Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School:

West Melbourne Elementary School for Science

Area:

Central

Principal:

Ms. Sandra Demmon

Area Superintendent:

Dr. Neleffra A. Marshall

SAC Chairperson:

Ms. Michelle Ferro

Superintendent: Dr. Brian Binggeli

Mission Statement:

To educate today's students utilizing scientific discovery and the implementation of technology to meet the challenges of tomorrow's world.

Vision Statement:

Our vision is to help each child develop their full potential while becoming creative producers and self-directed lifelong learners. We will accomplish this through a commitment to excellence and collaboration among parents, staff, students and community.

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RATIONAL – Continuous Improvement Cycle Process

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

At WMSS, students are having difficulty consistently achieving learning gains in FCAT math and reading. This is a trend we have been watching for the past eight years. We want 100% of our students to achieve learning gains in both math and reading. In reading and math, the trend indicates a rise and fall each year in the number of students achieving learning gains. One year the percentage of learning gains decreases, the next year the percentage increases, then decreases and continues in such a pattern for the following years. This has been occurring since the 2005-2006 school year. There has not been a two year increase or decrease in either math or reading. The percentages have consistently varied from year to year. Additionally, learning gains in reading for the lowest 25% and our subgroups fluctuate each year. A similar trend was found for the lowest 25% and subgroups in math.

When reviewing scale scores for math, reading, science and writing, a similar trend of variance in decreases and increases annually is found. In third grade math, a constant score or an increase was evident until 2011 when we experienced a drop in scale score. In fourth grade, we have seen a decrease in scale scores and the remaining grade levels have continued to fluctuate. In reading, the trend of fluctuation is apparent at all grade levels. The scores for 2012 are an anomaly because the state changed the cut scores and combined the scale score and developmental score into one score. However, we will utilize the 2012 information to set goals for 2013. In writing, the mean score held at 4.2 for 2009 and 2010 but decreased to 4.1 in 2011 and 3.3 in 2012. However, the grading scale changed in 2012, so it is unclear how to compare this score to previous years. In science, we had an increase in scale scores for the last three years, and in 2012, we experienced the highest scale score ever achieved at WMSS. In fact, WMSS had the highest scale score of any elementary school in Brevard.

West Melbourne is focusing on increasing the learning gains for all students, including the lowest 25% and subgroups, as well as the number of students on or above grade level in all academic areas.

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

Currently, West Melbourne is a Professional Learning Community where collaborative teams meet weekly

to analyze student data and discuss students. The teams are grouped by grade level with an activity teacher assigned at each of the grade levels. Research stresses that teachers need to be collaborating with a collective focus. DuFour, DuFour, Eaker and Many (2006) stated that before student achievement can improve, teachers need to work together, interdependently, to analyze and impact their professional practice (p.120). Therefore, the collaborative groups meet weekly for 40 minutes and discuss student data and best practices. The collaborative teams have established SMART goals, aligned the essential learning with state and district standards, and have identified prerequisite knowledge and skills needed. The tracking of student progress is done on an intervention monitoring form and on a visual data board. There are also vertical articulation teams consisting of subject area teachers that meet monthly to discuss specific prerequisite or new skills needed at each grade level.

In the classroom, teachers are using graphic organizers to help students understand reading concepts such as main idea and details, cause and effect, problem and solution, and making inferences. Students are encouraged to read books on and above their grade level so that they can increase their reading comprehension skills. The use of small group instruction is being implemented during reading to help remediate students that need remediation and increase the level of students already on or above grade level.

Research based strategies such as Kagan cooperative learning and the Daily 5 Café are also being implemented throughout the school. Kagan and Daily 5 Café reading strategies are being implemented at WMSS to help students become self sufficient. Teachers in primary and intermediate classrooms are utilizing these strategies with small teams of students ar different ability levels. The teachers use multiple cooperative learning activities derived from Kagan to develop a deeper understanding of a skill or concept. The student teams are required to help each other learn these concepts until all members have successfully conquered an adequate level of understanding (Kagan, 2012). Kagan strategies are used across the curriculum to actively engage all students. The Daily 5 Café fosters independence for students in literacy. Daily 5 uses explicit and structured methods for teachers and students during the 90 minute reading block. It consists of components called read to self, read to someone, listen to reading, work on writing, and word work. These components help instill self motivation in students and allow them to work independently during the reading block (Boushey & Moser, 2006). The use of technology such as Nook e-readers, laptop computers, E-Beam interactive boards, Education City software, Discovery Education, Glogster, Google Docs, AnimationIsh and

Brain Pop are used to supplement the learning of all students in all subject areas.

At WMSS, we feel that homework is an important activity for practicing a skill or concept. Homework is not treated as "busy work," so only relevant and meaningful work is assigned for practice at home. Homework is a significant tool for formative assessment of content mastery. Therefore, it is of utmost importance that homework be completed. Research shows that a homework grade should reflect mastery of concepts or skills and not traits such as responsibility (Friedman, 1998). According to the literature, grades should reflect the level of the students' knowledge and progress. The grade should also provide feedback to the students, parents, and teachers about what has been learned and what students are able to do with that knowledge (Walker, 2006). With this being the case, what role does a zero play in assessment of knowledge? According to several authors, giving students a zero lets them off the hook, seldom serves as a motivator for them to do better and is not an accurate reflection of what has been learned. While students do need to be responsible and accountable for their work, assigning a zero skews the grade and tends to be an inaccurate assessment of what the student knows. At WMSS, we want to accurately assess student knowledge and mastery of concepts or skills. We feel the need to emphasize a "no zero" attitude among the students and parents and provide an opportunity to hold the student accountable for missing work. This allows us to properly assess if a student has mastered the content being taught. Not only does this give the teacher an accurate picture of learning mastery but also can help identify learning deficits and thus, alleviate splinter skills that affect student achievement. The current use of "Success Zone" at WMSS allows us ensure our no zero policy and accurately assess student mastery of skills.

In addition to holding high expectations for student success, it is important to provide extra support to students (Williamson & Blackburn, 2010). Therefore, we implement a "success zone" for all students to satisfy the needs of the Multi-Tiered System of Support (MTSS). The students in 3rd through 6th grade spend 30 minutes a day with a teacher and receive remediation and/or enrichment in areas determined by data, formative assessments, and teacher observations. Students in Kindergarten through 2nd grade also receive 30 minutes in success zone on a daily basis. Success zone is built into the master schedule to prescribe necessary interventions at the critical elementary level. Not only will the students receive remediation and enrichment from grade level teachers, the Tier 3 students could also receive additional time on a weekly basis from other personnel within the school. Teachers monitor the success rates of students during success zone weekly by

filling out an intervention monitoring sheet during their collaborative meetings and reviewing necessary data.

In math, the use of manipulatives is allowing students a hands-on approach to math. Also, addition and subtraction strategies and composing and decomposing numbers is being used to foster a deeper understanding of number concepts. Problem solving strategies such as drawing a picture, guess and check, and highlighting important information is being used to reach all students. Additionally, the use of real-world problems for problem solving is giving the students the opportunity to see math at work. The use of small group instruction is being implemented during math to help remediate students that need remediation and increase the level of students already on or above grade level. Teachers were trained last year and have been utilizing more interactive technology with the students. Marzano, Pickering and Pollock (2001) stressed the importance of increasing critical thinking in mathematics, so teachers use Envision online with the students while continuing to utilize hands-on manipulatives and higher level critical thinking and problem solving activities.

Since WMSS is a school for science, it is imperative that we focus on incorporating research based strategies in order to increase our students' science knowledge. At WMSS, we use the 5 E Learning Cycle Model. The 5 E Model consists of engagement, exploration, explanation, elaboration, and evaluation (Bybee, 1994). This model of learning allows students to increase critical thinking, analytical and problem solving skills. Researchers warned that inquiry learning can only be effective if the teacher lays a foundation where the student begins to take more responsibility for their own learning (National Science Foundation, 1999). The National Science Foundation (2009) also urged teachers to focus less on what students know or are supposed to know and more on what the students do not know. Otherwise, students will be unprepared to deal with things they don't know. This supports the need for students at WMSS to be involved in more inquiry based learning in all subject areas, not just in the area of science. In science, inquiry based investigations are being done weekly using the 5 E model. Teachers are doing this to teach the science process skills as well as critical thinking. Students in 3rd – 6th grade have 60 minutes of science daily in their classroom and also receive 45 minutes of hands-on instruction in the science lab with the Science Coordinator. Students in 2nd grade receive 30-40 minutes of science instruction daily with 45 minutes of hands-on instruction in the science lab

weekly. The students in Kindergarten and 1st grade receive 20-30 minutes of science daily and 45 minutes of hands-on in the science lab weekly. Acting upon the research from the National Science Association (1999), teachers are helping students develop responsibility for their own learning through inquiry based labs and interactive science journals (IANs).

In writing, teachers are collaborating and vertically articulating. While all teachers are teaching writing, they were not all teaching students to plan, organize, edit and present written communication (Irvine, et al., 2007). Therefore, we implemented a plan and common language to align the writing at each grade level. During vertical articulation for writing teachers, it was decided last year that everyone would implement the strategies from "Six Traits" consistently from grade level to grade level and meet collaboratively to analyze writing prompts from students. Some of these strategies include making a plan before writing. They also include things such as elaborating on what the student has already stated.

Cluster grouping as a service model for gifted students is growing in popularity (Schuler, 1997). The clustering model places a small group of five to seven gifted students in a classroom with non-gifted students (Clark, 2008). Strategies utilized in this model include differentiation, flexible grouping, content enrichment, higher order thinking skills and intellectual peer interaction (Clark, 2008). We feel it is very important to help the gifted develop their talents by supporting and enhancing their education because we want them to reach their highest potential possible. Research shows that planning for the gifted student should include challenge, choice, interest, enjoyment, and personal meaning for students (Davis, Rimm & Siegle, 2011). There are currently 10 teachers and one administrator that have obtained the gifted endorsement. Currently, the gifted students at WMSS receive pull-out services once a week for 2-3 hours. Research showed the pullout model to be less effective than other models (Schuler, 1997). Therefore, this year at WMSS, the gifted students were clustered into small groups of 5-6 and placed into regular classrooms. The gifted students were assigned to a teacher that is gifted endorsed or is currently working on the gifted endorsement. This allows the students to receive strategies and differentiation found effective with gifted students throughout their school day. Additionally, these students will receive enrichment pull-out with a gifted teacher for two-three hours weekly. This combination allows the gifted students to receive more differentiation than the previous model implemented at WMSS.

The National Technology Standards provide benchmarks to help teachers be more effective and grow professionally in our fast changing world of technology (National Technology Standards, n.d.). We utilze technology consistently at WMSS. Not only do students have a 1:1 ratio of computers to students in science classrooms but also in most math classrooms. Much interactive software is utilized throughout the grade levels and every student participates in a video conference at least two times a year. Responder systems, Nook e-readers and interactive notepads, as well as IPads and IPods, are used with students from Kindergarten through 6th grade. After reviewing the research, we feel incorporating technology on a consistent basis and with a deliberate purpose will not only increase our students' acquisition of 21st century skills but will also improve student achievement by making learning relevant, meaningful and active.

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

It is imperative, with the lack of resources, money and time, that teachers are trained and implement research proven strategies and methods to increase students' cognitive engagement so as to raise and sustain academic achievement. These research based strategies need to be consistently implemented throughout the various disciplines to provide an adequate education for all learners. In order for the youth of today to adequately compete in the workforce of tomorrow, teachers need to address reading instruction with a different focus (Carbo, 2008). Through instruction of relationships, richness, structure, style and purpose, students can increase higher order thinking and comprehension skills (Irvine, Meltzer & Dukes, 2007). In math, teachers need to incorporate the standards for mathematical practice when teaching students problem solving techniques. They should facilitate student learning to include comparing and contrasting the various solution strategies, explaining the connections among the strategies, and explaining why each strategy works (Oakes, 2009). In science, the teacher needs to become less involved in direct instruction and more involved in facilitating learning through modeling, guiding and using assessment to adjust instruction (National Science Foundation, 1999). Writing is the vehicle by which students can communicate learning and ideas. Therefore, students also need to learn to organize, revise, edit and present written communication (Irvine et. al). Based upon the research reviewed, WMSS will work to develop more critical thinking skills and independent learners in all subject areas.

Higher order thinking skills are critical for enabling students to perform above grade level in all content areas. According to York-Barr and et. al (2001), the ultimate goal of school-wide reflective practice is continuous improvement of practice in order to increase student learning (p. 123). Critical thinking and problem solving skills are also part of the 21st century skills needed by students for success in our ever changing world. Researchers remind us that skills and knowledge are not separate, however, but intertwined (Rotherham & Willingham, 2009). Knowing how to think critically, analytically, and creatively are not skills specific or unique to the 21st century; however, researchers stressed that while 21st-century skills are not new, they are newly important (Silva, 2009). Researchers also reported that writing promotes critical-thinking skills (Baker, Barstack, Clark, Hull, Goodman, Kook, Kraft, Ramakrishna, Roberts, Shaw, Weaver & Lang, 2008). Therefore, writing across the curriculum will also help achieve the higher order thinking skills that our students need.

One area of emphasis at WMSS pertains to creating not only life-long learners but independent learners. This can be accomplished through the use of technology to engage students in active learning and supply the tools needed to succeed in the 21st century. The National Technology Standards identify the following as skills: 1) creativity and innovation; 2) communication and collaboration; 3) research and information fluency; 4) critical thinking, problem solving and decision making; 5) digital citizenship; and 6) technology operations and concepts (Smith & Throne, 2007).

Another area of focus at WMSS is using informational text with evidence based answers to ultimately improve student achievement and prepare students for lifelong learning. Informational text is used across the curriculum to help students connect content and deepen comprehension of new information (Cummins & Stallmeyer-Gerard, 2011). It is imperative that students get to know the structures and features associated with informational text in the elementary grades to ensure success in middle and high school classes. Teachers need to provide specific instruction on informational text in all subject areas to guarantee students develop a deeper understanding and the necessary skills to comprehend informational text (Fisher, 2012).

To build upon the common language of 6-Traits across the grade levels in writing, the Expanding Expression Tool (EET) is being utilized. The EET provides language enriched experiences that facilitate improved descriptions, definitions, comprehension of curriculum items, ability to organize information, and provide more details. Research has shown that multi-sensory learning situations enable teachers to reach more students effectively (Robles et al, 2003). The EET uses auditory, visual, and tactile strategies to help students organize information for speaking and writing. Robles research also states that "More important than any curriculum content is that which teaches learning strategies." EET uses graphic organizers, multisensory cues, and physical models to generate mental pictures which enable students to retain and retrieve information. According to Robert Marzano (2001) these kinds of strategies allow students to elaborate or add to their knowledge. "When students elaborate on knowledge, they not only understand it in great depth, but they can recall it much more easily (Pressley, Symons, McDaniel, Snyder & Turnure, 1998; Woloshyn, Willoughby, Wood, & Pressley, 1990). The EET begins with oral language and can be incorporated into written expression. The American Speech-Language-Hearing Association, 2001, states that "Spoken language provides the foundation for the development of reading and writing." Oral language helps organize thinking and focus ideas, and is a precursor for writing. The EET is quick and can be incorporated into what teachers and speech therapists are already doing in the classroom. This supports the research by Sousa (2006), who concluded that short lesson segments have less down-time and are more productive. The EET was designed to provide structure for the struggling student and enhance the skills of those students who are academically sound. Furthermore, the fact that the program teaches an organizational strategy for writing makes this program something all students can use across the curriculum in assignments, tests, and reports, throughout their academic career.

WMSS is focused on student achievement for all students. Therefore, we will utilize the above best practices to meet the needs of all students and to promote the best learning environment available. We feel it is vital to implement research based practices when striving to improve student performance. Therefore, all teachers will be utilizing this research in their collaborative teams consistently throughout the school year.

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CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Teachers will continually incorporate speaking and writing opportunities that require students to convey ideas and information by supporting their answers using evidence based on literary or informational text so as to increase student achievement for school year 2012-2013.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	*Action Steps*	*Person Responsible*	*Timetable*	*Budget*	*In-Process Measure*
1.Time to collaborate; Resources	1. Teachers in primary grades and teaching the same subjects will create and administer common formative assessments to ensure a consistent measurement of student data between teachers	All primary teachers (K-2) and reading teachers in grades 3-6	By December 2012	$400 for substitutes	Common Formative Assessment; Lesson Plans; Classroom Observations
2.Resistance; aligning informational texts with subject content	2.Teachers will increase and record the number of nonfiction texts used for instruction in all subject areas weekly	All Teachers	Entire school year with an increase of 50% in nonfiction by February 2012	$0.00	Documentation of informational text form; Lesson plans; classroom observations
3.Training	3.Teachers will utilize CIS, CLOSE and text marking strategies to help students acquire information from informational texts	All teachers; Literacy Coach	Entire school year	$0.00	Grade level meeting minutes; lesson plans; classroom observations

4.Monies for substitutes	4.Teachers will seek and attend professional development workshops/ conferences that align with common core and their professional growth plan	All teachers; Administrators	Entire school year	$500.00	ERO In-service record; Professional Growth Plans
5.Training; funding for technology	5. Teachers will utilize technology to increase student achievement and critical thinking skills, engage students, and provide opportunities for students to explore and write about informational text	All teachers; Tech Specialist; Administration	Entire school year	$0.00	Lesson plans; Classroom Observations
6. Money	6. Teachers will continue to take Gifted courses to gain knowledge of differentiating strategies and assessment to help all learners	L. Kirk; S. Bo; C. Reynolds; M. Kane; J. Simmons; R. Shary; K. Fielder	Entire school year	$700.00	ERO In-service records; Lesson plans
7.Extensive Training; Resources	7. Teachers will utilize The Expanding Expression Tool (EET) as an organizational strategy for writing across the curriculum in all grade levels	All teachers; Ashley Skeen	Entire school year	$450.00	Lesson plans; Classroom observations; Writing vertaical articulation minutes
8. Time	8. Writing teachers will collaborate to incorporate" writing across the curriculum and 6-traits as a common language to increase writing skills for all grade levels	All teachers	Monthly through the entire school year	$0.00	Vertical articulation minutes; Lesson plans; class observations

EVALUATION – Outcome Measures and Reflection

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

1. Common Formative Assessments used in every subject area in K-2 and in reading for grades 3-6 to assess daily or weekly. All K-2 subject areas and all reading teachers in grades 3 -6 will utilize common formative assessments to make instructional decisions by May 2013 as evidenced by classroom observations, lesson plans, and the common assessment instruments.
2. Teachers will increase the use of nonfiction texts utilized for classwork and homework. Each teacher will show an increase in usage of 50% more informational texts than fiction texts by May 2013 as evidenced by documentation of informational text form, lesson plans, and classroom observations.
3. Teachers will document the percentage of fiction and nonfiction used in weekly lessons on the documentation of informational text form. All teachers will utilize the form to complete science, social studies, reading and math lesson plans for each day by May 2013.
4. Use of CLOSE, CIS, text marking, and EET will be consistent and continual as evidenced by lesson plans, collaborative team minutes and classroom observations. All teachers will utilize CLOSE or CIS, as well as EET, when instructing in the classroom by May 2013.
5. Opportunities for speaking and writing using evidence from informational texts will increase. Lesson plans, documentation of informational text form and classroom observations will show a weekly increase of 10% increase through May 2013.

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

1. Student FAIR scores falling into the green category will increase each administration period by 15%. The number of students in the yellow will decrease by 10% and the red category will decrease by 5% each evaluation period.
2. Number of students in our subgroups that experience learning gains will increase by 10% as evidenced by the 2013 FCAT.
3. The number of Level 4 and level 5 students will increase in reading from 73% (181 students) to 81% (268 students) on the FCAT 2013.
4. The number of Level 4 and level 5 students will increase in math from 68% (169 students) to 76% (250 students).
5. The number of Level 1 students in reading will remain at 0% and Level 2 students will decrease by 30% (3 students).
6. The number of Level 1 students in math will decrease by 100% (1 student) and Level 2 students will decrease by 40% (3 students).

APPENDIX A

(ALL SCHOOLS)

Reading Goal **1. Through professional development and collaboration, the teachers will strengthen the 90-minute block and provide daily instruction to students using differentiation, cooperative learning and more informational text. We expect to see a direct correlation in improved student test scores. Using the FCAT 2.0 Reading test as an outcome measure, we expect to see an increase in the number of Level 4s and 5s and a decrease in the number of Level 1s and 2s. Additionally, through teacher collaboration and instruction with an emphasis on using evidence from informational text in speaking and writing answers, the students will score proficient on the 2013 FCAT.**	**2012 Current Level of Performance** **(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)**	**2013 Expected Level of Performance** **(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)**
Anticipated Barrier(s):1. 1. Time for training and professional development 2. New teachers on staff who need mentoring and assistance 3. Resources to provide teachers with rigorous independent practice opportunities for different types of learners (ELL, SWD, students needing enrichment)		
Strategy(s): 1. Plan school-wide training on using differentiation and informational text during grade levels meetings and school in-service day in October. 2. New Teacher/Mentor Program- Assistant Principal pairs new teachers with veterans who can guide them in instructional design and lesson planning and answer questions pertaining to the 90-minute block. New Teachers also meet with Reading Coach to schedule model lessons and data analysis sessions. 3. Non-state adopted textbook monies will be utilized to purchase appropriate resources for ELL, SWD, and students needing enrichment.		

FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** 1. Some students lack fluency, which impacts overall comprehension. 2. Some students are "word callers" and can read fluently but do not comprehend what they are reading. 3. Some students do not choose to read independently in multiple genres. 4. Some students lack the motivation to read for pleasure, or choose text that is well below their independent reading level. **Strategy(s):** 1. Teachers will provide instruction to students on multisyllabic patterns and common Greek and Latin roots. As their ability to decode improves, fluency and comprehension should follow. (Professional Development opportunities for teachers on multisyllabic words and Greek/Latin roots will be provided for teachers new to WMSS and for those who have not previously been trained will be provided by the literacy coach. 2. Teachers will provide instruction to students on various comprehension strategies (making connections, predicting, questioning, imaging, inferring, determining importance, and synthesizing) using The Comprehension Toolkit or the 95% Group's: Blueprint for Comprehension. (Professional Development opportunities for teachers on comprehension strategies will be provided for teachers new to WMSS and for those who have not previously been trained and will be provided by the literacy coach. 3. Teachers will conference with students to ensure that students are reading independently from multiple genres. Students will record book titles on reading logs to track their progress. 4. Teachers will conference with students to set attainable independent reading goals and to ensure that titles are selected within appropriate complexity bands.	**3rd Grade** 21% (11) **4th Grade** 21% (14) **5th Grade** 17% (11) **6th Grade** 25% (16)	**3rd Grade** 18% (13) **4th Grade** 18% (16) **5th Grade** 18% (16) **6th Grade** 20% (16)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** N/A **Strategy(s):** N/A **1.**	N/A	N/A

FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s):** 1. It can be difficult to move students along the Depth of Knowledge continuum (from Recalling/Remembering to Extended Thinking/ Creating). 2. It can be difficult to teach students to identify theme/topic if we are simply following the pacing guide and only using Core materials. 3. Some students struggle with understanding text structures and text features. 4. Some students are satisfied reading moderate level texts, but need to be exposed to more complex texts. 5. Lack of supplemental enrichment materials to provide high performing students with independent practice during 90-minute block. **Strategy(s):** 1. Teachers will share the Bloom's/Webb DOK with students and plan lessons that include activities at the higher end of the continuum. (Training and information will be provided for teachers new to WMSS and for those who have not previously been trained on Bloom's Taxonomy and Webb's Depth of Knowledge.) 2. The Media Specialist will help support classroom teachers and plan lessons that incorporate theme/topic discussions during weekly visits to the library. Classroom teachers will use the Treasures Read Aloud Anthology and other titles suggested in the Common Core text exemplars to create additional opportunities for students to identify theme/topic in selected pieces of text. 3. Teachers will provide instruction to students on text structures and text features found in pieces of informational text. (Professional Development opportunities for teachers on text structures and text features will be provided for teachers new WMSS and for those who have not previously been trained.) 4. Teachers will conference with students to set attainable independent reading goals and to ensure that titles are selected within appropriate complexity bands. 5. Non-state adopted textbook monies and other sources of fundraising will be used to purchase materials and resources that can be used during the 90-minute block to supplement the Core and provide students with differentiated independent practice opportunities. 6. Gifted Endorsed teachers will be resources to teachers for differentiated strategies, activities and assessments.	**3rd Grade** 76% (40) **4th Grade** 74% (49) **5th Grade** 74% (49) **6th Grade** 68% (43)	**3rd Grade** 82% (59) **4th Grade** 82% (72) **5th Grade** 82% (71) **6th Grade** 80% (66)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** N/A **Strategy(s):** N/A **1.**	N/A	N/A

Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** N/A **Strategy(s):** N/A **1.**	N/A	N/A
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s):** 1. Some students in this group are lacking in sight word fluency, thus impacting oral reading fluency and comprehension. 2. Some students lack the motivation to read for pleasure, or choose text that is well below their independent reading level. **Strategy(s):** 1. "Walk to Intervention" model will include more teachers at each grade level this year. It will be scheduled for 30 minutes per day Monday – Friday for all grade levels. 2. Teachers will conference with students to set attainable independent reading goals and to ensure that titles are selected within appropriate complexity bands.	**4th Grade** 86% (12) **5th Grade** 82% (14) **6th Grade** 63% (10)	**4th Grade** 88% (16) **5th Grade** 86% (19) **6th Grade** 70% (15)
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s):** N/A **Strategy(s)**: N/A **1.**	N/A	N/A
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline data 2010-11:**		
Student subgroups by ethnicity NOT making satisfactory progress in reading :	Enter numerical data for current level of performance	Enter numerical data for expected level of performance
White:	94%	98%
Black:	93%	100%
Hispanic:	94%	95%
Asian:	90%	96%
American Indian:	N/A	N/A

English Language Learners (ELL) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** **1.**	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** **1.**	84%	90%
Economically Disadvantaged Students not making satisfactory progress in Reading **Barrier(s):** **Strategy(s):** **1.**	93%	98%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
CLOSE strategy	November 2012	Classroom observations; Lesson plans
Book Study: "Making It Real" on informational text	October – December 2012	Discuss during grade level meetings; classroom observations; Lesson plans

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 62%	No ESOL teacher or assistant; lack of parent understanding	Use of Spot Light software; ELL Parent training conducted on a Parent Night	Pre and Post Spot Light assessments; Classroom teachers; Guidance Counselor (ESOL contact)
2012 Current Percent of Students Proficient in **Reading:** 54%	Lack of ESOL endorsed teachers; lack of resources to use with ELL students	Offer incentive to teachers to get ESOL endorsement (paid time to collaborate and create ESOL lessons); provide resources to be used with ELL students	Guidance Counselor (ESOL Contact); ESOL strategies documented in lesson plans
2012 Current Percent of Students Proficient in **Writing**: 46%	Lack of resources	Provide bi-lingual dictionaries to ELL students	Guidance Counselor (ESOL Contact); ESOL strategies documented in lesson plans

Mathematics Goal(s): 1. **Through professional development and collaboration, teachers will instruct using hands-on manipulatives, cooperative learning groups, differentiated assignments and assessments, and higher level thinking activities to increase student test scores in math. Using the FCAT 2.0 Math test as an outcome measure, we expect to see an increase in the number of Level 4s and 5s and a decrease in the number of Level 1s and 2s. Additionally, through teacher collaboration and instruction with an emphasis on higher level mathematics instruction, the students will score proficient on the 2013 FCAT.**	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Anticipated Barrier(s): 1. Lack of training in using hands-on manipulatives to teach higher level math. 2. Lack knowledge and training in differentiating assignments and assessments. 3. Lack of understanding of the common core standards for math.		
Strategy(s): 1. Professional Development will be scheduled with the district math resource teacher, Diane Gard, for all math teachers to attend on-site. Comp time will be given to teachers for attending. 2. Training using "Differentiated Activities & Assessments Using the Common Core Standards" will be conducted in weekly grade level meetings with all math teachers. 3. Teachers in grades K-2 will collaborate and develop lesson plans utilizing the common core standards during specific grade level meetings and vertical articulation meetings. Teachers in grades 3-6 will start unpacking common core standards in specific grade level meetings.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** 1. Lack of basic mathematical skills needed as a foundation for current grade level math standards. **Strategy(s):** 1. Provide before school and after school tutoring, as well as provide remediation for math during success zone.	**3rd Grade** 45% (24) **4th Grade** 29% (19) **5th Grade** 30% (20) **6th Grade** 25% (16)	**3rd Grade** 40% (29) **4th Grade** 25% (22) **5th Grade** 25% (22) **6th Grade** 10% (8)

Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** N/A **Strategy(s):** N/A **1.**	N/A	N/A
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s):** 1. Lack of teacher training in specific higher level math instruction and activities. **Strategy(s):** 1. On-site training in "Number Talks" with Christy Reynolds and/or Diane Gard before end of the first semester	**3rd Grade** 49% (26) **4th Grade** 68% (45) **5th Grade** 65% (43) **6th Grade** 88% (55)	**3rd Grade** 60% (43) **4th Grade** 75% (66) **5th Grade** 75% (65) **6th Grade** 90% (74)
Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** N/A **Strategy(s):** N/A **1.**	N/A	N/A
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** N/A **Strategy(s):** 1. N/A	N/A	N/A
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** 1. Lack of fundamental math skills needed to advance to grade level mathematics. **Strategy(s):** **1.** On-site training in "Number Talks" with Christy Reynolds and/or Diane Gard before end of the first semester.	**3rd Grade** 78% (11) **4th Grade** 88% (15) **5th Grade** 81% (13)	**3rd Grade** 82% (15) **4th Grade** 90% (20) **5th Grade** 84% (19)
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** N/A **Strategy(s):** 1. N/A	N/A	N/A
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		

Student subgroups by ethnicity : White: Black: Hispanic: Asian: American Indian:	98% 93% 94% 90% N/A	98% 93% 95% 96% N/A
English Language Learners (ELL) not making satisfactory progress in Mathematics	N/A	N/A
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	95%	93%
Economically Disadvantaged Students not making satisfactory progress in Mathematics	93%	95%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
On-site training in "Number Talks" with Christy Reynolds and/or Diane Gard before end of the first semester	By December 10th	Lesson Plans; Classroom observations; Grade level minutes; ERO in-service record
Training using "Differentiated Activities & Assessments Using the Common Core Standards" will be conducted in weekly grade level meetings with all math teachers.	By December 10	Lesson Plans; Classroom observations; grade level minutes

Writing 1. Through the use of a common	2012 Current Level of Performance (Enter percentage	2013 Expected Level of Performance

language of 6-Traits and collaboration amongst writing teachers at each grade level, several opportunities will be given for students to respond to prompts.	**information and the number of students that percentage reflects)**	**(Enter percentage information and the number of students that percentage reflects)**
Barrier(s): 1. Not adequate time for writing instruction 2. Not adequate time for teacher collaboration on writing Strategy(s): 1. Incorporate writing and writing instruction across all subject areas 2. Utilize "Writing in the 90 Minute Block" 3. Provide time for vertical articulation for writing		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	84% (56)	85% (75)
Florida Alternate Assessment: Students scoring at 4 or higher in writing	N/A	N/A

Science Goal(s) (Elementary and Middle)	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
1. **Utilize pre-assessments, hands-on labs, evidence based answers to increase students' test scores. Using the FCAT 2.0 Science test as an outcome measure, we expect to see an increase in the number of Level 4s and 5s and a decrease in the number of Level 1s and 2s. Additionally, through teacher collaboration and instruction with an emphasis on higher level science instruction, the students will score proficient on the 2013 Science FCAT.**		

Barrier(s): 1. Lack of scientific knowledge from previous years that is assessed on FCAT in 5th grade but not addressed in 5th grade 2. Lack of understanding of science vocabulary **Strategy(s):** 1. Implementation of science Academic Science Program 2. Implement 100% of students in K-6 to utilize Interactive Science Notebooks at a higher level 3. Utilize Science Coordinator to pre-assess students on previous years standards		
FCAT 2.0 Students scoring at Achievement level 3 in Science**:**	29% (19)	25% (22)
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	N/A	N/A
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	68% (44)	72% (63)
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	N/A	N/A

Science Goal(s) (High School) **1.**	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): **Strategy(s):** **1.**		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		

Florida Alternate Assessment: Students scoring at or above Level 7 in Science		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:** **Asian:** **American Indian**:		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

APPENDIX B

(SECONDARY SCHOOLS **ONLY**)

Algebra 1 EOC Goal	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Algebra**:**		
Students scoring at or above Achievement Levels 4 and 5 in Algebra:		

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Algebra		
Students with Disabilities (SWD) not making satisfactory progress in Algebra		
Economically Disadvantaged Students not making satisfactory progress in Algebra		

Geometry EOC Goal	**2012 Current Level of Performance(Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Barrier(s): **Strategy(s):** **1.**		
Students scoring at Achievement level 3 in Geometry**:**		

Students scoring at or above Achievement Levels 4 and 5 in Geometry:		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline Data 2010-11		
Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. **White:** **Black:** **Hispanic:**		
English Language Learners (ELL) not making satisfactory progress in Geometry		
Students with Disabilities (SWD) not making satisfactory progress in Geometry		
Economically Disadvantaged Students not making satisfactory progress in Geometry		

Biology EOC Goal	2012 Current Level of	2013 Expected

	Performance (Enter percentage information and the number of students that percentage reflects)	Level of Performance (Enter percentage information and the number of students that percentage reflects)
Students scoring at Achievement level 3 in Biology**:**		
Students scoring at or above Achievement Levels 4 and 5 in Biology:		

Civics EOC	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Students scoring at Achievement level 3 in Civics**:**		
Students scoring at or above Achievement Levels 4 and 5 in Civics:		

U.S. History EOC	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Students scoring at Achievement level 3 in U. S. History**:**		
Students scoring at or above Achievement Levels 4 and 5 in U. S. History:		

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)	Anticipated Barrier	Strategy	Person/Process/ Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Career and Technical Education (CTE) Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2:**			

Additional Goal(s)	Anticipated Barrier	Strategy	Person/Process/Monitoring
Based on the analysis of school data, identify and define areas in need of improvement: **Goal 1:** **Goal 2**:			

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers

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

Descriptions of Strategy	Person Responsible	Projected Completion Date

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

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

The MTSS team consists of Administration, Guidance Counselor, School Psychologist, Part-Time Reading Coach, School Staffing Specialist, VE teacher, Speech/Language Pathologist and Collaborative Teams. The team is involved with various aspects of developing the SIP. All of WMSS's teachers were involved with disaggregating, reviewing, and reflecting on prior and current year's data. The Collaborative Teams created on-going action plans to target areas needing improvement with the lowest 25% of students and the subgroups. Instructional Staff utilizes the A3 Data Management System to upload and disaggregate student data. The data consists of: district required assessments, on-going progress monitoring, Individual Education Plans, Progress Monitoring Plans, conference notes, MTSS Intervention documentation, and other pertinent student information. In addition, the teachers utilize the Data dashboard, and Student Desktop Management System to disaggregate data. Teachers utilize intervention monitoring forms to document MTSS students and interventions.

PARENT INVOLVEMENT:

West Melbourne Elementary School for Science strives to meet the diverse needs of parents. 83% of parents who completed the Parent Survey responded good or excellent on how friendly our front office staff was and 86% on how helpful office staff was in the 2011-2012 school year. On this survey, parents responded that they would like to see homework help, study skills, and technology concepts presented to provide additional strategies for parents to assist their children at home. WMSS communicates with parents in multiple ways throughout the school year. One way we communicate is by holding informational meetings on various topics for parents. 32% of parents commented that the meeting/events were not scheduled at convenient times and 21% said that the information presented was not relevant to their children.

WMSS plans to address the concerns identified in the 2011-2012 Parent Survey by increasing the percentage of parents who responded good or excellent in regards of the front office staff. The front office staff will attend customer service training and they will be monitored closely by administration. In addition to improving our front office staff, we plan to meet the parents' requests of holding informational nights on specific topics, there will be a session held this school year to provide information on homework help and study skills and another session about technology. These sessions were chosen based on results from the parent survey. WMSS will ensure these meetings fall on Thursday evenings due to 78% of parents responding that it is the best day and time for them to attend meetings/events here. We are committed to providing a standard of excellence for our students and their families.

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

The overall attendance rate for WMSS during the 2011-2012 school year was 95.24. During first 20 days of school in 2012-2013, the attendance rate for WMSS was 97.75. Last year, during the first 20 days of school, the attendance rate was 98.37. During the 41-60 day period in 2011-2012, many students were out due to the flu. This year, many have been out during the first 20 days with strep. We expect our attendance to get back to normal which is around 97% to 98% each reported period. While we experienced some excessive tardies and absences last year, administration intervened, conferenced and monitored with parents and students. This resulted in a decrease in the number of absences and tardies. Administration has implemented a system to monitor absences and tardies on a bi-weekly basis. If a student misses 5 or more days or is tardy 5 or more days, a letter goes home to the parent. If the problem continues, a meeting is scheduled with the parent.

SUSPENSION:

West Melbourne Elementary School for Science had 22 in-school suspensions and 21 out of school suspensions in 2011-2012. The majority of the incidents were attributed to misconduct. Only 1 incident dealt with bullying.

WMSS has implemented a new school-wide discipline plan and will monitor its effectiveness. The new plan includes a low level referral that allows students to get back on track without penalty. The school guidance counselor will work with identified students that need assistance with behavior. The IPST team will also be utilized and provide recommendations for chronic behavior problems. A short training will be done with teachers pertaining to effective classroom management.

DROP-OUT (High Schools only):

POSTSECONDARY READINESS: (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? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)