

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: Jesse J. McCrary, Jr. Elementary School	District Name: Dade
Principal: Maria Calvet-Cuba	Superintendent: Alberto Carvalho
SAC Chair: Rosena Norelus	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	Maria E. Calvet-Cuba	Elementary Ed., Exceptional Student Education, M.S. Ed. Leadership	3	11	School Grades AYP High Standards-Reading High Standards-Math Lrng Gains-Reading Lrng Gains- Math Gains-R 25 Gains-M-25	'12 C 29 44 75 61 82 77	'11 C 37 65 51 64 50 69	'10 C 40 56 62 69 62 67	'09 B 68 67 69 62 61 64	'08 A 64 70 65 72 53 79	'07 B 63 55 68 60 71 65	'06 C Y 63 60 54 54 n/a
Assistant Principal	Claude Rivette	Bachelors: Rutgers University- Major: Biology Minor: Chemistry Masters: Barry University- Educational Leadership	1	2	School Grade: AYP Met?: Reading Mastery: Math Mastery: Science Mastery: Reading Gains: Math Gains: Reading Lowest 25%: Math Lowest 25%:	'12 C n/a 44 44 23 61 61 75 68	'11 I, N, 37, 72, 35, 47, 76, 46, 77,	'10 D, N, 21, 55, 20, 38, 70, 41, 71,	'09 D, N, 24, 56, 21, 45, 73, 54, 77,	'08 F, N, 20, 45, 22, 39, 62, 47, 77,	'07 F, N, 20, 43, 18, 41, 63, 53, 66,	'06 D N 20 46 n/a 44 67 53 n/a

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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	Christine A. Rodriguez	Elementary Ed, ESOL	3	5	<table> <tr> <td></td> <td>'12</td> <td>'11</td> <td>'10</td> <td>'08</td> <td>'00</td> <td>'07</td> <td>'06</td> </tr> <tr> <td>School Grades</td> <td>C</td> <td>C</td> <td>C</td> <td>C</td> <td>A</td> <td>A</td> <td>A</td> </tr> <tr> <td>AYP</td> <td>N/A</td> <td>N</td> <td>N</td> <td>N</td> <td>Y</td> <td>Y</td> <td>Y</td> </tr> <tr> <td>High Standards-Reading</td> <td>29</td> <td>37</td> <td>40</td> <td>87</td> <td>83</td> <td>82</td> <td>82</td> </tr> <tr> <td>High Standards-Math</td> <td>44</td> <td>65</td> <td>56</td> <td>85</td> <td>81</td> <td>76</td> <td>75</td> </tr> <tr> <td>Lrng Gains-Reading</td> <td>75</td> <td>51</td> <td>62</td> <td>72</td> <td>73</td> <td>71</td> <td>72</td> </tr> <tr> <td>Lrng Gains- Math</td> <td>61</td> <td>64</td> <td>67</td> <td>71</td> <td>75</td> <td>65</td> <td>77</td> </tr> <tr> <td>Gains-R 25</td> <td>82</td> <td>50</td> <td>68</td> <td>75</td> <td>60</td> <td>53</td> <td>55</td> </tr> <tr> <td>Gains-M-25</td> <td>77</td> <td>69</td> <td>69</td> <td>66</td> <td>78</td> <td>55</td> <td>N/A</td> </tr> </table>		'12	'11	'10	'08	'00	'07	'06	School Grades	C	C	C	C	A	A	A	AYP	N/A	N	N	N	Y	Y	Y	High Standards-Reading	29	37	40	87	83	82	82	High Standards-Math	44	65	56	85	81	76	75	Lrng Gains-Reading	75	51	62	72	73	71	72	Lrng Gains- Math	61	64	67	71	75	65	77	Gains-R 25	82	50	68	75	60	53	55	Gains-M-25	77	69	69	66	78	55	N/A
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Science	Jose A. Porras	Elementary Ed., ESOL	3	4		'12	'11	'10	'09	'08	'07	'06
					School Grades	C	C	C	A	A	A	A
					AYP	N/A	N	N	N	Y	Y	Y
					High Standards-Reading	29	37	40	87	83	82	82
					High Standards-Math	44	65	56	85	81	76	75
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					Gains-R 25	82	50	68	75	60	53	55
Gains-M-25	77	69	69	66	78	55	N/A					

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. Regular meetings of new teachers with Principal	Principal	June 2013
2. Partnering new teachers with veteran staff	Assistant Principal	August 2012
3. Creating additional opportunities for teachers to collaborate and network	Instructional Coaches	June 2013
4. Scheduling opportunities for teachers to visit other classrooms and schools.	Instructional Coaches	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/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
2.7%(1)	Teacher is currently enrolled in her last ESOL endorsement class.

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
37	8(21.62%)	11 (29.73%)	11 (29.73%)	7 (18.92%)	9 (24.32%)	26 (96.30%)	1 (2.70%)	1 (2.70%)	25 (67.57%)

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
Samuel Louis	Gillian Cavayero	Certification/Mathematics Coach	Modeling, Coaching, Conferencing
Christine Rodriguez	Seline Paulino	Certification/Reading Coach	Modeling, Coaching, Conferencing
Jose Porras	Katherine Yeaworth	Certification/Science Coach	Modeling, Coaching, Conferencing

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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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.

<p>Title I, Part A Jesse J. McCrary provides students requiring additional remediation with the Miami Heat after-school tutoring program, the Supplemental Educational Services program and pull-out and push in intervention during the school day. Additional remediation is provided to students through before, after-school programs and Saturday School. Curriculum coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include a parental program.</p>	
<p>Title I, Part C- Migrant</p>	
<p>Title I, Part D</p>	
<p>Title II Jesse J McCrary Elementary uses the district supplemental funds for improving basic education as follows: • Training to certify qualified mentors for the New Teacher (MINT) Program • Training for add-on endorsement programs, such as Reading, Gifted, ESOL • Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols</p>	
<p>Title III Services are provided through the district to Jesse J. McCrary Jr. Elementary School for educational materials and ELL district support services to improve the education of immigrant and English Language Learners.</p>	
<p>Title X- Homeless District Homeless Social Worker and school counselors will provide resources (clothing, school supplies, social services referrals) for students at Jesse. J. Mccrary Jr. Elementary School identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>	
<p>Supplemental Academic Instruction (SAI) Jesse J. McCrary Jr. Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation</p>	
<p>Violence Prevention Programs Jesse J. McCrary Jr. Elementary School offers a non-violence and anti-drug program to students that incorporate community outreach assemblies, and counseling.</p>	

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<p>Nutrition Programs Jesse J. McCrary Elementary Jr. School adheres to and implements the nutrition requirements stated in the District Wellness Policy. 2) Nutrition education, as per state statute, is taught through physical education. 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy</p>	
<p>Housing Programs N/A</p>	
<p>Head Start Jesse J. McCrary Jr. Elementary School houses two Head Start classrooms. Teachers participate in articulation activities, including professional development and transition processes.</p>	
<p>Adult Education N/A</p>	
<p>Career and Technical Education Students participate in a yearly Career Day, where students increase their awareness of various career fields.</p>	
<p>Job Training N/A</p>	

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Other

Parental

Jesse J. McCrary Jr. Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs and their rights under the No Child Left Behind Act and other referral services. Jesse J. McCrary, Jr. Elementary school will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement. Additionally the school will complete Title I Administration Parental Involvement Monthly School Reports and Title I Parental Involvement Monthly Activities Report. The parents of students in grades K-2nd will receive a DVD with the basic sight words in order to increase reading achievement.

School Improve Grant Fund/School Improvement Grant Initiative

Jesse J. McCrary, Jr. Elementary School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction/intervention and developing classroom libraries.

Jesse J. McCrary, Jr. Elementary School participates in the Voluntary Public School Choice Program (I Choose!), a federally funded grant. This is a district-wide initiative designed to assist in achieving the Miami-Dade County Public Schools District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and reculture teaching practices to establish quality school environments.

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School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Assists principal in ensuring the school-based team implements RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Grade Level Teachers- Provide information about core instruction, participates in student data collection, ESOL and SPED teachers provide information about ELL and SPED best practices, participate in student data collection, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

Instructional Coach(es) Reading/Math/Science: Develop, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Counselor: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Social Worker: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

School Psychologist- Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Interventionist- Delivers the TIER 2 interventions and conducts the ongoing progress monitoring.

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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 MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and in our students? The team meets monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks who are in the high zone, students at the moderate zone or the low zone for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The team will make recommendations for Tier 3 activities.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS Leadership Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

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.

Baseline data: Interim Assessments, Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), STAR

Progress Monitoring: PMRN, Interim Assessments, Monthly Assessments

Midyear: Florida Assessments for Instruction in Reading (FAIR), Interim Assessments, Monthly Assessments, STAR

End of year: FAIR, FCAT, Interim Assessments, STAR

Frequency of Data Days: twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during the opening of school meeting, the two professional development days, teachers' common planning time and small group sessions, throughout the year..

Describe the plan to support MTSS.

Professional development will be provided during the opening of school meeting, the two professional development days, teachers' common planning time and small group sessions, throughout the year..

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

August 2012

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Revised April 29, 2011

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

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

Jesse J. McCrary, Elementary School's Literacy Leadership Team includes the following members:

Maria Calvet-Cuba, Principal
Claude Rivette, Assistant Principal
Christine Rodriguez, Reading Coach
Samuel Louis, Math Coach
Jose Porras, Science Coach
Joy Foley, Media Specialist
Sophonie Maneus, ELL Teacher
Melanie Hall, Kindergarten Teacher
Barbara Leyva, First Grade Teacher
Christine Vazquez, Second Grade Teacher
Kyonel Rivera, Third Grade Teacher
Noemi Guillaume, Third Grade Teacher
Manuel Alvarez, Fifth Grade Teacher
Carla Christian, Fifth Grade Teacher
Carly BirdSong, Kindergarten Grade Teacher
Bibi Wazidali, Gifted Teacher

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

Jesse J. McCrary, Elementary School's Literacy Leadership Team collaborates on a monthly basis to set goals, identify strategies and to promote school-wide literacy. The Literacy Leadership Team will strive to build a community of lifelong readers and instill the love of reading in all students.

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

Family Reading Night, -Reading Under the Stars, -Book Fairs, I Caught You Reading Program, AR Super Stars
-Reading Across the curriculum Fair- Author's Night, Dr. Seuss Birthday Celebration

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.

Jesse J. McCrary, Jr. Elementary School receives supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through two full-time highly qualified teachers and two full-time paraprofessionals. This assists with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

The ESSAC recommends the utilization of the guidance counselor, community involvement specialist, registrar, social worker, office staff, and the administration to render services to our early childhood students and their families throughout the school year.

Low performing students are identified early through the administration of the Early Childhood Observation System (ECHOS) and certified teachers will work with students using strategies and developmentally appropriate academics after the specific weaknesses have been identified.

Reading coaches will provide professional development to teachers as a result of the ECHOS assessment.

****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?

N/A

****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?

N/A

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?

N/A

Postsecondary Transition

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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](#).

N/A

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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		

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. The area of deficiency as noted on the 2012 administration of the FCAT reading test was Reporting Category 2, Reading Application. Students lack the ability to use a variety of strategies to comprehend text suitable for the grade level due to the lack of higher order questioning and lack of interactive reading strategies.</p>	<p>1A.1. Increase the amount of reading independent time by incorporating the use of the Accelerated Reader Program. Incorporate active reading strategies, novel-based instruction, and the components of the Gradual Release of Responsibility Model. Teachers include higher order questions (as well as the answers) in lesson plans and require students to respond to them during instruction</p>	<p>1A.1. Administrators Reading Coach Faculty</p>	<p>1A.1. Review of the Accelerated Reader Reports Monitor the use of the lessons plans created during common lesson planning Review of student work folders to monitor the use of higher order questioning and graphic organizers Common Lesson Planning of Interactive Whiteboard flipcharts Quarterly review of the interactive journals</p>	<p>1A.1. Interim and Monthly Assessments Quarterly evaluate interactive notebooks. STAR Report</p>		
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		in their interactive notebooks.					
Reading Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Reading Goal #1A:</p> <p>The results of the 2012 FCAT Reading Test indicated that 18% (48) of students achieved level 3 proficiency. The goal for the 2012-2013 school year is to increase the level 3 student proficiency by 4% percentage points to 22 %.</p>							
	18% (48)	22% (57)					

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		<p>1A.2. The area of deficiency as noted on the 2012 administration of the FCAT reading test was Informational Text/ Research Processes. Due to the students lack of ability to comprehend and interpret informational text from a variety of sources.</p>	<p>1A.2. During explicit whole group instruction and differentiated instruction, 3rd-5th grade teachers will incorporate the science series, Blue Planet Diaries into the pacing guides with a focus on the use of the Depth of Knowledge Questions and graphic organizers.</p>	<p>1A.2. Administrators Reading Coach Faculty</p>	<p>1A.2. Classroom Observations and Review of student work folders to monitor the use of higher order questioning and graphic organizers Common Lesson Planning of Interactive Whiteboard flipcharts Quarterly review of the interactive journals</p>	<p>1A.2. Interim and Monthly Assessments Quarterly evaluate interactive notebooks.</p>	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1B.1. Students lack the skills to comprehend and interpret instructional level text from a variety of sources.</p>	<p>1B.1. Students should be guided to read fiction, nonfiction and informational text to identify the differences.</p> <p>Vocabulary should be introduced to students with pictures and print. Picture</p>	<p>1B.1. SPED Teacher Faculty Reading Coaches Administration</p>	<p>1B.1. Classroom Observations and Review of student work folders to monitor the use of higher order questioning and graphic organizers Common Lesson Planning of Interactive Whiteboard flipcharts Quarterly review of the interactive journals</p>	<p>1B.1. OPM Assessments SuccessMaker Data Reports</p>		
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		<p>s should be faded for long term comprehension and retention.</p> <p>Students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).</p>					
<p><u>Reading Goal #1B:</u> <u>Reading Goal #1B:</u></p> <p>The results of the 2012 Florida Alternate Assessment indicated that 50 % (1) of students scored a level 5 in reading. The goal for the 2012-2013 school year is to maintain the percentage points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	N/A	N/A					
		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. The area of deficiency as noted on the 2012 administration of the FCAT reading test indicated that % of our levels 4 and 5 remained the same level or regressed.</p>	<p>2A.1. Schedule a separate Common Planning Session for those teachers with the higher levels of classes. Utilize Common Core exemplars in differentiated instruction through Literature Circles</p> <p>Use inquiry-based learning as anchor activities.</p>	<p>2A.1. Administrators Reading Coach Faculty</p>	<p>2A.1. Classroom Observations and Review of student work folders to monitor the use of higher order questioning and graphic organizers</p> <p>Coaches and Administrators take part in common planning</p> <p>Review of student Differentiated Instruction Notebooks</p> <p>Monitoring of program implementation</p>	<p>2A.1. Interim and Monthly Assessments Quarterly evaluate interactive notebooks</p>		

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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The results of the 2012-2013 FCAT Reading Test indicated that 10 % (25) of students achieved level 4 in reading. The goal for the 2012-2013 school year is to increase the level 4 student proficiency by 4 percentage points to 11% (29).							
	<i>10% (25)</i>	<i>11% (29)</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2B.1. The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Indicates that students lack the ability to use a variety of strategies to comprehend text suitable for the grade level due to the lack of Cognitive abilities and lack of interactive reading strategies</p>	<p>2B.1. Increase the amount of reading independent time by incorporating the use of the Accelerated Reader Program. Teachers will include access points throughout their lessons and require students to respond to the material during instruction in their Interactive noteb</p>	<p>2B.1. Administrators Reading Coach Faculty</p>	<p>2B.1. Review of the Accelerated Reader Reports Monitor the use of the lessons plans created during common lesson planning Review of student work folders to monitor the use of higher order questioning and graphic organizers Common Lesson Planning of Interactive Whiteboard flipcharts Quarterly review of the interactive journals</p>	<p>2B.1. Interim and Monthly Assessments Quarterly evaluate interactive notebooks.</p>		
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		oks.					
Reading Goal #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Reading Goal #2B:</p> <p>The results of the 2012 Florida Alternate Assessment indicated that 50% (1) of students scored at or above a level 7 in reading. The goal for the 2012-2013 school year is to maintain th</p>							
	N/A	N/A					
		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		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. As noted on the 2012 administration of the FCAT Reading Test, the percent of students making learning gains increased by % as compared to the 2011 FCAT Reading Test.</p>	<p>3A.1. Administer the FAIR Phonics Inventory, and the Initial Placement test for Success Maker during the first week of school to implement the Intervention Program before, during, and after school as well as providing for extended learning opportunities throughout the day.</p>	<p>3A.1. Administration Reading Coach</p>	<p>3A.1. Analysis of the Reports to determine progress and placement into appropriate intervention program.</p>	<p>3A.1. FAIR, SuccessMaker Reports</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>Reading Goal #3A:</i></p> <p><i>The results of the 2012 FCAT Reading Test indicated that 75% of the students made learning gains. The goal for the 2012 - 2013 school year is to increase student achieving learning gains by 5 percentage points to 80% (124).</i></p>							
	75% (116)	80% (124)					
		<p>3A.2. Teachers lack the strategies to implement differentiated instruction effectively.</p>	<p>3A.2. Conduct RTI data chats every six weeks to determine effective strategies for these students.</p> <p>Conduct bi-weekly On-going Progress Monitoring.</p> <p>Ensure differentiated instruction addresses student needs according to data through common planning and modeling.</p> <p>Conduct quarterly Professional Development workshops to introduce successful means of implementation</p>	<p>3A.2. Administrator Reading Coach Faculty</p>	<p>3A.2. 6-week Data review during RTI meetings. Lesson plans Walk-throughs and observations Student data folders Sign-in sheets</p>	<p>3A.2. FAIR data Interims Monthly Assessments</p>	

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		<p>3A.3. Teachers lack effective strategies necessary to accelerate learning and close the gap in instruction.</p>	<p>3A.3. Provide Professional Development using John Hattie’s Visual Learning Study into Effective Learning Strategies with an emphasis on the most successful strategies.</p> <p>Incorporate the use of formative evaluation and descriptive feedback in the interactive notebooks to accelerate student learning.</p> <p>Create a school-wide initiative encouraging the use of formative evaluation, descriptive feedback, and forming Student/Teacher relationships through the Lesson Study Process.</p>	<p>3A.3. Administrator Reading Coach Faculty</p>	<p>3A.3. Interactive notebooks student work folders Teacher lesson plans</p>	<p>3A.3. Interactive journal rubrics</p>	
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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p>	<p>3B.1. As noted on the 2012 administration of the FAA, the percent of students making learning gains:</p>	<p>3B.1. The FAIR Phonics Inventory, and the Initial Placement test for Success Maker during the two weeks of school to implement the Intervention Program before, during, and after school as well as providing for extended learning opportunities throughout the day. Instruction must be done in multisensory format</p>	<p>3B.1. Administration Reading Coach</p>	<p>3B.1. Analysis of the Reports to determine progress and placement into appropriate intervention program.</p>	<p>3B.1. FAIR, SuccessMaker Reports</p>		
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<u>Reading Goal #3B:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
<u>Reading Goal #3B:</u>	<u>Level of</u>	<u>Level of</u>					
	<u>Performance:*</u>	<u>Performance:*</u>					
<p>The results of the 2012 Florida Alternate Assessment indicated that 50 % (1) of students scored at or above a level 7 in reading. The goal for the 2012-2013 school year is to maintain the level 7 student proficiency percentage points.</p>							
	N/A	N/A					

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		<p>3B.2. Teachers lack the strategies to implement differentiated instruction effectively.</p>	<p>3B.2. Conduct RTI data chats every six weeks to determine effective strategies for these students.</p> <p>Conduct bi-weekly On-going Progress Monitoring.</p> <p>Ensure differentiated instruction addresses students' needs according to data through common planning with the reading teacher as well as the ESE teacher.</p> <p>Conduct quarterly Professional Development workshops to introduce successful means of implementation</p>	<p>3B.2. Administrator Reading Coach Faculty</p>	<p>3B.2. 6-week Data review during RTI meetings. Lesson plans Walk-throughs and observations Student data folders Sign-in sheets</p>	<p>3B.2. FAIR data Interims Monthly Assessments</p>	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains increased by 32 percentage points.</p>	<p>4A.1 Administer Phonemic Awareness Inventory. Teachers will conduct on-going progress monitoring to ensure that Phonics and Phonemic Awareness Instruction is being implemented in differentiated learning groups.</p>	<p>4A.1. School Administration RTI Leadership Team Reading Coach School Faculty</p>	<p>4A.1. Review the FAIR Phonics Inventory</p>	<p>4A.1. FAIR Phonics Inventory 2012 FCAT Assessment</p>		

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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p><i>Reading Goal #4:</i></p> <p><i>The results of the 2012 FCAT Reading Test indicated that 82% (40) of the lowest 25% students made learning gains on the 2012 FCAT.</i></p> <p><i>The goal for the 2012-2013 school year is to increase the learning gains of the lowest 25% by 3 percentage points to 43 %.</i></p> <p><i>narrative for the goal in this box.</i></p>							
	82% (40)	87% (43)					
		4A.2.. The current reading program does not provide a structured instructional plan targeting Phonics and Phonemic Awareness	4A.2. Provide additional intervention through ETO's Foundational Skills Intervention Program focusing on the lowest 25%.	4A.2. Administration RTI Leadership Team School Faculty	4A.2. Review OPM data	4A.2. FAIR	

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		<p>4A.3 Students lack vocabulary and comprehension skills.</p>	<p>4A.3. Teachers hold individual data chats with students as well as during RTI data chats to set goals following each assessment.</p> <p>Teachers plan for and provide differentiated instruction that is aligned to students' specific needs.</p> <p>Teachers utilize technology to differentiate instruction (i.e., SuccessMaker, Imagine Learning).</p>	<p>4A.3. Administration Reading Coach RTI Leadership Team Students</p>	<p>4A.3. Inputting and monitoring of phonics checkpoints and Reading Comprehension Ongoing Progress Monitoring</p>	<p>4A.3 FAIR data Interims</p>	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	29%	35%	42%	48%	55%	61%
<p><u>Reading Goal #5A:</u></p> <p>The results of the 2012 FCAT Reading Test indicated that 29% of students achieved level 3 proficiency. The goal for the 2012-2013 school year is to increase the level 3 student proficiency by 6 % percentage points to 35%.</p>							
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. White: Black: As noted on the administration of the 2012 FCAT Reading Test, the Black subgroup did not make AMOS. Students lack vocabulary and background knowledge that assists in reading comprehension. Hispanic: Asian: American Indian:</p>	<p>5B.1. Provide necessary Tier 2 vocabulary development through Elements of Vocabulary. Teachers follow a daily vocabulary routine during the Introduction portion of whole group lessons (e.g., introduce word on day 1, match the word to the picture on day 2, use cloze sentences on day 3, etc.) Teachers ensure that ELL and ESE students are partnered or grouped with non-ELL and/or non-ESE students during the They Do portion of the lesson.</p>	<p>5B.1. Administration Reading Coach Community Involvement Specialists Counselor Faculty</p>	<p>5B.1. Review Mini-Assessments Review Interim Assessments Weekly vocabulary assessments</p>	<p>5B.1. Mini-Assessments Interim Assessments</p>		
<p><u>Reading Goal #5B:</u> Results of the 2011-2012 FCAT Reading Test indicated that 29 % (62) of students in subgroups Black, 42% (12) in subgroups Hispanic, achieved proficiency. The goal is to increase student proficiency by 5 % in subgroup Black and 4% in subgroup Hispanic during the 2012-2013 school year.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: NA Black: 29% (62) Hispanic:42% (12) Asian: NA American Indian: NA	White: Na Black:34% (72) Hispanic:46% (13) Asian: NA American Indian: NA					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. As noted on the administration of the 2011 FCAT Reading Test the English Language Learner subgroup has limited vocabulary.</p>	<p>5C.1. Weekly planning meetings with the ELL teacher to design whole group and differentiated instruction lessons with an emphasis on Words and Phrases</p> <p>Teachers follow a daily vocabulary routine during the Introduction portion of whole group lessons (e.g., introduce word on day 1, match the word to the picture on day 2, use cloze sentences on day 3, etc.)</p> <p>Teachers ensure that ELL</p>	<p>5C.1. Administration Reading Coaches Faculty Bilingual Department ELL Teacher</p>	<p>5C.1. Monitor the use of word walls, vocabulary notebooks, and writing journals through classroom walk-throughs</p>	<p>5C.1. Interim Assessments Bi-weekly assessments Theme skills tests</p>		
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		and ESE students are partnered or grouped with non-ELL and/ or non-ESE students during the They Do portion of the lesson. Grouped with non-ELL and/ or non-ESE students during the They Do portion of the lesson.					
Reading Goal #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The results of the 2011-2012 FCAT Reading Test indicate that 76 % of the English Language Learner subgroup did not make satisfactory progress. The goal is to increase student proficiency by 7 % percentage points from 24% (19) to 33% (26) during the 2012-2013 school year.							
	24% (19)	33(26)					

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		5C.2. Due to limited - language exposure, the ELL subgroup is deficient in Tier 2 vocabulary	5C.2. Incorporate Elements of Vocabulary into daily instruction. Teachers include ELL and ESE strategies in the You Do portion of the lesson for students who need additional support.	5C.2. Administration Reading Coaches Faculty Bilingual Department	5C.2. Monitor the use of word walls, vocabulary notebooks, and writing journals through classroom walk-throughs. Lesson planning sign-in sheets and lesson plans	5C.2. Interim Assessments Bi-weekly assessments Theme Skills Tests	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Students lack the skills necessary to read and interpret grade level text from a variety of sources.</p>	<p>5D.1. Administer the Phonics Inventory to determine correct placement into our Foundational Skills Intervention Program.</p> <p>Administer, monitor, and interpret OPM data from the Foundational Skills Intervention Program during RTI data chats every 6 weeks to determine</p>	<p>5D.1. Multi-Tier System of Support Team</p>	<p>5D.1. In-house RTI protocols RTI Data Chats OPM Data</p>	<p>5D.1. OPM Data SuccessMaker Data Reports</p>		
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		effectiveness of the interventions.					
Reading Goal #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The results of the 2011-2012 FCAT Reading Test indicate that 90% of the Students With Disabilities subgroup did not make satisfactory progress. The goal is to increase student proficiency by 16 % percentage points from 10% (3) to 26% (7) during the 2012-2013 school year.							
	10%(3)	26%(7)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Teachers lack the knowledge on how to motivate students to read through the Accelerated Reader Program and incorporate effective follow-up strategies to ensure student success.</p>	<p>5E.1. Professional development on the Accelerated Reader Program with an emphasis on motivation and teacher support. Teachers provide students opportunities to read and respond in writing to their Accelerated Reader books during their Independent Center. Incentivize our School-wide implementation of the Independent Center incorporating the Accelerated Reader</p>	<p>5E.1. Administration Reading Coaches Faculty</p>	<p>5E.1. Review Accelerated Reader Reports</p>	<p>5E.1. FAIR Interim and Monthly Assessments</p>		
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		Program					
<p><u>Reading Goal #5E:</u> The results of the 2011-2012 FCAT Reading Test indicate that 72% of the Economically Disadvantaged subgroup did not achieve proficiency.</p> <p>The goal is to increase student proficiency by 7 % percentage points from 28 % to 35 % during the 2012-2013 school year</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	28% (72)	35% (90)					
		<p>5E.2. New teachers lack basic knowledge of how to use data to provide focused instruction during differentiated instruction.</p>	<p>5E.2 Conduct data chats with the Reading Coach as each assessment is taken.</p> <p>Teachers set class-wide goals and post classroom data charts to display student progress following each assessment.</p> <p>Teachers use relevant and current data to create flexible student groups. Conduct a lesson study on the use of running records in guided reading.</p>	<p>5E.2. Administration Reading Coaches Faculty</p>	<p>5E.2. FAIR, Interim Assessment, OPM assessments Grouping templates PLC sign-in sheet</p>	<p>5E.2. FAIR Interim and Monthly Assessments</p>	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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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	Person or Position Responsible for Monitoring
Accelerated Reader Program Reading Coaches Media Specialist	K-5	Reading Coaches	Faculty	August 2012	Trackers	School Administration Reading Coaches RTI Team
Formative Assessments	K-5	Reading Coaches	Faculty	September 2012	Classroom observations Student work folders	School Administration Reading Coaches RTI Team
Descriptive Feedback	K-5	Reading Coaches	Faculty	September 2012	Classroom observations Student work folders	School Administration Reading Coaches RTI Team
Lesson Study	K-5	Reading Coaches	Reading Teachers	September 2013	Teachers sign-in sheets Lesson plans created for lesson study	School Administration Reading Coaches School Faculty

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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
Comprehensive lessons with an emphasis on differentiated instruction and Words and Phrases.	Composition Notebooks Chart paper Dry erase markers Index cards Zip-lock bags	Title I	\$1,500.00
Make and Take Workshops for differentiated instruction with a focus on phonic intervention as well as comprehension enrichment.	Supplies needed to create data based centers for differentiated groups.	School Improvement Grant	\$1,200.00
Subtotal: \$2,700.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Incorporate the use of research-based software focusing on the benchmarks	Reading A-Z	Title I	\$70.00
Subtotal:\$70.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide professional development in comprehensive lessons with an emphasis on differentiated instruction.	substitute coverage	SIG	\$1,600.00
Provide professional development and conduct a lesson study on the use of effective learning strategies.	substitute coverage	SIG Grant	\$1,600.00
Subtotal:\$ 3,200.00			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Create a professional library to enhance the capacity of the teachers.	Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement by John Hattie The Daggett System for Effective Instruction Bundle by Willard R. Daggett Leadership to Support All Students Bundle	02-School Account	\$38.00 \$120.00 \$210.00
Subtotal:\$368.00			
Total:\$6338.00			

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. Teachers lack the knowledge on how to increase the amount of listening and speaking conducted in the classroom.	1. Professional development on effective listening and speaking ELL strategies. Create an ELL instructional focus calendar with ELL strategies to infuse during common planning sessions.	1.1. ELL Teacher Administration Faculty	1. Teacher lesson plans Classroom Observations	1.1. FAIR Interim Assessments Oral Reading Fluency On-Going Progress Monitoring	
CELLA Goal #1: Based on the 2012 CELLA data 25% of students were proficient in Oral Skills. The goal for 2012 – 2013 is to increase the Oral Proficiency Sills to 30%	2012 Current Percent of Students Proficient in Listening/Speaking:					
	25 % (42)					

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	1.2. Students do not have ample time allotted to reinforce their listening and speaking skills.	1.2. Through common planning ensure that students have listening and speaking activities planned for differentiated instruction at least three days of the week. Incorporate the use of chants and poems to reinforce listening and speaking.	2. ELL Teacher Administration Faculty	3. Teacher lesson plans Classroom Observations	4. FAIR Interim Assessments Oral Reading Fluency On-Going Progress Monitoring	1.2.
		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	

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<p>2. Students scoring proficient in reading.</p>	<p>2.1. The area of deficiency as noted on the 2012 administration of the CELLA indicated that % of our ELL subgroup remained at the same level or regressed.</p> <p>The ELL subgroup has limited vocabulary.</p>	<p>2.1. Weekly planning meetings with the ELL teacher to design whole group and differentiated instruction lessons with an emphasis on words and phrases.</p> <p>Teachers follow a daily vocabulary routine during the introduction portion of whole group lessons (e.g. introduce word on day 1, match the word to the picture on day 2, use cloze sentences on day 3, etc.)</p> <p>Teachers ensure that ELL and ESE students are partnered or grouped with non-ELL and/or non-ESE students during the “they do” portion of the lesson.</p>	<p>2.1. Administration Reading Coaches Faculty Bilingual Department ELL Teachers</p>	<p>2.1. Monitor the use of word walls, vocabulary in interactive journals, and writing journals through classroom walkthroughs.</p>	<p>2.1. Interim Assessments Bi-Weekly OPM Assessments Theme Skills Tests</p>	
<p>CELLA Goal #2: Based on the 2012 CELLA data, the percentage of students who were proficient in Reading skills was 8%. The goal of for 2012 – 2013 is to increase the Reading Skills to 14 %</p>	<p>2012 Current Percent of Students Proficient in Reading: 18% (30)</p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>					

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		2.2. The current reading program does not provide a structured instructional plan targeting phonics and phonemic awareness.	2.2. Provide additional intervention through ETO's Foundational Skills Intervention Program focusing on the lowest 25%. Request that the ELL teachers attend a professional development on the Build-Up/Spiral-Up and Foundational Skills program.	2.2. Administration Rtl Leadership Team ELL Teachers	2.2. Review OPM data and professional development sign-in sheets.	2.2. FAIR data Interims
		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. Students lack conventions and phonics to be able to move to the high intermediate and proficient levels.	<p>2.1. Through common planning teachers with ELL students will plan to provide paragraph frames to assist with the scaffolding of writing.</p> <p>Through common planning teachers will plan to teach basic conventions and phonics in differentiated instruction.</p> <p>Provide additional intervention through ETO's foundational skills intervention program.</p>	2.1. Administration RtI Leadership Team Faculty ELL Teachers	2.1. On-going progress monitoring Assessments from the Build Up/Spiral Up program	2.1. FAIR Interims	
<p><u>CELLA Goal #3:</u></p> <p>Based on the 2012 CELLA data 8 % of students were proficient in writing.</p> <p>The goal of for 2012 – 2013 is to increase levels in writing 12%</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	8 % (13)					
		2.2.	2.2.	2.2.	2.2.	2.2.

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		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
Increase the amount of listening and speaking by our ELL students through poems and chants.	Jazz Chants Old and New Student Book by Carolyn Graham Grammar Chants Student Book by Carolyn Graham	SIG	\$40.00
Subtotal:\$ 40.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase the amount of listening and speaking by our ELL students through poems and chants.	Jazz Chants Old and New CD by Carolyn Graham Grammar Chants CD by Carolyn Graham	SIG	\$64.00
Subtotal:\$ 64.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Address ELL strategies through differentiated instruction	Book: Teaching English Language Learners, a Differentiated Approach	SIG	\$25.00

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Subtotal:			
Total:\$25.00			

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. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was fractions. This deficiency was due to limited use and real world examples when teaching fraction concepts.</p>	<p>1A.1. Provide ongoing professional development on the effective use of manipulatives and ways to incorporate during small group and whole group instruction to build conceptual understanding in students.</p> <p>Teachers plan for and include the use of manipulatives during instruction.</p> <p>Teachers model the use of manipulatives each time before students work with them individually or in small</p>	<p>1A.1. Administration, Mathematics Coach, Mathematics teachers</p>	<p>1A.1. Coaching Continuum Log , Classroom observations</p>	<p>1A.1. Monthly Assessments, Interim Assessments, 2013 FCAT 2.0 Mathematics Assessment</p>		
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		<p>groups. Incorporating Category 1, number s and base ten and fraction Provide students with the opportunity to be involved in collaborative strategies</p> <p>Make use of better probing techniques, wait-time, and redirection to ensure equitable opportunity</p>					
<p><u>Mathematics Goal #1A:</u> <i>The results of the 2012 FCAT 2.0 Mathematics Test indicated that 27% (70) of students achieved level 3 proficiency. The goal for the 2012-2013 school year is to increase the level 3 student proficiency by 7 percentage points to 34% (88).</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	27% (70)	34% (88)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1B.1. The area of deficiency as noted on the 2012 administration of the FAA Mathematics test was : N/A</p>	<p>1B.1. Provide ongoing professional development on the effective use of manipulatives and ways to incorporate during small group and whole group instruction to build conceptual understanding in students.</p> <p>Train teachers to effectively implement Access Points.</p> <p>Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.</p>	<p>1B.1. Administration, Mathematics Coach, Mathematics teachers SPED Teacher</p>	<p>1B.1. Coaching Continuum Log , Classroom observations</p>	<p>1B.1. Monthly Assessments, Interim Assessments, 2013 FAA Mathematics</p>		
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		Utilizing interactive journal for instructional purposes					
<u>Mathematics Goal #1B:</u> The results of the 2012 Florida Alternate Assessment indicated that 50% (1) of students achieved levels 4, 5, or 6. The goal for the 2012-2013 school year is to maintain the amount of students scoring levels 4, 5, or 6 on the FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. As evidenced on the 2012 FCAT 2.0 Math, the higher performing students struggled with Number, Operations and Problems and Geometry and Measurement concepts respectively. This was due to the limited use of assessment data to differentiate instruction. During extended learning opportunities, these students were not provided enough opportunities to practice</p>	<p>2A.1. Teachers plan for and provide differentiated instruction that is aligned to students' specific needs. Teachers utilize technology to differentiate instruction (i.e., SuccessMaker, GoMath). Based on data, challenge students by teaching them skills to be taught in the future "look ahead" so that they can be used as peer tutors. Incorporate project based learning</p>	<p>2A.1. Administration, Mathematics Coach, Mathematics teachers</p>	<p>2A.1. Differentiated Instruction evidenced in lesson plans. Rubrics for collaborative learning assignments. Rubrics for interactive journals evidenced in student work folders. Coaching Continuum Log, Classroom observations</p>	<p>2A.1. Monthly Assessments, Interim Assessments, 2013 FCAT 2.0 Mathematics Assessment Rubrics in student work folders and interactive journals.</p>		
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	<p>more complex and rigorous performance tasks that foster creativity and higher order thinking.</p>	<p>activities that encourage students to think critically and apply their knowledge in a real world setting.</p> <p>Teachers require student accountable talk to justify correct answers and explain incorrect answers.</p> <p>Create Interactive Journals following the ETO recommended format structured graphic organizers (i.e. flip charts, Venn diagrams, foldables, webs, t-charts,</p>					
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		etc) during activities for all students in all grade levels to be used consistently on a daily basis in Mathematics					
Mathematics Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The results of the 2012 FCAT 2.0 Mathematics Test indicated that 15% (38) of students achieved levels 4 and 5 proficiency. The goal for the 2012-2013 school year is to increase the levels 4 and 5 student proficiency by 9 percentage points to 18% (47).							
	15% (38)	18% (47)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1. The area of deficiency as noted on the 2012 administration of the FAA Mathematics test was none.</p>	<p>2B.1. Teachers use relevant and current data to create flexible student groups. Teachers plan for and provide differentiated instruction that is aligned to students' specific needs. Train teachers to effectively implement Access Points. Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.</p>	<p>2B.1. Administration, Mathematics Coach, Mathematics teachers SPED Teacher</p>	<p>2B.1. Differentiated Instruction evidenced in lesson plans. Coaching Continuum Log , Classroom observations</p>	<p>2B.1. Monthly Assessments, Interim Assessments, 2013 FAA Mathematics</p>		
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<u>Mathematics Goal</u> <u>#2B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
The results of the 2012 Florida Alternate Assessment indicated that 50% (1) of students scored at or above achievement level 7. The goal for the 2012-2013 school year is to maintain the amount of students scoring at or above achievement level 7 on the FAA.							
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. An analysis of the 2012 FCAT 2.0 Mathematics results indicate that students making learning gains decreased by 8 percentage points when compared to the 2011 FCAT 2.0. This was due to the change in unfamiliarity of the new cut scores and a limited understanding on the Next Generation Sunshine State Standards.</p>	<p>3A.1. Teachers use relevant and current data to create flexible student groups. Teachers plan for and provide differentiated instruction that is aligned to students' specific needs. Take part in regular embedded professional development (<i>i.e., common planning, lesson study, professional learning communities</i>). Provide students with necessary interventions and</p>	<p>3A.1. Administration, Mathematics Coach, Mathematics teachers</p>	<p>3A.1. Weekly Common Planning Lesson Plans OPM of intervention/enrichment programs through regular observations and evaluations</p>	<p>3A.1. Monthly Assessments, Interim Assessments, 2013 FCAT 2.0 Mathematics Assessment</p>		
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		enrichment as reflected by assessment data. Utilizing interactive journal for instructional purposes					
Mathematics Goal #3A: <i>The results of the 2012 FCAT 2.0 Mathematics Test indicated that 61% (96) of students made learning gains. The goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 66 % (104).</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61% (96)	66% (104)					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

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<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1. The area of deficiency as noted on the 2012 administration of the FAA Mathematics test was _____.</p>	<p>3B.1. Train teachers to effectively implement Access Points. Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology. Reinforce the implementation of interactive journal for Math instruction</p>	<p>3B.1. Administration, Mathematics Coach, Mathematics teachers SPED Teacher</p>	<p>3B.1. Lesson Plans Review of lesson plans Classroom walk-throughs Review of student work folders</p>	<p>3B.1. Monthly Assessments, Interim Assessments, 2013 FAA Mathematics</p>		
<p><u>Mathematics Goal #3B:</u> The results of the 2012 Florida Alternate Assessment indicated that 50% (1) of the lowest 25% made learning gains. The goal for the 2012-2013 school year is to maintain the amount of students making learning gains</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. An analysis of the 2012 FCAT 2.0 Mathematics results indicate that students lack fluency in fundamental skills (addition, subtraction, multiplication, and division).</p>	<p>4A.1. Provide students with necessary interventions as reflected by assessment data through tutorial groups before and after school. Teachers and interventionists meet on a regular basis to review the intervention/enrichment curriculum, discuss ongoing data, and other issues pertaining to student progress. Teachers and interventionists track and monitor student progress through the use of an established system. During the</p>	<p>4A.1. Administration, Mathematics Coach, Mathematics teachers</p>	<p>4A.1. Math Intervention OPM Tracker</p>	<p>4A.1. Bi-weekly Benchmark/Skills Assessments, Interim Assessments, 2013 FCAT 2.0 Mathematics Assessment</p>		
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	<p>2012-2013 school year, intervention groups will remain fluid and address specific skills identified by data from the Go Math Pre-Requisite Skills Assessment. During the first nine weeks, math interventions will address prerequisite skills that are geared towards building mathematical fluency.</p> <p>Conducting planning with the interventionists to review lesson and model manipulative usage, review skills calendar,</p>					
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		and address students' progress Implement an afterschool					
Mathematics Goal #4:	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
The results of the 2012 FCAT 2.0 Mathematics Test indicated that 77% (37) of students in the lowest 25% made learning gains. The goal for the 2012-2013 school year is to increase the amount of students in the lowest 25% making learning gains by 5 percentage point to 82% (39).							
	77% (37)	82% (39)					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.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	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	50%	54%	59%	63%	68%	73%
<p><u>Mathematics Goal #5A:</u></p> <p>The results of the 2012 FCAT 2.0 Math test indicated that 50% of students achieved Level 3 proficiency. The goal for the 2012-2013 school year is to increase the Level 3 student proficiency by 4% percentage points to 54%.</p>							
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 mathematics.</p>	<p>5B.1. White: Black: As noted on the administration of the 2012 FCAT Math Test, the Black subgroup did 48% make AMOS. Students lack fundamental math fluency skills that assist in completion of application skills. Hispanic: As noted on the administration of the 2012 FCAT Math Test, the Black subgroup did 68% make AMOS. Students lack fundamental math fluency skills that assist in completion of application skills. Asian: American Indian:</p>	<p>5B.1. Provide necessary Tier 2 basic fact practice through the Go Math Intervention Skills Pack. Create a weekly initiative (Fantasy Fact Fridays) to encourage students to work on mastering the basic facts and provide incentives.</p>	<p>5B.1. Math Coach</p>	<p>5B.1. Review of assessment data and mad minutes, Multiplication ladders</p>	<p>5B.1. Mad Minutes, Increased Test Scores, Basic Fact Trackers</p>		
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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Results of the 2011-2012 FCAT 2.0 Math Reading Test that 44% (94) of students in the Black subgroup and 62 % (18) in White subgroup achieved proficiency.</p> <p>The goal is to increase student proficiency by 7 % in subgroup Black and 9 % in subgroup Hispanic, subgroup Hispanic, from 44% to 53 % for subgroup Black and 62% to 71 % for subgroup Hispanic during the 2012-2013 school year.</p>							
	White: N/A Black:44% (94) Hispanic:62% (18) Asian: NA American Indian: NA	White: N/A Black: 53% (113) Hispanic: 71% (21) Asian: NA American Indian: NA					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. As noted on the administration of the 2012 FCAT 2.0 Math Test the English Language Learner subgroup has limited content vocabulary thus making it difficult for them to decode and decipher what they are expected to do.</p>	<p>5C.1. Teachers ensure that ELL and ESE students are partnered or grouped with non-ELL and/or non-ESE students during the lesson. They Do portion of the lesson. Grouped with non-ELL and/or non-ESE students during the lesson. They Do portion of the lesson. Incorporate the use of ELL Strategies such as graphic organizers (Frayer Model, Concept Maps, etc.) in order to build content vocabulary.</p>	<p>5C.1. Administration Math Coach Faculty Bilingual Department ELL Teacher</p>	<p>5C.1. Monitor the use of word walls, interactive math journals through classroom walk-throughs</p>	<p>5C.1. Interim Assessments Bi-weekly assessments Graphic Organizers</p>		
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<p>Mathematics Goal #5C:</p> <p>The results of the 2011-2012 FCAT 2.0 Math Test indicate that 57% of the English Language Learner subgroup did not make satisfactory progress.</p> <p>The goal is to increase the ELL subgroup student proficiency by 11 % percentage points from 43 % to 53% during the 2012-2013 school year.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>43% (34)</p>	<p>54% (43)</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. Teachers lacked the knowledge of effective strategies for SWD students and how to implement the Access Points for students on Alternate Assessment.</p>	<p>5D.1. Train teachers to effectively implement Access Points. Provide the SPED teacher with an opportunity to share best practices for working with SWD with the general education teachers. .</p>	<p>5D.1. Administration Math Coach SPED Teacher General Education Teacher</p>	<p>5D.1. Common Planning</p>	<p>5D.1. Interim Assessments Bi-weekly assessments 2013 FCAT 2.0 Math Results</p>		
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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p>The results of the 2011-2012 FCAT 2.0 Math Test indicate that 81% of the SWD subgroup did not make satisfactory progress.</p> <p>The goal is to increase the SWD subgroup student proficiency by 15 percentage points from 19% to 34% during the 2012-2013 school year.</p>							
	19%(5)	34%(9)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5E.1. Teachers lack the knowledge on how to motivate students to master basic math facts and fundamental skills and incorporate effective follow-up strategies to ensure student success.</p>	<p>5E.1. Professional development on the SuccessMaker Math Program with an emphasis on motivation and teacher support. Teachers provide students opportunities to demonstrate their mastery of a specific set of facts on a weekly basis. Incentivize our School-wide implementation of the Independent Center incorporating the SuccessMaker Program by giving students PBS points</p>	<p>5E.1. Administration Math Coach Faculty</p>	<p>5E.1. Review SuccessMaker Report</p>	<p>5E.1. Interim and Monthly Assessments</p>		
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		for meeting goals and making high marks in the program.					
<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The results of the 2011-2012 FCAT 2.0 Math Test indicate that 44% of the Economically Disadvantaged subgroup achieved proficiency. The goal is to increase student proficiency by 10 percentage points from 44% to 54% during the 2012-2013 school year							
	44%(113)	54%(138)					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics	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 mathematics.	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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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> <i>Enter narrative for the goal in this box.</i>	<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>					
		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.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	<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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		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.		

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	<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>					
		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 mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal</u> <u>#3B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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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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 mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	<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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.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	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<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>					
		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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<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>					
		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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<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>					
		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

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathemat	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		
	1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	<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>					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	<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>					
		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		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	<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>					
		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

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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		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Algebra 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	<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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i>	<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>					
		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	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
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		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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<p>Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		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		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<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>					
		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		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<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>					
		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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<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>					
		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		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	<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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	<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>					
		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		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
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		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: 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		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	<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>					
		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		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<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>					
		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		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<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>					
		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

Professional Development (PD) aligned with Strategies through Professional						
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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	Person or Position Responsible for Monitoring
Use Manipulatives Lesson Study	K-5	Math Coach	K-5 Math Teachers	August 2012-June 2013	Teacher Sign-in Sheets, Lesson plans created for Lesson Study	Math Coach, Administration
Differentiated Instruction	K-5	Math Coach	K-5 Math Teachers	September 2012	Common Planning Agenda	Math Coach
SuccessMaker	3-5	Pearson Representative	New Staff	September 2012	SuccessMaker Reports	Math Coach, Administration
Access Points	3-5	SPED Teacher	3-5 Math Teachers	September 2012	Review of Lesson Plans	Math Coach, Administration

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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
Successful Test-Taking Tips	Test taking prep books	School Improvement Grant	\$900
Subtotal: \$ 900.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide ongoing professional development on the effective use of manipulatives and ways to incorporate during small group and whole group instruction to build conceptual understanding in students. (Lesson Study)	Differentiated Instruction Set-up Kits Lesson Study Materials	School Improvement Grant	\$2,000.00
Subtotal: \$2,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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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]).

Elementary and Middle Science 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 science.</p>	<p>1A.1. The area of deficiency noted on the 2012 administration of the FCAT Science Test was Reporting Category 1, Nature of Science. This deficiency was due to the lack of understanding and the lack of scientific exploration through meaningful based instruction.</p>	<p>1A.1. Teachers take part in common planning sessions at least once a week run by the Instructional Coach. *An agenda is provided prior to the meetings and a log is completed during the meetings to document notes. Teachers complete lesson plans following the Gradual Release of Responsibility Model (Introduction - I Do - We Do - They Do - You Do - Closure) format. Teachers conduct</p>	<p>1A.1. Administration Science Coach Science Teachers</p>	<p>1A.1. Monitor progress through interim assessments, benchmark assessments and science learning journals.</p>	<p>1A.1. Interim Assessments Benchmark assessments Essential Labs FOCUS 2013 FCAT Science</p>		
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		<p>all ETO Essential Labs in accordance to the pacing guide.</p> <p>Teachers ensure that all parts of the ETO lab template are completed for every lab and are revised based on teacher feedback.</p>					
<p><u>Science Goal #1A:</u></p> <p>The results of the 2011-2012 FCAT Science administration indicated that 17 % (14) of students achieved proficiency.</p> <p>The goal for the 2012-2013 FCAT Science administration is to increase proficiency by 5 percentage points from 17% to 22% (19).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	17% (14)	22% (19)					

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		<p>1A.2.The area of deficiency as noted on the 2012 administration of the FCAT Science test was Reporting Category 3 Physical Science. This deficiency is due to the lack of higher order thinking skills in order to increase levels of proficiency.</p>	<p>1A.2. Teachers provide students opportunities to write in their interactive journals on a daily basis.</p> <p>Teachers include the use of structured (pre-printed) graphic organizers (i.e. flip charts, Venn diagrams, foldable, webs, t-charts, etc) during instruction.</p> <p>Teachers provide students with opportunities to use collaborative strategies during the “They Do” portion of the lesson.</p> <p>Teachers include higher order questions (as well as the answers) in lesson plans and require students to respond to them during instruction.</p>	<p>1A.2. Administration Science Coach Science Teachers</p>	<p>1A.2. Monitor progress through interim assessments, benchmark assessments and science learning journals</p>	<p>1A.2. Interim Assessments, Benchmark assessments Essential Labs FOCUS 2013 FCAT Science</p>	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>	<p>1B.1. Students lack the skills necessary to explore and identify key scientific concepts.</p>	<p>1B.1. Students need objects/pictures for exploration and identification of key scientific concepts.</p> <p>Instruction must be hands on so students can manipulate and explore actions and outcomes.</p> <p>Students must have continuous review/practice when</p>	<p>1B.1. Administration Science Coach Science SPED Teachers Faculty</p>	<p>1B.1. Monitor progress through interim assessments, benchmark assessments and science learning journals</p>	<p>1B.1. Interim Assessments, Benchmark assessments Essential Labs FOCUS</p> <p>2013 FCAT Science</p>		
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		learning science concepts.					
Science Goal #1B: The results of the 2011-2012 Florida Alternate Assessment administration indicated that 20% of students achieved proficiency. The goal for the 2012-2013 FCAT Florida Alternate Assessment administration is to maintain the proficiency	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		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 and 5 in science.</p>	<p>2A.1. The area of deficiency noted on the 2012 administration of the FCAT Science Test was Reporting Category 2 Earth/Space. This deficiency was due to the understanding or lack of scientific exploration through meaningful based instruction.</p>	<p>2A.1. Higher performing students will participate in a Power Hour geared towards building critical thinking skills.</p>	<p>2A.1. Administration Science Coach</p>	<p>2A.1. Lesson Plans Review of lesson plans Classroom walk-throughs Review of student work folders</p>	<p>2A.1. Interim Assessments, Benchmark Assessments, 2013 FAA Science</p>		

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<u>Science Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 FCAT Science administration indicated that 4 % (3) of level 4 and 5 students achieved proficiency.</p> <p>The goal for the 2011-2012 FCAT Science administration is to increase proficiency by 2 percentage points from 4% to 6% (5)</p>							
	4% (3)	6% (5)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2B.1. The area of deficiency noted on the 2012 administration of the FAA Science Test indicates that</p>	<p>2B.1. Train teachers to effectively implement Access Points. Instruction must be hands on so students can manipulate and explore actions and outcomes.</p>	<p>2B.1. Administration Science Coach</p>	<p>2B.1. Lesson Plans Review of lesson plans Classroom walk-throughs Review of student work folders</p>	<p>2B.1. Interim Assessments, Benchmark Assessments, 2013 FAA Science</p>		

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<u>Science Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
The results of the 2012 Florida Alternate Assessment indicated that 100% (1) of students achieved levels 7 or higher. The goal for the 2012-2013 school year is to maintain the level of students achieving levels 7 or higher at 100% (1).							
	N/A	N/A					
		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]).

High School Science 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		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	<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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected 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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievem						

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	ent						
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		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology 1 Goal #1: <i>Enter narrative for the goal in this box.</i>	<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>					
		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		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<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

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
GIZMOS Training	Grades 3-5	Science Coach	Grades 3-5 teachers	October 2012-May 2013	Agendas, Sign In Sheets and review of Gizmo and Discovery Reports.	Administration Science Coach
NGSSS	Grades 3-5	Science Coach Science Teachers	Science Teachers	October 2012-May 2013	Evidence in lesson plans and common board configuration	Administration Science coach
Science Lesson Study	Grade 5	Science Coach	Science Teachers	October 2012-May 2013	Agendas, Sign In Sheets and Grade level planning sessions	Administration Science coach
Interactive Science Journals	Grade K-5	Science Coach	Science Teachers	October 2012-May 2013	Classroom Walkthroughs, Rubrics for Interactive Journals	Administration Science coach

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
Plan for and conduct weekly science investigations.	Purchase lab materials to replace those used in previous years and to address new NGSSS objectives.	School Improvement Grant	\$250.00

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Include all completed science investigations in student interactive Science Journals	Composition Notebooks to be used as Interactive Science Journals	Title 1 Funds	\$350.00
Subtotal:\$ 600.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers provide students with opportunities to use collaborative strategies during the “They Do” portion of the lesson.	Substitute funding for lessons study and other relevant Professional Development	School Improvement Grant	\$ 1,000.00
Subtotal:\$ 1,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$ 1, 600.00			

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		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. The area of deficiency, as noted on the 2012 FCAT Writing Test, was elaboration and expanding on details. Inadequate precise word choice and vivid expression of ideas were demonstrated. Students lack the necessary skills needed to incorporate real life experiences into their writing.</p>	<p>1A.1 Implement the 6 Traits of Writing process with the infusion of literature across the curriculum.</p>	<p>1A.1 Reading Coach, Fourth Grade Teachers, and Writing Interventionist</p>	<p>1A.1 Administer monthly writing prompts to monitor students' progress and adjust focus as needed.</p>	<p>1A.1. Monthly Assessments 2012 FCAT Writing Assessment</p>		
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<p>Writing Goal #1A: The results of the 2011-2012 FCAT Writing Test indicated that 82% (55) of students achieved level 3 or higher in writing. The goal for the 2012-2013 school years is to increase student performance by 2 percentage points to 83% (56).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>81% (55)</p>	<p>83% (56)</p>					
		<p>1A.2 Students lack opportunities to read and examine mentor text.</p>	<p>1A.2 Teachers will model elaboration and details in writing during whole group and small group instruction and incorporate state scored prompts and mentor text. Use a rubric to provide descriptive feedback during conferencing.</p>	<p>1A.2 Reading Coach Writing Teachers Writing Interventionists Reading Coach, Writing Teachers, Writing Interventionists</p>	<p>1A.2 Administer monthly writing prompts to monitor students' progress and adjust focus as needed. Administer monthly writing prompts and monitor descriptive feedback and adjust as needed.</p>	<p>1A.2 Monthly Assessments 2012 FCAT Writing Assessment. Monthly Writing Assessments</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	

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<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1. Students lack the skills to write sentences and paragraphs on topic.</p>	<p>1B.1. Students must use visuals with sentences to facilitate matching them to an appropriate topic. Students must use picture cards to create sentences and paragraphs on topic. Allow students to dictate written responses. Use assistive technology for students that are unable to physically write.</p>	<p>1B.1. SPED Teacher Reading Coach Writing Teachers Writing Interventionists</p>	<p>1B.1. Monitor writer's notebooks to monitor students' progress and adjust focus as needed. Common lesson plans to infuse access points.</p>	<p>1B.1. Monthly Writing Assessments Writer's Notebooks</p>		
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<p><u>Writing Goal #1B:</u> <i>The result of the 2011-2012 Florida Alternative Assessment Writing Test indicated 0% (0) of the students scored a 4 or higher in writing.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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Writing 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
The 6 Writing Traits and the use of mentor texts	Grades K-5	Reading Coach	K-5 Teachers	September 2012	Administer Monthly Writing prompts	Administration Reading Coach
Writing Across the Curriculum	Grades K-5	Reading Coach	K-5 Teachers	September 2012 October 2012	Leadership Team will meet monthly to monitor student progress and effectiveness of the writing instruction and the use of content area journals	Administration Reading Coach Writing Teachers
Teaching the use of revision and editing strategies.	Grades K-5	Reading Coach	K-5 Teachers	September 2012 October 2012	Monitor student writing portfolios, notebooks or journals	Administration Reading Coach
Teaching mechanics and focus	Grades K-5	Reading Coach	K-5 Teachers	September 2012 October 2012	Monitor student writing portfolios, notebooks or journals	Administration Reading Coach

Writing Budget (Insert rows as needed)

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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
1.1 Comprehensive lessons emphasizing magnified moments, mechanics and focus.	Journals, sticky notes, highlighters, chart paper	School Improvement Grant	\$1,400.00
1.2 Comprehensive lessons emphasizing spelling strategies and patterns.	Spelling Strategies and Patterns: What Kids Need to Know	School Improvement Grant	\$55.00
Subtotal: & 1, 455.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
1.1 Comprehensive lessons emphasizing magnified moments, mechanics and focus.	Brain Pop	Title I	\$375.00
Subtotal:\$ 375.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
1.2 Teachers will model elaboration and details in writing during whole group and small group instruction and incorporate state scored prompts and mentor text.	Substitute Funds	School Improvement Grant	\$500.00
1.2 Teachers will model descriptive feedback in writing during whole group and small group instruction.	Substitute Funds	School Improvement Grant	\$500.00
Subtotal:\$ 1, 000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount

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1.3 Provide small group pull-out instruction and provide individual student conferencing and feedback via a Writing Interventionist.	Small Group Pull-Out Sessions for Students	School Improvement Grant	\$25,000.00
Subtotal:\$25,000.00			
Total:\$27,830.00			

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		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	<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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	<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>					
		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

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

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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	<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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	<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>					
		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

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

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

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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]).

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
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		

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<p>1. Attendance</p>	<p>1.1. Lack of parental awareness about the importance of attending school regularly</p>	<p>1.1. Review the school-wide attendance plan with all parents during Open House. Have the Social Worker, the Community Involvement Specialist (CIS) and the Counselor set up parent conferences with the Lowest 25% performing students to reinforce how important it is for a student to be present and engage in learning on a continuous basis.</p>	<p>1.1. Administration, Student Services Community Involvement Specialist (CIS),</p>	<p>1.1. Review of daily attendance bulletin by the administration, teachers, student services, and Community Involvement Specialist</p>	<p>1.1. Agendas and sign in sheets from parent meetings and parent conferences.</p>		
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<p><u>Attendance Goal #1:</u> The goal this year is to increase attendance from 95.97 % to 96.47% by minimizing absences due to truancy and by creating a school climate where parents, students and faculty feel welcomed and appreciated. In addition, the goal this year is to decrease the number of students with excessive absences (10 or more) by 8 points difference, and excessive tardiness (10 or more) by 5points difference.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>95.97% (583)</p>	<p>96.47% (586)</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>153</p>	<p>145</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>97</p>	<p>92</p>					

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		<p>1.2. Students arriving to school, missing school days. Lack of parental involvement</p>	<p>1.2. Have parents and students sign an attendance contract. Have the social worker, the counselor, and the CIS personnel monitor on a weekly basis the attendance and identify students with 3 or more absences. Set up parent conferences to find out if they are in need of assistance. Recognize students with perfect attendance over Closed-circuit TV and provide them with certificates/incentives to motivate other students.</p>	<p>1.2. Administration Student Services, Community Involvement Specialist (CIS)</p>	<p>1.2. Review the attendance bulletin for the entire week and identify students to be targeted for improvement.</p>	<p>1.2. Parent conferences, sign-in sheets and closed-circuit TV announcements.</p>	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance 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
Increase Attendance Rate	K-5	Counselor	Teachers and Student Services Team	Monthly	Review the attendance plan with the teachers. The Assistant Principal, the counselor, the social worker and the CIS will monitor its implementation by reviewing the attendance rate weekly.	Assistant Principal, Counselor , Social Worker and CIS
Decrease excessive absences and tardiness	K-5	Counselor	Teachers and Student Services Team	Monthly	The Student Services Team will review the excessive tardiness and absence logs to monitor the effectiveness of the attendance plan	Assistant Principal, Counselor , Social Worker and CIS

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

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Have parents and students sign an attendance contract. Have the social worker, the counselor to monitor, on a weekly basis, the attendance and identify students with 3 or more absences. Set up parent conferences to find out if they are in need of assistance. Recognize students with perfect attendance over Closed-circuit TV and provide them with certificates/incentives to motivate other students	Provide incentives for perfect attendance in order to motivate students and increase the attendance rate.	EESAC	\$1,000.00
Subtotal: \$ 1, 000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Review the school-wide attendance plan with all stakeholders during Open House. Have the Social Worker, the Community Involvement Specialist (CIS) and the Counselor set up parent conferences with the Lowest 25% performing students to reinforce how important it is for a student to be present and engaged in learning on a continuous basis.	Hourly pay for staff to conduct meetings and conferences before or after school	School Improvement Grant (SIG)	\$500.00
Subtotal: \$ 500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$ 1, 500.00			

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		
1. Suspension	1.1. The inability on the part of both students and parents to apply and follow the rules and regulations stipulated in the Student Code of Conduct and failing to make connections between impediments such as behavioral problems with low academic performance or teaching and learning	1.1. Put into operation the school-wide Positive Behavior System (PBS) plan. Share the PBS plan and Student Code of Conduct's expectations and consequences as a result of a violation with the students and the parents during Open House, parent conferences, and grade level orientations.	1.1. Administration Student Services Team, PBS leader	1.1. Monitor the Number of Suspensions via COGNOS and the number of behavioral referrals	1.1. Suspension Report COGNOS and school 's suspension log		

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<u>Suspension Goal #1:</u> Decrease the number of suspensions rate by 1 point during the 2012 – 2013 school year.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	1	0					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	11	10					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	10	9					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension 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
The Student Code of Conduct	K-5	School-Wide Parents	School-Wide Parents	September 2012	Monitor classroom management and teacher’s implementation of the Student Code of Conduct via Classroom walkthroughs and student referrals	Principal Assistant Principal
School-Wide Positive Behavior Systems Plan	K-5	School-Wide	School-Wide	August 2012 – June 2012	Monitor classroom/hallway behavior via walkthroughs and review of behavior referrals	PBS Coach Assistant Principal Counselors

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
School-Wide Positive Behavior Systems Plan	Students’ Incentives	School Improvement Grant	\$1,000.00
Subtotal:\$ 1, 000.00			

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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
Subtotal:			
Total:\$1,000.00			

End of Suspension Goals

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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		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		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

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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
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
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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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		
1. Parent Involvement	1.1..Parents' unawareness of School's expectation, policies, and State mandates	1.1.. Ensure distribution and collection of Title I Parent Compacts during Open House, Resource Fair and Parent Meetings	1.1.. Assistant Principal Counselor Community Involvement Specialist	1.1. Monthly Review of Parent Compacts	1.1. Parent Compact Log		
<u>Parent Involvement Goal #1:</u> During the 2011- 2012 school year 438 parent compacts were collected. The goal for the 2012-2013 school year is to increase the number of parent compacts collected by 20% from 438 to 458.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					

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	438	458					
		1.2.. Lack of contact with parents due to their work schedule and constant dislocation	1.2.. Contact of Homeroom students' parent/guardian by teachers during the first week of school in order to start establishing a rapport between the parent and the teacher.	1.2. Classroom Teachers	1.2. Review Teacher 's Communication Log during walkthroughs	1.2. Teachers communication logs	
		1.3. Low parental involvement in informative school functions/ meetings	1.3. Conduct Monthly workshops to address parents needs and interests. Have CIS contact parents to encourage them to attend. Provide incentives such as: dinners, refreshments	1.3. Assistant Principal, Counselors and Community Involvement Specialist.	1.3. Review Workshop and meetings sign-in sheets and logs	1.3. Workshop/Meetings sign-in sheets/logs	

Parent Involvement Professional Development

<p>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</p>						
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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

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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
Initiate courtesy phone calls to assess stakeholders interest and use of survey to understand their needs so more PDs can be designed to meet their needs	Issuing certificates and refreshments during the meetings with stakeholders as means to increase their enrollment or involvement.	EESAC	\$ 500.00
Subtotal:\$ 500.00			
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
Subtotal:			
Total:\$ 500.00			

End of Parent Involvement Goal(s)

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

STEM 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
STEM Goal #1: <i>Enter narrative for the goal in this box.</i>	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.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a</small>						
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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

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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
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
Subtotal:			
Total:			

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: <i>Enter narrative for the goal in this box.</i>	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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a</small>						
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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

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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
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
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)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goals 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

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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.			
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
Subtotal:			
Total:			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: :\$6,338.00
CELLA Budget	Total: \$129.00
Mathematics Budget	Total: \$2,900.00
Science Budget	Total: \$1,600.00
Writing Budget	Total:\$27,830.00
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:\$1,500.00
Suspension Budget	Total:\$1,000.00
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: \$500.00
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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Grand Total:\$41,797.00

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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 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.
N/A
Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will support, through funding, the Positive Behavior System Plan, student achievement and student attendance program. Moreover, the School Advisory Council (SAC), through funding will sponsor the monthly Accelerated Reader celebrations which entail the giveaway of books and prizes.

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

Describe the projected use of SAC funds.	Amount
The School Advisory Council will support a school wide program by facilitating the purchase of materials, incentives, and instructional materials to further the implementation of school wide programs.	\$2,500.00