

Florida Department of Education



**DRAFT 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: Croissant Park Elementary	District Name: Broward
Principal: Jamie Maradiaga	Superintendent: Mr. Runci
SAC Chair: Eileen Vinci	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Jamie Maradiaga	BA – Communication Science, University of Connecticut; MA – Educational Leadership, Nova Southeastern	4	11	<p>Principal of Croissant Park ES in 2011-12. Grade: B Reading Proficiency: % Math Proficiency: % Science Proficiency: % Writing Proficiency: % Reading Learning Gains: % Math Learning Gains: % Reading Lowest 25% Learning Gains:% Math Lowest 25% Learning Gains: % AYP: % of criteria met. Not met in Reading (Total, Hispanic, Economically Disadvantaged, SWD) and Math (Total, Black, Hispanic, Economically Disadvantaged, SWD)</p> <p>Principal of Croissant Park ES in 2010-11. Grade: A Reading Proficiency: 73% Math Proficiency: 71% Science Proficiency: 54% Writing Proficiency: 96% Reading Learning Gains: 67% Math Learning Gains: 66% Reading Lowest 25% Learning Gains:64% Math Lowest 25% Learning Gains: 72% AYP: 77% of criteria met. Not met in Reading (Total, Hispanic, Economically Disadvantaged, SWD) and Math (Total, Black, Hispanic, Economically Disadvantaged, SWD)</p> <p>Principal of Croissant Park ES in 2009-10. Grade: A Reading Proficiency: 73% Math Proficiency: 82% Science Proficiency: 47% Writing Proficiency: 89% Reading Learning Gains: 66% Math Learning Gains: 73%</p>
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				<p>Reading Lowest 25% Learning Gains: 51% Math Lowest 25% Learning Gains: 78% AYP: 77% of criteria met. Not met in Reading (Total, Black, Hispanic, Economically Disadvantaged, ELL, SWD) and Math (Black, ELL, SWD)</p> <p>Assistant Principal of Hollywood Central ES in 2008-09 Grade: A Reading Proficiency: 76% Math Proficiency: 76% Science Proficiency: 27% Writing Proficiency: 95% AYP: Successfully met requirements</p> <p>Assistant Principal of Hollywood Central ES in 2007-08 Grade: A AYP: 100% of criteria met.</p>
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Assistant Principal	Russell Schwartz	BA – Business Administration, University of Central Florida; MA – Educational Leadership, Nova Southeastern	5	5	<p>Assistant Principal of Croissant Park ES in 2011-12. Grade: B Reading Proficiency: % Math Proficiency: % Science Proficiency: % Writing Proficiency: % Reading Learning Gains: % Math Learning Gains: % Reading Lowest 25% Learning Gains:% Math Lowest 25% Learning Gains: % AYP: % of criteria met. Not met in Reading (Total, Hispanic, Economically Disadvantaged, SWD) and Math (Total, Black, Hispanic, Economically Disadvantaged, SWD)</p> <p>Assistant Principal of Croissant Park ES in 2010-11. Grade: A Reading Proficiency: 73% Math Proficiency: 71% Science Proficiency: 54% Writing Proficiency: 96% Reading Learning Gains: 67% Math Learning Gains: 66% Reading Lowest 25% Learning Gains:64% Math Lowest 25% Learning Gains: 72% AYP: 77% of criteria met. Not met in Reading (Total, Hispanic, Economically Disadvantaged, SWD) and Math (Total, Black, Hispanic, Economically Disadvantaged, SWD)</p> <p>Assistant Principal of Croissant Park ES in 2009-10. Grade: A Reading Proficiency: 73% Math Proficiency: 82% Science Proficiency: 47% Writing Proficiency: 89% Reading Learning Gains: 66% Math Learning Gains: 73% Reading Lowest 25% Learning Gains: 51% Math Lowest 25% Learning Gains: 78%</p>
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					<p>AYP: 77% of criteria met. Not met in Reading (Total, Black, Hispanic, Economically Disadvantaged, ELL, SWD) and Math (Black, ELL, SWD)</p> <p>Assistant Principal of Croissant Park ES in 2008-09 Grade: A Reading Proficiency: 78% Math Proficiency: 81% Science Proficiency: 54% Writing Proficiency: 93% AYP: Only Black subgroup in Math did not meet requirements</p> <p>Human Resource Development Trainer in 2007-08 Effective Schools Program</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)
Reading Specialist	Lyla Boccuzzi	BA-Elementary and Early Childhood Education, Florida Atlantic University M.ED-Elementary Education Reading Endorsed ESOL Endorsed National Board Certification	1	1	

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. First year teachers are assigned a NESS coach.	Jane Steiner (Guidance Counselor)	8/22/12
2. All new teachers to Croissant Park Elementary receive orientation prior to the start of the school year.	Jamie Maradiaga (Principal)	8/23/12
3. Teachers new to a grade level are assigned a mentor to help them transition.	Jamie Maradiaga (Principal)	Ongoing
4. Comprehensive professional development opportunities throughout the year.	Lyla Boccuzzi (Reading Specialist) Nicole Dumont (Acting Assistant Principal)	Ongoing

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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or 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
6%	Teachers are being encouraged to complete the ESOL requirements to ensure they will be highly effective.

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
49	2%	8%	39%	51%	39%	22%	4%	16%	94%

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
Wendi Librach	Hannah Tolliver	Art Certification	NESS Meetings/Shadowing/Observations

August 2012

Rule 6A-1.099811

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Local: Partnerships have been utilized with SEAS (Students Enrichment in the Arts) and Reading for Life. These partnerships provide students with real-world experiences, vocabulary building, and role models to read to students. Each grade level participates. Other programs include, Health Services provided by Broward County Schools and Junior Achievement (Grade 5). A Partnership also exist with Bubba Gump's Shrimp Company (provide food at our Holiday Show, provide incentives for students/teachers). State: Florida Diagnostic and Learning Resource System (FDLRS) plans and provides information, training, technical assistance, and resources related to effective instructional strategies and models for the education of children who are exceptional and/or have unique needs. This collaboration provides enhanced resources for the school and community to support student achievement. Other programs that provide similar student support include PLACE and Complex PLACE. Federal: Title 1 is utilized for parent involvement, parent training and support, staff development, and enrichment of reading.
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs.
Title III Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

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Supplemental Academic Instruction (SAI) SAI funds are used to provide additional tutoring before and after school and for additional instructional support during the school day.
Violence Prevention Programs The school offers non-violence and anti-drug programs to students that include field trips, community service, and counseling.
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team

Jamie Maradiaga (Principal), Nicole Dumont (Assistant Principal), Lyla Boccuzzi (Reading Resource Specialist), Jane Steiner (Guidance Counselor), Regina Steinbeck (ESE Specialist), Christine Slocomb (School Psychologist), Dr. Blanche Johnson (Social Worker)

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?

Meet weekly to provide/modify interventions and guidance on assessment results and student achievement progress.

Guidance Counselor facilitates the meeting and provides the team with materials needed during data gathering. Additionally, guidance counselor ensures the follow up on each student discussed. Principal conference room is designed to aide the RTI team in moving students through Tier 1, Tier 2, and Tier 3. The whiteboard organizes students with their case manager and provides a means for tracking students throughout RTI. RtI records are tracked by the case manager (for individual student) and by our Guidance Counselor. Once documents are compiled by the case manager, they are turned over to the Guidance Counselor to be stored.

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?

Interventions for struggling students are written into the SIP. Weekly data chats, collaborative problem solving and RtI reviews are infused into the weekly schedule.

MTSS Implementation

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

Pre/Post Assessment, periodic assessments with Mini BATs, informal and formal observations, Progress Monitoring and Reporting Network (PMRN), FCAT, FAIR, DAR. Success/failure of tiered interventions are reviewed and modified when necessary. Data is used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. The same data is also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions. All such students are referred to the Collaborative Problem Solving team for consideration of how best to proceed. Tier 2 and 3 data sources include Intervention Records and progress monitoring graphs generated for individual students.

Describe the plan to train staff on MTSS.

Staff Development will take place during the preplanning week and periodically throughout the school year. Training includes an overview of the RtI process, how to bring a student into the RtI process, acceptable interventions, and review of the documentation. Psychology department inserviced faculty and support staff. Preplanning week support staff will review procedures and documents.

Describe the plan to support MTSS.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Jamie Maradiaga (Principal), Nicole Dumont (Assistant Principal), Lyla Boccuzzi (Reading Resource Specialist), Dorene Potter (5th Grade Team Leader), Eileen Vinci (4th Grade Team Leader), Melanie Pridgen (1st Grade Team Leader), Linda Johnson (2nd Grade Teacher)
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets monthly to review universal screening data and link to instructional decisions, review progress-monitoring data at the grade/classroom level to identify student progress. The team will identify professional development and resources based on the data. The team will build capacity through training, collaboration, and creating a culture where students are the number one priority. The team will also collaborate regularly, problem solve, share best practices, evaluate implementation, make decisions, practice new skills. The LLT will disseminate information via team leaders, e-mails, and faculty meetings.
What will be the major initiatives of the LLT this year? The major initiative of the LLT will be to provide support for teachers regarding the RTI process and differentiating instruction to meet the needs of students. In addition, the LLT will provide Professional Learning Communities to create a community of shared learning that better meets the needs of all students in all areas of literacy.

Public School Choice

- **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.

Kindergarten Orientation for families at the end of the previous school year to expose them to physical layout of campus and discuss expectations.

Kindergarten Round-Up offered prior to the start of school to familiarize families with the school, perform skills inventory of students, and provide expectations for the coming year to families.

****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?

****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?

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?

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](#).

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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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Reference and Research was an area of weakness for grades 3-5.	1A.1. - Students in grades K-5 will utilize charts, graphs, timelines, and other reference information to make inferences about text. - Reading pullout for struggling readers in grades 3-5. - Frequent exposure to cross content literature. - Examine reference and research test specifications during staff development.	1A.1. Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach)	1A.1. BAT 1, BAT 2, Mini-BATs, cold reads that contain reference and research questions will be administered and reviewed to monitor progress. Results of these strategies will be analyzed to differentiate instruction for students of all instructional levels.	1A.1. - BAT 1 - BAT 2 - Mini BATs - FCAT - Cold read assessments		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students in grades 3-5 achieving a Level 3 decreased by 13% last year.							
	29.1% (89)	32% (108)					
		1A.2. Students must maintain grade level standard for oral reading fluency.	1A.2. Data collected from the following instructional resources will guide instruction, modifications, and development of skill deficiency groups. - Six Minute Solution Grades 3-5 - Oral Reading Fluency - Treasures Grades K-5	1A.2. Lyla Boccuzzi (Reading Coach)	1A.2. Students will be administered oral reading fluency assessments three times throughout the year to measure growth.	1A.2. - FAIR – K-2 - Oral Reading Fluency assessment form basal Grades 1-5 County Oral Reading Fluency Assessment	
		1A.3. Teacher knowledge and implementation of the common core state standards.	1A.3. Provide and align professional development to teachers on the following instructional resources; Six Minute Solution - FAIR - Compass Learning Text Complexity - High Yield Strategies - Measuring Up Reading - Struggling Reader's Chart	1A.3. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach), Regina Steinbeck (ESE Specialist)	1A.3. Monitor implementation through Snapshots, review of test results, and modification of interventions as needed.	1A.3. - Snapshots - BAT 1 - BAT 2 - Mini BATs - FCAT - Cold read assessments - Pre/Post Test	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students in grades 3-5 achieving a level 4, 5 or 6 in reading on the Florida Alternate Assessment is 100%.							
	100 (1)	100 (1)					
		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		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Limited teacher content knowledge of enrichment opportunities for grades 3-5 students.</p>	<p>2A.1. - Provide additional support for gifted/high achieving classrooms by having them shadow neighboring schools and by having teachers attend district offered workshops. - Infuse schedule to allow other high achieving students to work with the gifted/high achieving teacher. - Provide Professional Learning Communities to assist gifted/high achieving teachers with new strategies.</p>	<p>2A.1. Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach), Regina Steinbeck (ESE Specialist)</p>	<p>2A.1. BAT 1, BAT 2, Mini-BATs, cold reads will be administered and reviewed to monitor progress, CWT with a focus on higher order questioning, critical thinking skills, research-based projects.</p>	<p>2A.1. - BAT 1 - BAT 2 - Mini BATs - FCAT - Snapshots</p>		

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<p><u>Reading Goal #2A:</u> The percentage of students scoring at or above a level four in reading was 22% and our goal is 25%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>22.2% (68)</p>	<p>25% (85)</p>					
		<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	
		<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	
<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>		
<p><u>Reading Goal #2B:</u> N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	

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		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		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Differentiating instruction for multi-leveled classrooms.</p>	<p>3A.1. Utilize three reading groups, plus an intervention group, within the classroom for small group differentiated instruction and model effective strategies. Implement the blended common core state standards by utilizing complex texts with increased rigor.</p>	<p>3A.1. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach), Regina Steinbeck (ESE Specialist)</p>	<p>3A.1. BAT 1, BAT 2, Mini-BATs, cold reads that contain reference and research questions will be administered and reviewed to monitor progress.</p>	<p>3A.1. - BAT 1 - BAT 2 - Mini BATs - FCAT - Snapshots</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students making Learning Gains increased by 8%.							
	75% (158)	78% (176)					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
		<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		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Differentiating instruction for multi-leveled classrooms.	4A.1. Determine core instructional needs by reviewing FAIR assessment data for all SWDs. Plan differentiated instruction using evidence based instruction/ interventions within 90-minute reading block.	4A.1. RTI Team	4A.1. Student progress is assessed using the BAT. Percent of students making adequate progress toward benchmark is calculated.	4A.1. Mini-assessments BAT 1 BAT 2		
<u>Reading Goal #4:</u> The percentage of students in the lower 25% increased from 64% to 79%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	79% (44)	82% (51)					

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		4A.2. Differentiating instruction for multi-leveled classrooms.	4A.2. Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of BAT data and will include explicit instruction, modeled instruction, guided practice, and independent review.	4A.2. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach)	4A.2. Student progress is assessed using BAT data. Percent of students making adequate progress toward benchmark is calculated.	4A.2. Mini-assessments BAT 1 BAT 2	
		4A.3. Attendance/transportation issues with offering Extended Learning Opportunities.	4A.3. Offer FCAT Reading Camps at convenient times, encourage carpooling, notify parents well in advance of dates (via flyer, ParentLink, marquee, special invite), and communicate importance of additional assistance at every venue.	4A.3. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach)	4A.3. Students will participate in FCAT Reading Camp for 16 sessions. Progress will be monitored by using a pre/post test.	4A.3. - Pre/Post Test - Attendance Records	

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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	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 73% Proficient	2.5%	2.5%	2.5%	2.5%	2.5%	2.5%
<u>Reading Goal #5A:</u> 27% of our students did not show proficiency. Therefore 13.5% of our students will close the Reading achievement gap over the next six years, by 2.5% each year.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Scheduling conflicts.</p>	<p>5B.1. Schedule time weekly for Level 1 and Level 2 students to receive a double dose of Reading through an Intensive Reading Class/Pull Out.</p>	<p>5B.1. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach)</p>	<p>5B.1. Students will be continuously monitored on fluency and comprehension.</p>	<p>5B.1. BAT 1 BAT 2 Classroom Observations</p>		
<p><u>Reading Goal #5B:</u> 65.3% of the White subgroup, 39.4% of the Black subgroup, 51.5% of the Hispanic subgroup and 37.5% of the Asian subgroup scored at or above Level 3 on FCAT 2.0.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 34.7% (26) Black: 60.6% (66) Hispanic: 48.5% (47) Asian: 62.5% (5) American Indian: NA</p>	<p>White: 31% (26) Black: 57% (68) Hispanic: 45% (49) Asian: 59% (5) American Indian: NA</p>					
		<p>5B.2. Attendance/transportation issues with offering Extended Learning Opportunities.</p>	<p>5B.2. Offer FCAT Reading Camps at convenient times, encourage carpooling, notify parents well in advance of dates (via flyer, ParentLink, marquee, special invite), and communicate importance of additional assistance at every venue.</p>	<p>5B.2. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach)</p>	<p>5B.2. Students will attend FCAT Reading Camp for 16 sessions. Pre and post-test will be given to determine progress.</p>	<p>5B.2. - Pre/Post Test - Attendance Report</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Differentiating instruction for ELL students.	5C.1. ELL students in grades K-5 will receive double dose/additional assistance with skill deficiencies in the area of reading. Utilize ESOL pullout groups with paraprofessional assistance. Optimize use of ESOL resources.	5C.1. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach)	5C.1. Monitor implementation, review results, and modify interventions as needed.	5C.1. DAR results, student data chats, para professional feedback, teacher feedback, ongoing alternative assessment given biweekly where results are analyzed and instruction is modified (as needed)		
<u>Reading Goal #5C:</u> 24.4% of English Language Learner students showed proficiency on the FCAT 2.0 Reading Test.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	75.6% (31)	72% (44)					

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		5C.2. Teacher content knowledge as it relates to ELL students making insufficient learning gains.	5C.2. Provide professional learning communities for K-5 teachers on the K-12 ESOL Program Plan, Florida DOE English Language Proficiency Standards, and ELL supplemental materials.	5C.2. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach)	5C.2. CWTs with a focus on ELL strategies and implementation of supplemental materials.	5C.2. Classroom Observations, teacher data chats	
		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		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Teacher content knowledge as it relates to the implementation of Differentiated Instruction	5D.1. Provide Professional Learning Communities on Differentiated Instruction and small groups.	5D.1. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach), Regina Steinbeck (ESE Specialist)	5D.1. Peer Review/Modeling, with a focus on differentiated instruction	5D.1. Classroom Observations		
<u>Reading Goal #5D:</u> 17.2% of SWD students showed proficiency on the FCAT 2.0.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	82.8% (48)	80% (46)					
		5D.2. Differentiated Instruction for SWDs	5D.2. Determine core instructional needs by reviewing assessment data for all SWDs. Plan differentiated instruction using evidence based instruction/interventions within 90-minute reading block.	5D.2. RTI Team	5D.2. Student progress is assessed using Ongoing Progress Monitoring every 20 days. Percent of students making adequate progress toward benchmark is calculated. Ongoing collaboration between general education and ESE regarding recommendations for accommodations.	5D.2. Mini-assessments BAT 1 BAT 2	

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		5D.3. Differentiated Instruction for SWDs	5D.3. Tier 2 - Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by review of assessments and will include explicit instruction, modeled instruction, guided practice, and independent review.	5D.3. RTI Team	5D.3. Student progress is assessed using Ongoing Progress Monitoring every 20 days. Percent of students making adequate progress toward benchmark is calculated. Ongoing collaboration between general education and ESE regarding recommendations for accommodations.	5D.3. Mini-assessments BAT 1 BAT 2	
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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		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Attendance/transportation issues with offering Extended Learning Opportunities.	5E.1. Offer FCAT Reading Camps at convenient times, encourage carpooling, notify parents well in advance of dates (via flyer, ParentLink, marquee, special invite), and communicate importance of additional assistance at every venue.	5E.1. Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach), Regina Steinbeck (ESE Specialist)	5E.1. Students will participate in FCAT Reading Camp for 16 sessions. Progress will be monitored by using a pre/post test.	5E.1. Pre/Post Test		
<u>Reading Goal #5E:</u> 48.3% of economically disadvantaged students made satisfactory progress in reading on the FCAT 2.0.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	51.7% (134)	48% (124)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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
Professional Development trainings/PLCs with the following focus: Reading Strategies, Treasures, Small Group Instruction, Vocabulary Development	Grades Pre K - 5	District Trainers, Russell Schwartz, Lyla Boccuzzi	School-wide based on individual and team needs.	Pre-planning 8/13-8/17/12 Early Release 9/27/12, 10/26/12 Employee Planning 1/18/13	Teachers will implement strategies learned. Observed during Classroom Observations	Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach)

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Teachers will be inserviced on various remediation tools, interventions, and research-based programs through monthly PLCs.	Grades Pre K – 5	Lyla Boccuzzi	School-wide based on individual and team needs.	3rd Wednesday of every month beginning 9/18/11	Teachers will implement remediation tools, interventions, and research-based programs to meet skill deficiencies. Implementation will be observed during Classroom Observations and Reading Coach follow-up meetings.	Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi(Reading Coach)
Professional Development trainings/PLC's with a focus on the Common CORE State Standards	Grades Pre K – 5	Nicole Dumont Linda Johnson Nikki Jackson Melanie Pridgen Elizabeth Alejo Lyla Boccuzzi	Grades Pre K – 5	Pre-planning 8/13-8/17/12 Early Release 1/17/13, 2/7/13, 3/21/13 Employee Planning 3/22/13	Lesson Plans, Classroom Observations, Pair Share	Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Coach)

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
FCAT Camp targeting Lowest 25% and AMO subgroups	FCAT Reading Camp	Accountability	\$2,500.00
Subtotal: \$2,500			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Inservice on the following topics: Data Analysis, FAIR, Reading Strategies, Treasures, Vocabulary Development, Differentiated Instruction, Common Core State Standards	Professional Development, Professional Learning Communities, Substitute Coverage	Title 1	\$9,091.00
Subtotal: \$9,091.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
Subtotal:			
Total: \$11,591.00			

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	
1. Students scoring proficient in listening/speaking.	1.1. Differentiated instruction for the ELL population.	1.1. Determine the instructional needs by reviewing assessment data for all ELL's. Plan differentiated instruction using print rich environment, listening centers, language based pairing.	1.1. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal) Lyla Boccuzzi (Reading Specialist)	1.1. Students are assessed using ongoing progress monitoring through Treasures and/or Triumphs weekly assessments.	1.1. Treasures weekly assessments Classroom Observations	
CELLA Goal #1: 43% of ELL students are proficient in listening and speaking.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	43% (82)					

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		1.2. Differentiated instruction for the ELL population.	1.2. Schedule time weekly to have ESOL para-professional work with students in small group settings to improve skill deficiencies.	1.2. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Specialist) Denise Foquim (ESOL Para/Grant)	1.2. Students will be assessed through ongoing progress monitoring every 20 days.	1.2. Mini assessments Focus books
		1.3.	1.3.	1.3.	1.3.	1.3.
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	
2. Students scoring proficient in reading.	2.1. Differentiated instruction for the ELL population.	2.1. Plan supplemental instruction and interventions using ELL technological resources; Imagine Learning Software, Compass Learning Odyssey, Leap Frog Learning Stations	2.1. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Specialist)	2.1. Students will be assessed through ongoing progress monitoring.	2.1. Daily/Weekly Technology Reports	
<u>CELLA Goal #2:</u>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
27% of ELL students were proficient in reading.						
	27% (52)					
		2.2. Differentiated instruction for the ELL population.	2.2. Schedule time weekly to have ESOL para-professional work with students in small group settings to improve skill deficiencies.	2.2. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Specialist) Denise Foquim (ESOL Para/Grant)	2.2. Students will be assessed through ongoing progress monitoring every 20 days.	2.2. Mini assessments Focus books
		2.3.	2.3.	2.3.	2.3.	2.3.

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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	
3. Students scoring proficient in writing.	2.1. Differentiated instruction for the ELL population.	2.1. Identified students not meeting proficiency in writing will be provided instruction with an increased focus on vocabulary development.	2.1. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Specialist)	2.1. Students will be assessed with ongoing progress monitoring.	2.1. Writing prompts Rubrics	
<u>CELLA Goal #3:</u> 23% of ELL students were proficient in Writing.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	23% (42)					
		2.2. Differentiated instruction for the ELL population.	2.2. Schedule time weekly to have ESOL para-professional work with students in small group settings to improve skill deficiencies.	2.2. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Lyla Boccuzzi (Reading Specialist) Denise Foquim (ESOL Para/Grant)	2.2. Students will be assessed through ongoing progress monitoring every 20 days.	2.2. Mini assessments Focus books
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Grant allowed for ESOL Para		ESOL	
Subtotal:			
Total:			

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]).

Elementary Mathematics 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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. Geometry was an area of weakness for grades 3-5.</p>	<p>1A.1. - Small group instruction will be utilized for struggling students. - Bubble Busters students (Grades 4-5 students with Level 2) will attend small group instruction. - Compass Odyssey will be utilized to provide targeted instruction to students struggling with data analysis benchmark</p>	<p>1A.1. Nikki Jackson, Melanie Pridgen, Elizabeth Alejo, Kara Sarcione, Nicole Dumont, Dorene Potter (Team Leaders), Regina Steinbeck (ESE Specialist)</p>	<p>1A.1. BAT 1 and BAT 2, Mini-BATs, Compass Odyssey quizzes, basal assessments will be utilized to monitor progress.</p>	<p>1A.1. BAT 1 BAT 2 Mini-BATs Compass Odyssey Basal assessments</p>		
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		s. - Math Blitz program to expose students to ongoing math skills. -Go Math manipulatives and ancillary materials					
<u>Mathematics Goal #1A:</u> The percentage of students' grades 3-5 scoring a level 3 on the Mathematics FCAT 2.0 is 29%. Our goal is to increase to 32%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29% (89)	32% (108)					
		1A.2. Teacher content knowledge of Common Core State Standards to increase the number of level 3 students	1A.2. Provide and align professional development/PLC's on the following instructional resources; Compass Learning, Math Blitz, Go Math manipulatives and ancillary materials, unwrapping the benchmarks	1A.2. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Dorene Potter (Math Coach)	1A.2. Monitor through classroom observations, test results, making accommodations as needed	1A.2. Classroom Observation BAT 1, BAT 2 Mini-Assessments Pre-post Tests	

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		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> The percentage of students in grades 3-5 achieving a level 4, 5 or 6 in math on the Florida Alternate Assessment is 100%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	100% (1)	100% (1)					
		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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Scheduling conflicts for enrichment opportunities.	2A.1. Schedule time weekly for students who are excelling to work with the gifted/ high achiever teacher. Extension of learning will include group learning and participating in county competitions.	2A.1. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Dorene Potter (Math Chair)	2A.1. Final products, Classroom Observations with a focus on hands-on project-based instruction	2A.1. Mini-assessments Classroom Observations with a focus on hands-on project-based instruction		
<u>Mathematics Goal #2A:</u> The percentage of students in grade 3-5 scoring a level 4 or 5 in Mathematics on the FCAT 2.0 is 17.2%. Our goal is to increase to 20%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	17.2% <i>(53)</i>	20% (68)					

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		2A.2. Differentiating Instruction with multi-level classrooms.	2A.2. Differentiate instruction through math ability groups.	2A.2. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Dorene Potter (Math Chair), Nikki Jackson, Melanie Pridgen, Elizabeth Alejo, Kara Sarcione, Nicole Dumont (Team Leaders), Regina Steinbeck (ESE Specialist)	2A.2. Classroom Observations, with a focus on ability groups, will be conducted, weekly data chats, GoMath periodic assessments.	2A.2. Classroom Observations, BAT, Mini-assessments, Chapter Tests, Portfolio assessments, Center products, Journals, Quizzes, Student data chats	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Mathematics Goal #2B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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.	

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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		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. Geometry was identified as an area we struggled in on the FCAT 2.0 Math Test.	3A.1. Students will receive integrated math instruction to increase problem-solving skills as they relate to the Bodies of Knowledge and Big Ideas.	3A.1. Jamie Maradiaga (Principal), Russell Schwartz (Assistant Principal), Dorene Potter (Math Chair)	3A.1. Classroom Observations with a focus on Common Core State Standards, Geometry Benchmarks, Data Chats, GoMath periodic assessments.	3A.1. Classroom Observations, BAT, Mini-assessments, Chapter Tests, Journals, Quizzes, Student data chats		
<u>Mathematics Goal #3A:</u> The percentage of students making learning gains on the Mathematics FCAT 2.0 is 65.2%. Our goal is to increase to 68%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	65.2% (139)	68% (157)					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Mathematics Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<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>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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