal, Asst. Principal, Tech. Support Rep., Teachers, Computer Teacher	3B.2. Review data frequently with RTI team and at data meetings to monitor student progress.	3B.2. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
			3B.3. Time for extra assistance in math	3B.3. The teachers will utilize math centers to work with small groups of students that will receive enrichment or remediation instruction and activities during the 60min math block. The small groups will be arranged based upon the most recent data available.	3B.3. CRT Principal Asst. Principal	3B.3. Assessments  Classroom Assessments	3B.3. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	3B.1. Identify low performing students and target extra small group intervention times during the day to increase student achievement. Implement a school wide math	3B.1. Principal, Asst. Principal, Staffing Specialist, Teachers	3B.1. Review data frequently with RTI team and at data meetings to monitor student progress.  Professional development	3B.1. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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<p>Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.</p>	<p>100% (5/5) of students made Learning Gains in Reading.</p>	<p>100% (6/6) of students will make Learning Gains in Reading.</p>		<p>intervention/enrichment plan where students are strategically placed and monitored.</p>		<p>sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support struggling students.</p>	
			<p>3B.2. Many students are at low levels of achievement in mathematics. They require instruction that is tailored to their specific needs.</p>	<p>3B.2. All students will use a problem solving computer-based program called ST Math for 90 minutes per week to increase their skills in mathematics. This program uses a non-linguistic approach to mathematics learning that is designed to meet the specific needs of the individual students. Also, before school math tutoring will be available to all students requiring extra assistance.</p>	<p>3B.2. Principal, Asst. Principal, Tech. Support Rep., Teachers, Computer Teacher</p>	<p>3B.2. Review data frequently with RTI team and at data meetings to monitor student progress.</p>	<p>3B.2. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math</p>
			<p>3B.3. Time for extra assistance in math</p>	<p>3B.3. The teachers will utilize math centers to work with small groups of students that will receive enrichment or remediation instruction and activities during the 60min math block. The small groups will be arranged based upon the most recent data available.</p>	<p>3B.3. CRT Principal Asst. Principal</p>	<p>3B.3. Assessments Classroom Assessments</p>	<p>3B.3. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	4A.1. Identify low performing students and target extra small group intervention times during the day to increase student achievement. Implement a school wide math intervention/enrichment plan where students are strategically placed and monitored.	4A.1. Principal, Asst. Principal, Staffing Specialist, Teachers	4A.1. Review data frequently with RTI team and at data meetings to monitor student progress.  Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support struggling students.	4A.1. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
<b>Mathematics Goal #4:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.	In 2012, 58.8% of the lowest 25% made Learning Gains.	In 2013, 61.8% of the lowest 25% made Learning Gains.					
			4A.2. Many students are at low levels of achievement in mathematics. They require instruction that is tailored to their specific needs.	4A.2. All students will use a problem solving computer-based program called ST Math for 90 minutes per week to increase their skills in mathematics. This program uses a non-linguistic approach to mathematics learning that is designed to meet the specific needs of the individual students. Also, before school math tutoring will be available to all students requiring extra assistance.	4A.2. Principal, Asst. Principal, Tech. Support Rep., Teachers, Computer Teacher	4A.2. Review data frequently with RTI team and at data meetings to monitor student progress.	4A.2. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
			4A.3. Time for extra assistance in math	4A.3. The teachers will utilize math centers to work with small groups of students that will receive enrichment or remediation instruction and activities during the 60min math block. The small groups will be arranged based upon the most recent data available.	4A.3. CRT Principal Asst. Principal	4A.3. Assessments  Classroom Assessments	4A.3. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math

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

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>  44% achieved proficiency		47% of students achieved proficiency. Goal was to have 49% achieve proficiency. The goal was not met.	Goal is to have 53% achieving proficiency.	Goal is to have 58% achieving proficiency.	Goal is to have 63% achieving proficiency.	Goal is to have 67% achieving proficiency.	Goal is to have 72% achieving proficiency.
	<b>Mathematics Goal #5A:</b> Our goal is to reduce the achievement gap by 50%. Our baseline data for 2010-2011 was 44% in Math. Our goal is to have 72% of students at proficiency by 2016-2017.							
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>			5B.1. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	5B.1. Identify low performing students and target extra small group intervention times during the day to increase student achievement. Implement a school wide math intervention/enrichment plan where students are strategically placed and monitored.	5B.1. Principal, Asst. Principal, Staffing Specialist, Teachers	5B.1. Review data frequently with RtI team and at data meetings to monitor student progress.  Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support struggling students.	5B.1. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math	
<b>Mathematics Goal #5B:</b>  Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>						
	White: 38.7% Black: 62.4% Hispanic: 54.5% Asian: NA American Indian: NA	Less than: White: 35.7% Black: 59.5% Hispanic: 51% Asian: NA American Indian: NA will not make satisfactory progress in math.	5B.2. Many students are at low levels of achievement in mathematics. They require instruction that is tailored to their specific needs.	5B.2. All students will use a problem solving computer-based program called ST Math for 90 minutes per week to increase their skills in mathematics. This program uses a non-linguistic approach to mathematics learning that is designed to meet the specific needs of the individual students. Also, before school math tutoring will be available to all students requiring extra assistance.	5B.2. Principal, Asst. Principal, Tech. Support Rep., Teachers, Computer Teacher	5B.2. Review data frequently with RtI team and at data meetings to monitor student progress.	5B.2. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math	

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		5B.3. Time for extra assistance in math	5B.3. The teachers will utilize math centers to work with small groups of students that will receive enrichment or remediation instruction and activities during the 60min math block. The small groups will be arranged based upon the most recent data available.	5B.3. CRT Principal Asst. Principal	5B.3. Assessments  Classroom Assessments	5B.3. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	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 mathematics.</b>			5C.1. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	5C.1. Identify low performing students and target extra small group intervention times during the day to increase student achievement. Implement a school wide math intervention/enrichment plan where students are strategically placed and monitored.	5C.1. Principal, Asst. Principal, Staffing Specialist, Teachers	5C.1. Review data frequently with RTI team and at data meetings to monitor student progress.  Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support struggling students.	5C.1. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
<b>Mathematics Goal #5C:</b>  Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.	<b>2012 Current Level of Performance:*</b>  59.8% of ELL students did not make satisfactory progress in 2012 Math.	<b>2013 Expected Level of Performance:*</b>  Less than 56.8% of ELL students did not make satisfactory progress in 2013 Math.					
			5C.2. Many students are at low levels of achievement in mathematics. They require instruction that is tailored to their specific needs.	5C.2. All students will use a problem solving computer-based program called ST Math for 90 minutes per week to increase their skills in mathematics. This program uses a non-linguistic approach to mathematics learning that is designed to meet the specific needs of the individual students. Also, before school math tutoring will be available to all students requiring extra assistance.	5C.2. Principal, Asst. Principal, Tech. Support Rep., Teachers, Computer Teacher	5C.2. Review data frequently with RTI team and at data meetings to monitor student progress.	5C.2. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
			5C.3. Time for extra assistance in math	5C.3. The teachers will utilize math centers to work with small groups of students that will receive enrichment or remediation instruction and activities during the 60min math block. The small groups will be arranged based upon the most recent data available.	5C.3. CRT Principal Asst. Principal	5C.3. Assessments  Classroom Assessments	5C.3. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
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>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1. As one of several receiving schools for various district student transfers, we enroll many new	5D.1. Identify low performing students and target extra small group intervention times during the	5D.1. Principal, Asst. Principal, Staffing Specialist, Teachers	5D.1. Review data frequently with RTI team and at data meetings to monitor student	5D.1. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments,

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.</p>	<p>In 2012, 80.8% of SWD did not make satisfactory progress in Math.</p>	<p>In 2013, less than 73.8% of SWD did not make satisfactory progress in Math.</p>	<p>students every year, therefore, we do not have data to determine who they are as learners.</p>	<p>day to increase student achievement. Implement a school wide math intervention/enrichment plan where students are strategically placed and monitored.</p>		<p>progress. Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support struggling students.</p>	<p>Summative Assessments, FASTT Math</p>
		<p>5D.2. Many students are at low levels of achievement in mathematics. They require instruction that is tailored to their specific needs.</p>	<p>5D.2. All students will use a problem solving computer-based program called ST Math for 90 minutes per week to increase their skills in mathematics. This program uses a non-linguistic approach to mathematics learning that is designed to meet the specific needs of the individual students. Also, before school math tutoring will be available to all students requiring extra assistance.</p>	<p>5D.2. Principal, Asst. Principal, Tech. Support Rep., Teachers, Computer Teacher</p>	<p>5D.2. Review data frequently with RtI team and at data meetings to monitor student progress.</p>	<p>5D.2. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math</p>	
		<p>5D.3. Time for extra assistance in math.</p>	<p>5D.3. The teachers will utilize math centers to work with small groups of students that will receive enrichment or remediation instruction and activities during the 60min math block. The small groups will be arranged based upon the most recent data available.</p>	<p>5D.3. CRT Principal Asst. Principal</p>	<p>5D.3. Assessments Classroom Assessments</p>	<p>5D.3. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math</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>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1. As one of several receiving schools for various district student transfers, we enroll many new students every year, therefore, we do not have data to determine who they are as learners.	5E.1. Identify low performing students and target extra small group intervention times during the day to increase student achievement. Implement a school wide math intervention/enrichment plan where students are strategically placed and monitored.	5E.1. Principal, Asst. Principal, Staffing Specialist, Teachers	5E.1. Review data frequently with RTI team and at data meetings to monitor student progress.  Professional development sessions will provide opportunities for teachers to learn new strategies and pedagogies necessary to support struggling students.	5E.1. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.	In 2012, 60.4% of free and reduced lunch students did not make satisfactory progress in math.	In 2013, less than 57% of free and reduced lunch students will not make satisfactory progress in math.					
			5E.2. Many students are at low levels of achievement in mathematics. They require instruction that is tailored to their specific needs.	5E.2. All students will use a problem solving computer-based program called ST Math for 90 minutes per week to increase their skills in mathematics. This program uses a non-linguistic approach to mathematics learning that is designed to meet the specific needs of the individual students. Also, before school math tutoring will be available to all students requiring extra assistance.	5E.2. Principal, Asst. Principal, Tech. Support Rep., Teachers, Computer Teacher	5E.2. Review data frequently with RTI team and at data meetings to monitor student progress.	5E.2. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
			5E.3. Time for extra assistance in math.	5E.3. The teachers will utilize math centers to work with small groups of students that will receive enrichment or remediation instruction and activities during the 60min math block. The small groups will be arranged based upon the most recent data available.	5E.3. CRT Principal Asst. Principal	5E.3. Assessments  Classroom Assessments	5E.3. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math

*End of Elementary School Mathematics Goals*

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

**Middle School Mathematics Goals**

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

<b>Middle School 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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			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</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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 mathematics.</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal</u> #2A: N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<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</u> #2B: N/A	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:  N/A	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<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</u> #3B:  N/A	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.



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

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>  <u>Mathematics Goal #5A:</u>  <b>N/A</b>	<b>Baseline data 2010-2011</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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>  <u>Mathematics Goal #5B:</u>  <b>N/A</b>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	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 mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal #5C:</u>  <b>N/A</b>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			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
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal #5D:</u>  <b>N/A</b>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E:  <b>N/A</b>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Middle School Mathematics Goals*

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

**Florida Alternate Assessment High School Mathematics Goals**

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

<b>High School 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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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 Algebra 1.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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>3A. In six years, school will reduce their achievement gap by 50%.</b>  Algebra 1 Goal #3A:  <b>N/A</b>	<b>Baseline data 2010-2011</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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b> Algebra 1 Goal #3B:  <b>N/A</b>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<b>N/A</b>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Algebra 1 EOC Goals*

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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 Geometry.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017													
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  Geometry Goal #3A:  <b>N/A</b>	<b>Baseline data 2011-2012</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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool													
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>  Geometry Goal #3B:  <b>N/A</b>	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> <tr> <td>White:</td> <td>White:</td> </tr> <tr> <td>Black:</td> <td>Black:</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	White:	White:	Black:	Black:	Hispanic:	Hispanic:	Asian:	Asian:	American Indian:	American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
		2012 Current Level of Performance:*	2013 Expected Level of Performance:*																	
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>																		
	White:	White:																		
Black:	Black:																			
Hispanic:	Hispanic:																			
Asian:	Asian:																			
American Indian:	American Indian:																			
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.														
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.														

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Geometry EOC Goals*

## Mathematics Professional Development

<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.						
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
ST Math Training	Grades 2-5	Company Representative	Teachers new to the grade level and ST Math	September 13, 2011 ½ day training	Follow up training with ST Math Representative and discussion sessions on analysis of reports generated	Principal/Asst. Principal /Teachers/Computer Teacher
SuccessMaker and FASTT Math Training	Grades 2-5	Team Leaders	All teachers new to the software programs	All teachers will be trained by September 30, 2011	On-going discussions about generated reports at planning time meetings throughout the year.	Principal/Asst. Principal /Teachers/Computer Teacher
Lesson Study – Developing Norms and Procedures	All Grades	Reading Coach /Principal	School wide	Meet monthly during planning time	Meet to discuss observations and do reflections on lessons delivered	Principal/Asst. Principal /Reading Coach/Teachers
Data Analysis: SuccessMaker/FASTT Math/EDUSOFT Benchmark Testing	All Grades	Principal/RtI Team/ Teachers	School wide	3 times/year right after administration of tests and 2 times/month for generated reports.	Monitor progress of instruction and review data at planning time/early release Wednesdays to determine effectiveness.	Principal/Asst. Principal/RtI Leadership Team/Teachers

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Formative Assessment Process/Power Standards Discussions	All Grades	Principal/Reading Coach	School wide	2 times/month for each new mathematics concept	Bring teacher/student evidence of math concept being studied.	Principal/Asst. Principal/RtI Leadership Team/Teachers
Beginning Thinking Maps Training	All Grades	Principal/Thinking Maps Trainers	New teachers/refreshers for Interested veteran teachers	4 to 5 sessions to ensure implementation	Bring teacher/student evidence of comprehension strategy being studied.	Principal/ Thinking Maps Trainers
Planning for small group instruction in math /math homework Differentiation of math instruction	All Grades	Team Leader	School wide	During grade level meetings at planning time and early release Wednesdays	Follow up Reflection meetings/Debrief on sessions observed	Principal/Asst. Principal/ Teachers
Lesson Study Training	5 <sup>th</sup> Grade	Lesson Study Facilitators /Principal	5 <sup>th</sup> Grade	During grade level meetings at planning time and early release Wednesdays during November/December /January	Follow up Reflection meetings/Debrief on sessions observed	Principal/Asst. Principal/Lesson Study Facilitators/5 <sup>th</sup> grade Teachers

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**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
Increase student problem solving skills and increase student achievement	StMath Software Program	General Fund	\$3,500
Increase student math skills and increase student achievement	SuccessMaker Software Program Renewal License Fee	General	
Tutoring program that runs 4 mornings a week for 45min a time.	Three teachers will have to be paid for the time worked.	SAI	\$1,289
			<b>Subtotal: \$4,789</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase student problem solving skills and increase student achievement	StMath Software Program	General Fund	\$3,500 (included above)
Increase student math skills and increase student achievement	SuccessMaker Software Program Renewal License Fee	General	
			<b>Subtotal:\$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Increase student problem solving skills and increase student achievement	StMath Software Program training by St Math personnel.	General Fund	\$3,500 (included above)
			<b>Subtotal:\$0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
None			
			<b>Subtotal:\$0</b>
			<b>Total: \$4,789</b>

*End of Mathematics Goals*

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**Elementary and Middle School Science Goals**

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

<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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1.Students lack of the background knowledge in science therefore, they come with many misconceptions.	1A.1.The School Leadership Council will develop and help implement a school wide plan for enhanced science instruction that increases student achievement.  Use the same reading comprehension strategy for the teaching of science to better help students construct understanding of “Big Idea” concepts.  The math and science school committee will host a math and science night for parents and students to come and develop their STEM knowledge and abilities.	1A.1.Principal/Asst. Principal/School Leadership Council Teachers, Science teacher.	1A.1. Monitor progress of instruction and review data at planning time/early release Wednesdays to determine effectiveness.	1A.1. EDUSOFT Science assessments, FOCUS grade/Formative Assessments/ Summative Assessments/Lab lessons/FCAT Science for 5 <sup>th</sup> grade
<b>Science Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
In comparing the last five years of FCAT Science, 5 <sup>th</sup> grade students have consistently scored extremely below a Level 3 which is considered high standards.  Teachers will focus on the district Science standards, essential labs, and task analysis documents that drive instruction along with assistance from our part-time Science teacher.	19% of 5 <sup>th</sup> grade students scored a level 3 in Science.	22% of 5 <sup>th</sup> grade students will score a Level 3 or above on FCAT Science.					
			1A.2.As generalists, elementary teachers have not been given extensive professional development in science.	1A.2. The part-time science teacher will assist the grade level teachers in professional development opportunities to increase their scientific knowledge and ways to successfully teach the strategies.	1A.2. Principal/Asst. Principal /School Leadership Council/Teachers	1A.2. Monitor progress of instruction and review data at planning time/early release Wednesdays to determine effectiveness. Adjust instruction accordingly.	1A.2.EDUSOFT Science assessments, FOCUS grade/Formative Assessments/ Summative Assessments/Lab Lessons/FCAT Science for 5 <sup>th</sup> grade
			1A.3. Students lack science vocabulary necessary to be successful. They need hands on experiences and concrete learning	1A.3. Each grade level will focus on the necessary vocabulary that is considered essential for each “Big Idea” taught at each	1A.3. Principal /School Leadership Council/Teachers	1A.3. Monitor progress of instruction and review data at planning time/early release Wednesdays to determine effectiveness.	1A.3. Each grade level will focus on the necessary vocabulary that is considered essential for each “Big Idea” taught at

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		experiences.	grade. The Science teacher will assist in the implementation and planning.		Adjust instruction accordingly.	each grade. The Science teacher will assist in the implementation and planning.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			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. Students lack of the background knowledge in science therefore, they come with many misconceptions.	2A.1. The School Leadership Council will develop and help implement a school wide plan for enhanced science instruction that increases student achievement.  Use the same reading comprehension strategy for the teaching of science to better help students construct understanding of "Big Idea" concepts.  The math and science school committee will host a math and science night for parents and students to come and develop their STEM knowledge and abilities.	2A.1. Principal/Asst. Principal/School Leadership Council Teachers, Science teacher.	2A.1. Monitor progress of instruction and review data at planning time/early release Wednesdays to determine effectiveness.	2A.1. EDUSOFT Science assessments, FOCUS assessments for 5 <sup>th</sup> grade/Formative Assessments/ Summative Assessments/Lab lessons/FCAT Science for 5 <sup>th</sup> grade
<p><u>Science Goal #2A:</u></p> <p>In comparing the last five years of FCAT Science, 5<sup>th</sup> grade students have consistently scored extremely below a Level 3 which is considered high standards.</p> <p>Teachers will focus on the district Science standards, labs, and task analysis documents that drive instruction along with assistance from our part-time Science teacher.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>In 2012, 6% of students received a 4 or 5 on the FCAT Science.</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>In 2013, 9% of students will receive a 4 or a 5 on the FCAT Science.</p>	2A.2. As generalists, elementary teachers have not been given extensive professional development in science.	2A.2. A part-time science teacher provides all 5 <sup>th</sup> grade students with at least one essential laboratory experience per week. The part-time science teacher also plans along with the 4 <sup>th</sup> and 5 <sup>th</sup> grade level teachers to help them coordinate the lab to the standard they are currently teaching.	2A.2. Principal/Asst. Principal /School Leadership Council/Teachers, Science teacher.	2A.2. Monitor progress of instruction and review data at planning time/early release Wednesdays to determine effectiveness. Adjust instruction accordingly.	2A.2. EDUSOFT Science assessments, FOCUS assessments for 5 <sup>th</sup> grade/Formative Assessments/ Summative Assessments/Lab Lessons/FCAT Science for 5 <sup>th</sup> grade
			2A.3. Students lack science vocabulary necessary to be successful. They need hands on experiences and concrete learning experiences.	2A.3. Each grade level will focus on the necessary vocabulary that is considered essential for each "Big Idea" taught at each grade. The Science teacher will assist in the implementation and planning.	2A.3. Principal /School Leadership Council/Teachers	2A.3. Monitor progress of instruction and review data at planning time/early release Wednesdays to determine effectiveness. Adjust instruction accordingly.	2A.3. Each grade level will focus on the necessary vocabulary that is considered essential for each "Big Idea" taught at each grade. The Science teacher will assist in the implementation and planning.

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<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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.
Science Goal #1:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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*

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**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>				
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.
Biology 1 Goal #1:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.
Biology 1 Goal #2:  <b>N/A</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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**

<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
5 <sup>th</sup> grade co-teaching with a part-time Science teacher.	5 <sup>th</sup> Grade Science.	Part-time Science teacher on staff.	All 5 <sup>th</sup> grade teachers will plan and co-teach lessons with the Science teacher.	Daily/weekly	Continuous monitoring of students through common assessments.	Classroom teachers and resource teachers.
4 <sup>th</sup> grade co-teaching with a part-time Science teacher.	4 <sup>th</sup> Grade Science.	Part-time Science teacher on staff.	All 4 <sup>th</sup> grade teachers will plan and co-teach lessons with the Science teacher.	Daily/weekly	Continuous monitoring of students through common assessments.	Classroom teachers and resource teachers.
3 <sup>rd</sup> grade co-teaching with a part-time Science teacher.	3 <sup>rd</sup> Grade Science.	Part-time Science teacher on staff.	All 3 <sup>rd</sup> grade teachers will plan and co-teach lessons with the Science teacher.	Daily/weekly	Continuous monitoring of students through common assessments.	Classroom teachers and resource teachers.
Science Boot camp	4 <sup>th</sup> /5 <sup>th</sup> grades	Vendor	All 4 <sup>th</sup> /5 <sup>th</sup> grade teachers.	One training with ongoing support.	Continuous monitoring of students through common assessments.	Classroom teachers and resource teachers.

**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 Bootcamp	Manipulatives, work/text books, and group training.	General Fund	\$6,487.95
			<b>Subtotal: \$6,487.95</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:\$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Science Bootcamp	Professional Development training	General Fund	\$675
In house professional development.	Science teachers.	General Fund	\$30,000 for part time Science Teacher
			<b>Subtotal: \$30,675</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal:\$0</b>
			<b>Total: \$37,162.95</b>

*End of Science Goals*

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**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1 A large population of ESOL students provides a challenge for achieving proficiency at Level 4 in writing due to limited English proficiency.	1A.1. All grades will train students to utilize writing rubrics to score their written work. They will analyze each other's work and become very proficient in knowing each level of the rubric.	1A.1. Principal/Asst. Principal/Teachers/CRT	1A.1. Review student writing samples periodically.	1A.1. Writing Rubrics, FCAT Writes, Student Writing Samples
<b>Writing Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Apopka Elementary School will implement a successful writing program through Write From the Beginning. In addition, professional learning experiences in Thinking Maps will be available to all faculty in order to enhance their understanding and instruction in writing.	67% of students scored at the 3.0 level and higher.	72% of students will score at the 3.0 level and higher.					
	42% scored 3.0 15% scored 3.5 10% scored 4.0 and higher.	42% will score 3.0 18% will score 3.5 12% will score 4.0 and higher.					
			1A.2. There is no consistently used Writing curriculum.	1A.2. The grade levels were assigned pieces from "Write From The Beginning" to use as a foundation for writing and to develop a common language of writing rubrics.	1A.2. Principal/Asst. Principal/Teachers/CRT/Reading coach and instructional coaches.	1A.2. Review student writing samples periodically and utilize classroom data.	1A.2. Writing Rubrics, FCAT Writes, Student Writing Samples
			1A.3. Writing is restricted to Narrative and Persuasive.	1A.3. Provide various writing experiences using "Write from the Beginning" and Thinking Maps to strengthen style of writing.	1A.3. Teachers PLC	1A.3. Writing samples collected and examined 4 times a year.	1A.3. Writing samples
			1A.4. Based upon school-wide writing prompts, there is a	1A.4. Teachers will receive grade level trainings on how to	1A.4. Teachers PLC	1A.4. Writing samples collected and examined	1A.4. Writing samples

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			performance deficiency in conventions and organization of student writings.	effectively instruct the students utilizing thinking maps and other organizers.		4 times a year.	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1 A large population of ESOL students provides a challenge for achieving proficiency at Level 4 in writing.	1B.1. All grades will train students to utilize writing rubrics to score their written work. They will analyze each other's work and become very proficient in knowing each level of the rubric.	1B.1. Principal/Asst. Principal/Teachers/CRT	1B.1. Review student writing samples periodically.	1B.1. Writing Rubrics, FCAT Writes, Student Writing Samples
<b>Writing Goal #1B:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Apopka Elementary School will implement a successful writing program through Write From the Beginning. In addition, professional learning experiences in Thinking Maps will be available to all faculty in order to enhance their understanding and instruction in writing.	100% (2/2) of students scored at the 4 level and higher.	100% (2/2) of students will score at the 4 level and higher.					
			1B.2. There is no consistently used Writing curriculum.	1B.2. The grade levels were assigned pieces from "Write From The Beginning" to use as a foundation for writing and to develop a common language of writing rubrics.	1B.2. Principal/Asst. Principal/Teachers/CRT/Reading coach and instructional coaches.	1B.2. Review student writing samples periodically and utilize classroom data.	1B.2. Writing Rubrics, FCAT Writes, Student Writing Samples
			1B.3 Limited vocabulary experiences	1B.3 Implementation and active use of Word Walls	1B.3 Principal, Assistant Principal, CRT, Reading Coach	1B.3 Examine writing samples  Classroom Observations	1B.3 OCPS Writing Rubric

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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
All teachers will be trained and will implement specific quarterly school-wide writing prompts	K-5	CRT	Teachers	September 2012-March 2013	Writing prompts will be examined 4 times a year during PLC meetings.	CRT
Word Walls	K-5	CRT	Teachers	August 2012	Observation	CRT
All teachers will receive PD on Thinking Maps	K-5	CRT	Teachers	September 2012-March 2013	Writing prompts will be examined 4 times a year during PLC meetings.	CRT
All teachers will receive Write from the Beginning PD	K-5	CRT	Teachers	September 2012-March 2013	Writing prompts will be examined 4 times a year during PLC meetings.	CRT

**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
Units of Study	Materials are on campus	Included in General Fund.	<b>\$0</b>
Write from the Beginning	Workbooks and PD		
			<b>Subtotal:\$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
None			<b>\$0</b>
			<b>Subtotal:\$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write from the Beginning	In-house PD.	Included in General Fund.	<b>\$0</b>

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			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
None			
			<b>Subtotal: \$0</b>
			<b>Total: \$0</b>

*End of Writing Goals*

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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 Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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**Civics 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
N/A						

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

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

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Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Civics Goals*

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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 U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2:  N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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**U.S. History 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
N/A						

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

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



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Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
			<b>Total:</b>

*End of U.S. History Goals*

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**Attendance Goal(s)**

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

<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. A large population of Apopka Elementary students are on free and reduced lunch and have great difficulty with reliable transportation.	1.1. We will have contests for classes that have 100% attendance rates for the week to win a chance to win two dolphin lights that will be redistributed each week. Mr. Montgomery, guidance counselor, will be monitoring attendance/tardy rates and having meetings with parents once students reach certain attendance/tardy levels.	1.1. The assistant principal and guidance counselor.	1.1. Utilizing EDW's attendance data.	1.1. Utilizing EDW's and SMS's attendance features.
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:</u> *	<u>2013 Expected Attendance Rate:</u> *					
Attendance is a top priority at Apopka Elementary School. If students are not in class, we won't have an opportunity to meet their academic needs. AES's goal is to have 100% of our students here on a regular basis, we are focusing on having an average monthly attendance of 96.25%.	AES's average attendance rate was 95.82% for the year and never had a month of less than 93%.	AES's average attendance rate will be 96.25% for the year and will never have a month of less than 94%.					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	198	150					
	<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>					
	128	115					
			1.2. Students being tardy due to taking too long at the school breakfast or due to a long breakfast line.	1.2. Open the breakfast up as soon as possible with a goal of by 7:50am.	1.2. Administration and breakfast monitors.	1.2. Utilizing EDW's attendance data and a visual inspection of students remaining in the cafeteria after the tardy bell.	1.2. Utilizing EDW's, SMS's attendance features and common sense.
			1.3.	1.3.	1.3.	1.3.	1.3.

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**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	Person or Position Responsible for Monitoring
Attendance and SMS training	Attendance clerk	OCPS	Attendance Clerk	Continuous	Continuous monitoring of attendance rates and submittals.	Attendance clerk and administration.

**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
Monitoring of attendance	Attendance clerk/registrar and guidance counselor.	Included in general fund.	No additional funds required.
			<b>Subtotal: \$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0</b>

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**Total: \$0**

*End of Attendance Goals*

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**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1. Referrals are written for lesser offenses that should have been handled in the classroom.	1.1. At the beginning of the school year, develop and practice daily routines and procedures that ensure a responsible, respectful classroom where students feel valued and safe.  Conduct sessions with students new to Apopka at least once a month to go over expectations.  Provide discussions on what constitutes legitimate reasons for referral writing.	1.1. Principal/Assistant Principal/Dean	1.1. Review referral rates of individual teachers to ascertain where some classroom management professional development is needed.	1.1. CDW discipline data and APs referral input.
<b>Suspension Goal #1:</b>	<b>2012 Total Number of In-School Suspensions</b>	<b>2013 Expected Number of In-School Suspensions</b>					
1.1 Apopka Elementary School will reduce the amount of In-School suspensions by 10% (3).	32	29					
	<b>2012 Total Number of Students Suspended In-School</b>	<b>2013 Expected Number of Students Suspended In-School</b>					
	26	23					
	<b>2012 Total Number of Out-of-School Suspensions</b>	<b>2013 Expected Number of Out-of-School Suspensions</b>					
1.2 Apopka Elementary School will reduce the amount of In-School suspensions by 10% (4).	43	39					
	<b>2012 Total Number of Students Suspended Out-of-School</b>	<b>2013 Expected Number of Students Suspended Out-of-School</b>					
	30	27					
			1.2. There is a lack of consistent expectations and consequences regarding student behavior.	1.2. Implement Conscious Discipline practices and the Northeast Foundations principles to help students internalize their role in being responsible and good citizens.	1.2. Principal/Asst. Principal/Staff	1.2. Review number of student referrals quarterly	1.2. CDW discipline data and APs referral input.
			1.3. New teachers may have inadequate classroom management skills.	1.3. New teachers will receive a mentor to assist them with creating classroom rules and procedures. The Assistant Principal will provide ongoing support and guidance in regards to classroom management and discipline.	1.3. Mentoring Teacher/Assistant Principal/Dean.	1.3. Review referral rates of individual teachers to ascertain where some classroom management professional development is needed. .	1.3. CDW discipline data and APs referral input.

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**Suspension 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
Conscious Discipline Practices Review	K-5	Principal/Teachers/Reading Coach/Dean	School wide	On-going grade level meetings all year	Grade Level Discussions	Principal/Asst. Principal/Dean
Northeast Foundation Behavior Principles	K-5	Principal/Teachers/Reading Coach	School wide	On-going grade level meetings all year	Grade Level Discussions	Principal/Asst. Principal

**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
NA			
			<b>Subtotal:\$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Classroom Management training	Dean and AP	Included in General Fund	0
School-wide CHAMPS expectations and training	Administrative team	Included in General Fund	0
			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			

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	<b>Subtotal: \$0</b>
	<b>Total: \$0</b>

*End of Suspension Goals*



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

**Dropout Prevention Goal(s)**

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Dropout Prevention Goal #1:</b>  Dropout prevention begins at the Kindergarten level. Apopka Elementary expects all their students to graduate from high school with a strong representation going onto college or trade schools.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*	Attendance problems prohibit students from receiving a high quality education.	To have 100% classroom weekly attendance incentives to encourage perfect attendance. Mr. Montgomery, guidance counselor, will be monitoring attendance/tardy rates and having meetings with parents once students reach certain attendance/tardy levels.	Principal/Assistant Principal/ Guidance Counselor	Examining attendance data from SMS and EDW.	Examining attendance data from SMS and EDW.
	4% (27/725) of students were retained.	3% (22/720) or less, of students will be retained.					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	NA	NA					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Dropout Prevention Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Faculty meetings on attendance and tardy issues	Grades K-5	Principal/Asst. Principal	School wide	September/January/May	Monitor school wide attendance records	Principal/Asst. Principal /Registrar/Guidance Counselor
Provide a list of targeted students to monitor.	Grades K-5	Principal/Asst. Principal	School wide	Monthly	Monitor school wide attendance records	Principal/Asst. Principal /Registrar/Guidance Counselor

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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: \$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
RtI training	Utilization of Guidance staff	General Fund	0 (built in)
			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: \$0</b>
			<b>Total: \$0</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)).

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b>			1.1 Getting more parents involved in Math/Science with their children	1.1 Provide the opportunity for parents to participate with their child on a math and science night.	1.1 CRT Extra-curricular committee (math/science committee)	1.1 Sign-In sheets at the event.	1.1 Sign-In sheets at the event and parent surveys.
<b>Parent Involvement Goal #1:</b>  Apopka Elementary will provide sustained Community Engagement to keep our parents involved in their child's education.	<u>2012 Current Level of Parent Involvement:*</u> 28% (200/725) families took part in our activities.	<u>2013 Expected Level of Parent Involvement:*</u> 35% (252/720) or more families will take part in our activities.	1.2 Get more parents involved in Reading with their children.	1.2 Storyteller Reading Night Book Fair Reader's Theatre Family Storyteller	1.2 Extra-curricular committee.	1.2 Sign-In sheets at the event.	1.2 Sign-In sheets at the event and parent surveys.
			1.3 Increasing the number of parents involved in the arts with their children.	1.3 Talent show Arts Night Glee Club	1.3 Extracurricular committee	1.3 Sign-In sheets at the event.	1.3 Sign-In sheets at the event and parent surveys.
	1.4 Parents are not always able to help their child with Reading.	1.4 Building Better Readers Parent Workshop	1.4 CRT	1.4 Sign-In sheets at the event.	1.4 Sign-In sheets at the event and parent surveys.		
	1.5 Parents may not participate because they may feel culturally uneasy.	1.5 Multicultural Celebration	1.5 SAC/PLC	1.5 Sign-In sheets at the event.	1.5 Sign-In sheets at the event and parent surveys.		
	1.6 Parents may not be	1.6 Parent Meetings,	1.6 AES Staff, AP,	1.6 Sign-In sheets at the	1.6 Sign-In sheets at the		

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

		aware of what is going on at the school.	Connect Orange messages, Monthly Newsletters, Marquee messages, Website	Principal.	event.	event and parent surveys.
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**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	Person or Position Responsible for Monitoring
NA						

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

*End of Parent Involvement Goal(s)*

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<p><u>STEM Goal #1:</u> In comparing the last five years of FCAT Science, 5<sup>th</sup> grade students have consistently scored extremely below a Level 3 which is considered high standards. Teachers will focus on the district Science standards, labs, and task analysis documents that drive instruction along with assistance from our part-time Science teacher.</p> <p><u>STEM Goal #2</u> Increase by 3% - Students Who Become Fluent in Math Operations. Apopka Elementary School will implement a successful math program through the Envision math series, FCAT Explorer, and tutoring programs throughout the year to meet our expectations. In addition, professional learning experiences will be made available to all faculty in order to enhance their understanding and instruction in mathematics.</p>	1.1. Please see Math and Science goals.	1.1.	1.1.	1.1.	1.1.
	1.2. Please see Math and Science goals.	1.2.	1.2.	1.2.	1.2.
	1.3. Please see Math and Science goals.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

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

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

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

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

*End of STEM Goal(s)*



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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1:  <b>N/A</b>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount
N/A			

**Subtotal:**

Technology

Strategy	Description of Resources	Funding Source	Amount
N/A			

**Subtotal:**

Professional Development

Strategy	Description of Resources	Funding Source	Amount
N/A			

**Subtotal:**

Other

Strategy	Description of Resources	Funding Source	Amount
N/A			

**Subtotal:**

**Total:**

*End of CTE Goal(s)*

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**Additional Goal(s)**

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

<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.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b> Increase by 3 to 5% - Students Who Read on Grade Level by Age 9	<u>2012 Current Level</u> :* In June 2012: 24% (80/334) of all students (26% 3 <sup>rd</sup> , 21% 4 <sup>th</sup> , 24% 5 <sup>th</sup> ) scored at a level 3 in reading.	<u>2013 Expected Level</u> :* In June 2013: 27% (89/330) of all students will score (29% 3 <sup>rd</sup> , 24% of 4 <sup>th</sup> , 27% of 5 <sup>th</sup> ) at a level 3 in reading.	Many of our students are transfers from other schools. It is difficult to get accurate performance information on these students. Without accurate information, RtI can be delayed which will cause the students to fall further behind.	1.1. Immediately request all available information from previous schools for all transfer students. Also, give incoming students DRA tests and other performance indicating assessments within their first two weeks of entering our schools. These assessments will be utilized to give the teacher, and RtI/MTSS team a reference point to know how to fully assist each student perform to their highest level.	1.1. Classroom teacher, registrar, guidance counselor, RtI/MTSS team, principal, assistant principal.	1.1. Achievement scores of students and on-going progress monitoring.	1.1. Performance on assessments.
			1.2. Please see Reading Goals.	1.2.	1.2.	1.2.	1.2.
			1.3. Please see Reading Goals.	1.3.	1.3.	1.3.	1.3.
<b>2. Additional Goal</b>			2.2.	2.2.	2.2.	2.2.	2.2.
<b>Additional Goal #1:</b> Increase by 3 to 5% - Students Who Become Fluent in Math Operations	<u>2012 Current Level</u> :* 28% (94/334) of students taking the 2012 FCAT received a score of 3.	<u>2013 Expected Level</u> :* 31% (104/330) of students taking the 2013 FCAT will receive a score of 3.	Time for extra assistance in math	2.2. The teachers will utilize math centers to work with small groups of students that will receive additional instruction during the 60min math block. The small groups will be arranged based upon the most recent data available.	2.2. CRT Principal Asst. Principal	2.2. Assessments Classroom Assessments	2.2. FCAT Data, Benchmark Testing, ST Math Reports, Formative Assessments, Summative Assessments, FASTT Math
			2.2. Please see Math goals.	2.2.	2.2.	2.2.	2.2.
			2.3. Please see Math goals.	2.3.	2.3.	2.3.	2.3.

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<b>3. Additional Goal</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Additional Goal #1:</b> Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Please see Reading and Math goal 5.B. for subgroup information.				
	Please see Reading, Math AMO goals 5.A and 5.B for subgroup information.	Please see Reading, Math AMO goals 5.A and 5.B for subgroup information.					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
<b>4. Additional Goal</b>			4.1.	4.1.	4.1.	4.1.	4.1.
<b>Additional Goal #1:</b> Maintain High Fine Arts Enrollment Percentage	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Students will not have adequate understanding of what an art club is.	The Chorus, Recorder, and Art Clubs will all have informational commercials shown on morning announcements.  The clubs will be featured and have their own segment in the monthly newsletter.	Art and Music teachers	The amount of students enrolled in the programs.	The amount of students enrolled in the programs.
	In 2012 we had 70 students participate in after school arts clubs.	We will have over 75 students participate in after school arts clubs.					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
<b>5. Additional Goal</b>			5.1.	5.1.	5.1.	5.1.	5.1.
<b>Additional Goal #1:</b>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Lack of know ledge on teacher's part of how to make Elementary school aged students excited	We will have every teacher display their college paraphernalia on their door.	Administrative team.	If people participate.	Observation.

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Increase College and Career Awareness (i.e., Destination College, AVID, school-wide activities)	There was zero effort completed regarding CC Awareness.	The entire school will participate in CC Awareness.	about college.	We will have college day once a month where all dress up in their favorite college colors.			
			5.2.	5.2.	5.2.	5.2.	5.2.
			5.3.	5.3.	5.3.	5.3.	5.3.
<b>6. Additional Goal</b>			6.1.	6.1.	6.1.	6.1.	6.1.
<b>Additional Goal #1:</b>  Decrease Disproportionate Classification in Special Education	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>	Sometimes students are classified ESE when it is a language problem/cultural/vision/hearing issue.	We will examine the data and follow RtI to determine if the lack of performance is disability related or culture/ELL/vision/hearing or any other contributing factor before placing a student in ESE.	Guidance counselor/staffing coordinator, clinic assistant.	Examine data regarding classification of ESE.	EDW and SMS.
	11% (79/720) of students are classified ESE.	To decrease the disproportionate classification of subgroups as ESE.					
	6.2.	6.2.					
			6.3.	6.3.	6.3.	6.3.	6.3.

**Additional Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano Design Question (2,5,7,8) training	All grades	Principal, Assistant	All instructional staff.	During various grade level and PLC meetings during the	Observations (Informal, Formal and practice) through iObservation.	Principal, Assistant Principal.

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		Principal		months of Sept, Oct, Jan and Feb.		
Please see Reading , Math, Science, and Writing Professional Development.						

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
<b>Evidence-based Program(s)/Materials(s)</b>			
Strategy	Description of Resources	Funding Source	Amount
Marzano Design Question (2,5,7,8) training	Principal and Assistant Principal	No cost	0
			<b>Subtotal:\$0</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
Please see Reading Goals.			
			<b>Subtotal: \$0</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
Please see Reading Goals.			
			<b>Subtotal: \$0</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
Please see Reading Goals.			
			<b>Subtotal: \$0</b>
			<b>Total: \$0</b>

*End of Additional Goal(s)*

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$249,882.80</b>
<b>CELLA Budget</b>	<b>Total: \$84,906.40</b>
<b>Mathematics Budget</b>	<b>Total: \$4,789</b>
<b>Science Budget</b>	<b>Total: \$37,162.95</b>
<b>Writing Budget</b>	<b>Total: \$0</b>
<b>Civics Budget</b>	<b>Total: \$0</b>
<b>U.S. History Budget</b>	<b>Total: \$0</b>
<b>Attendance Budget</b>	<b>Total: \$0</b>
<b>Suspension Budget</b>	<b>Total: \$0</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$0</b>
<b>Parent Involvement Budget</b>	<b>Total: \$0</b>
<b>STEM Budget</b>	<b>Total: \$0</b>
<b>CTE Budget</b>	<b>Total: \$0</b>
<b>Additional Goals</b>	<b>Total: \$0</b>
	<b>Grand Total: \$376,741.15</b>



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**Differentiated Accountability**

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

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input checked="" 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.
SIP development, updating and finalizing. Data analyzation throughout the year. Being a collaborative part of the decision making process for the school.

Describe the projected use of SAC funds.	Amount
NA	\$0