

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Wheatley Elementary	District Name: Orange County
Principal: Sean Brown	Superintendent: Dr. Barbara Jenkins
SAC Chair: Kimberly Hankerson	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Sean Brown	BA-Music Education BA-Elementary Education MS-Educational Leadership Certifications: School Principal K-12	First year	15 years	Oslo Middle School 2011-2012: Grade C Reading FCAT Proficiency 48%, Learning Gains 63%, Lowest 71% 69% Math FCAT Proficiency 48%, Learning Gains 58%, Lowest 25% 59% Writing Proficiency 82% Science Proficiency 44% 2010-2011: Grade B Reading FCAT Proficiency 70%, Learning Gains 63%, Lowest 25% 68% Math FCAT Proficiency 61%, Learning Gains 64%, Lowest 25% 62% Writing Proficiency 84% Science Proficiency 44% Citrus Elementary 2009-2010: Reading FCAT Proficiency 48%, Learning Gains 63%, Lowest 71% 69% Math FCAT Proficiency 48%, Learning Gains 58%, Lowest 25% 59% Writing Proficiency 82% Science Proficiency 44% Citrus Elementary 2009-2010: Grade A Reading FCAT Proficiency 48%, Learning Gains 63%, Lowest 71% 69% Math FCAT Proficiency 48%, Learning Gains 58%, Lowest 25% 59% Writing Proficiency 82% Science Proficiency 44% Grade A 2008-2009: Reading FCAT Proficiency 71%, Learning Gains 65%,

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

					<p>Lowest 25% 68% Math FCAT Proficiency 65%, Learning Gains 67%, Lowest 25% 65% Writing Proficiency 96% Science Proficiency 41% Grade A 2007-2008: Reading FCAT Proficiency 70%, Learning Gains 68%, Lowest 25% 70% Math FCAT Proficiency 66%, Learning Gains 76%, Lowest 25% 73% Writing Proficiency 91% Science Proficiency 44%</p>
Assistant Principal	Robin Broner	<p>BS-Business Economics MS-Counseling and Psychology Ed.S- Educational Leadership Specialist Certifications: ESE K-12, Guidance and Counseling K-12 Educational Leadership K-12</p>	1	3 years	<p>Wheatley Elementary 2011-2012: Grade F Reading FCAT Proficiency 25%, Learning Gains 51%, Lowest 25% 69% Math FCAT Proficiency 27%, Learning Gains 43%, Lowest 25% 58% Writing Proficiency 66% Science Proficiency 17% Rock Springs Elementary Year 2010-2011 School Grade A Points 537 Proficiency R 84 Proficiency M 86 Proficiency W 80 Proficiency S 59 Learning Gains R 67 Learning Gains M 59 Lowest 25% R 55 Lowest 25% M 61 AYP 77% 67% (12) made Level 3 and above in reading 56% (10) made learning gains in reading</p>

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

					<p>58% (7) made learning gains who are economically disadvantaged</p> <p>Tangelo Park Elementary Year 2009-2010</p> <p>School Grade A Meeting Standards Reading 76% Math 83% Writing 85% Science 57% Reading Learning Gains 60% Math Learning Gains 69% Lowest 25% Reading 53% Lowest 25% Math 67% 97% AYP</p> <p>Richmond Heights Elementary 2008-2009; AYP-No, 92% met writing proficiency, Grade A; 2007-2008; AYP-Yes, 100% met writing proficiency, Grade B;</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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	Cecelia Ward	BA-Hospitality Management MS-Educational Leadership Certifications: ESOL, National Board, Elementary Education 1-6	First year	First year	Wolf Lake Elementary 11-12- Grade A 97% of AYP criteria satisfied. Reading- 70% HS, 69% LG, 71% LG lowest 25% Math- 75% HS, 75% LG, 61% LG Lowest 25% Writing- 87% HS Science- 53% HS 10-11- School Grade A 97% of AYP criteria satisfied. Reading- 88% HS, 71% LG, 70% LG lowest 25% Math- 85% HS, 63% LG, 53% LG Lowest 25% Writing- 82% HS Science- 60% HS 09- 10- School Grade B 90% of AYP criteria satisfied. Reading- 83% HS, 67% LG, 64% LG lowest 25% Math- 86% HS, 60% LG, 47% LG lowest 25% Writing- 88% HS, Science- 62% HS 08-09- School Grade A 100% of AYP criteria satisfied. Reading- 82% HS, 71% LG, 71% LG lowest 25% Math- 82% HS, 75% LG, 77% LG lowest 25%

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

					<p>Writing- 93% HS Science- 52% HS 07-08- School Grade A 95% of AYP criteria satisfied. Reading- 81% HS, 74% LG, 65% LG lowest 25% Math- 75% LG, 83% LG, 61% LG lowest 25% Writing- 77% Science- 50% HS</p>
Math	Kimberly Caleb	<p>BA- Business Management MA-Management and Administration of Educational Programs Certifications: ESOL, PreK-3, Elementary Ed. K-6</p>	First year	First year	<p>Richmond Heights 2011-2012: Grade I 2010-2011: Grade D Reading FCAT Proficiency 52%, Learning Gains 54%, Lowest 25% 43% Math FCAT Proficiency 53%, Learning Gains 49%, Lowest 25% 50% Writing Proficiency 94% Science Proficiency 6% 2009-2010; AYP,-No, 75% met writing proficiency, Grade C; 2008-2009; AYP-No, 92% met writing proficiency, Grade A; 2007-2008; AYP-Yes, 100% met writing proficiency, Grade B;</p>
Writing	Connie Jones	<p>BA-Elementary Education Certifications: Early Childhood Elementary Ed Elementary Ed</p>	3 years	9 years	<p>Wheatley Elementary 2011-2012: Grade F Reading FCAT Proficiency 25%, Learning Gains 51%, Lowest 25% 69% Math FCAT Proficiency 27%, Learning Gains 43%, Lowest 25% 58% Writing Proficiency 66% Science Proficiency 17% 2010-2011: Grade D Reading FCAT Proficiency 43%, Learning Gains 46%, Lowest 25% 50% Math FCAT Proficiency 47%, Learning Gains 53%, Lowest 25% 60% AYP Reading: Total 39%, Black 35%, Hispanic 58%, ED 39%, ELL 56%, SWD 22%</p>

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

					<p>AYP Math: Total 41%, Black 37%, Hispanic 58%, ED 41%, ELL 66%, SWD 16%</p> <p>2009-2010: Grade B, Reading Mastery 62 %, Math Mastery 51 %, Science Mastery 29%, Writing Mastery 88%. AYP- In reading, total, black, ED and Ell met AYP</p> <p>2008-2009: Grade D, Reading Mastery 43%, Math Mastery 51%, Science Mastery: 24%, Writing Mastery: 96%. AYP-90%, All math subgroups met AYP; Reading AYP subgroups: black, and ED did not achieve AYP.</p>
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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. New Mentoring Program	Sean Brown	June 2013
2. Professional Learning Communities	Sean Brown, Robin Broner	June 2013
3. Grade level meetings provide ongoing training and support services for teachers to build pedagogical skills as well as the area of data analysis	Sean Brown, Robin Broner	June 2013
4. Monthly Staff Recognition	Sean Brown, Robin Broner	June 2013
5. Book Study	Sean Brown, Robin Broner	June 2013
6. Coaching Support Team	Sean Brown, Robin Broner, Kimberly Hankerson, Cecelia Ward, Kimberly Caleb, Connie Jones	June 2013

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

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
Currently 0% of our instructional staff and paraprofessionals are teaching out-of-field; 15% of the staff received less than effective rating.	<ul style="list-style-type: none"> • Providing Professional Development on Implementing Marzano’s best practices • Monitor through classroom walkthroughs

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
29	6%(2)	34%(10)	28%(8)	1%(2)	21%(6)	100%	1%(2)	1%(1)	38%(11)

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
Kimberly Hankerson	Kimberly Caleb/Cecelia Ward	Mentor is an effective Resource Teacher who has expertise in coaching beginning teachers.	Meet monthly with teacher to discuss instructional practices, Teacher Orientation Program, Peer Coaching, Collaborative planning
Jason Sidoruk	Lucille Quinn	Mentor is an effective teacher who has successfully taught the same grade level as mentee.	Meet monthly with teacher to discuss instructional practices Teacher Orientation Program, Peer

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

			Coaching, Collaborative planning
Valerie Long	Tammy Jordan	Mentor is an effective teacher who willingly collaborates with others to increase student achievement and professional growth.	Meet monthly with teacher to discuss instructional practices Teacher Orientation Program, Peer Coaching, Collaborative planning
Naquisha Oladosu	Sharna Adderly Cara Gualao	Mentor is an effective teacher who willingly collaborates with others to increase student achievement and professional growth.	Meet monthly with teacher to discuss instructional practices Teacher Orientation Program, Peer Coaching, Collaborative planning
Joyce Mincey	Kimberly Rhoades	Mentor is an effective teacher who willingly collaborates with others to increase student achievement and professional growth.	Meet monthly with teacher to discuss instructional practices Teacher Orientation Program, Peer Coaching, Collaborative planning
Tracy Sawyer	Patricia Linck	Mentor is an effective teacher who willingly collaborates with others to increase student achievement and professional growth.	Meet monthly with teacher to discuss instructional practices Teacher Orientation Program, Peer Coaching, Collaborative planning

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A The Title I plan and budget were developed based on the needs outlined in the School Improvement Plan. School personnel who are funded through Title I will focus on meeting these needs. Funds will also be used to provide after school programs. The district coordinates Title I services for educational services and staff development.
Title I, Part C- Migrant The district-based Migrant Liaison provides services and support as needed to qualifying students and parents.
Title I, Part D The district receives funds for students in need of neglected and delinquent services.
Title II Teachers participate regularly in research-based professional learning based on student assessment data to promote the implementation with fidelity of appropriate best practices to support district initiatives and academic/behavioral goals as set forth in the School Improvement Plan.
Title III Funds for educational services, resources, and ELL support are provided through the district to improve the education of immigrants and English Language Learners.
Title X- Homeless Our district homeless social worker provides resources, such as social services, assistance with referrals, clothing, and other basic needs as identified for homeless students under the McKinney-Vento Act.
Supplemental Academic Instruction (SAI) SAI funds are directed to the support of hiring Intensive Reading teachers.
Violence Prevention Programs The school offers a non-violence and anti-drug program to students that incorporates red ribbon week, community service, and counseling. These events are provided by our School Resource Officer and Super Kids. Our Dean of Students and outside agency counselors provide resources to parents and families in need of support.
Nutrition Programs Federal Funds are used for the <i>Breakfast in the Classroom Nutrition Program</i> as well as snacks in the extended hour designated for reading.

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

Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

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

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

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

School-Based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Sean Brown- Principal
Robin Broner- Assistant Principal
Kimberly Hankerson- Curriculum Resource Teacher
Cecelia Ward- Reading Coach
Nicholas Cutro-School Psychologist
Myla Hall-Dean/CCT
Bernita Harris- Staffing Specialist
Altamese Howard-Varying Exceptionalities Teacher
Tiffany Bennett- Social Worker

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

The school's MTSS Leadership Team assembles customized intervention plans for those students who display the most intensive and serious learning needs. It is a multidisciplinary group of teachers that work in tandem with a referring teacher and parent to identify a given student's learning difficulty. The team works to uncover underlying functions or reasons to explain why the problem is occurring. After analyzing data, the team assists the teachers with implementing an intervention plan with logically-selected elements to assist the student and progress monitors on an ongoing basis to determine if the plan is helping the student reach his/her academic/behavioral goals.

*Kimberly Hankerson- Oversees MTSS process, makes classroom observations, recommends strategies and interventions, and assists with program monitoring.

* As the lead, she receives teachers concerns, initiates the problem solving model, schedules child study team meetings, sends reminders to all child study team members, takes notes of the proceedings.

*Myla Hall- Collects personal and behavioral information, recommends classroom strategies, provides individual and group social skill groups, assist with progress monitoring, assist with designing and implementing behavior charts and plans, classroom observations, and assist with progress monitoring.

* Cecelia Ward- Reviews current data, makes recommendations for interventions, recommends classroom interventions, and evaluates students at Tier III.

* Serves as an MTSS teacher leader, participates in training opportunities, helps design and implement differentiated learning strategies.

* Howard- Serves as an MTSS teacher leader representing exceptional education, participate in MTSS training opportunities, help design and implement differentiated learning strategies for staff.

* School Psychologist- Attends monthly District Level meetings and MTSS Professional Development, provides updates to the school-based MTSS leadership team, works with teachers to help design and implement learning strategies.

The MTSS Leadership Team assists in the identification of students who are possible candidates for the MTSS process by analyzing data throughout the year. The MTSS Team meets with teachers who refer students for MTSS and assist them in developing and implementing interventions based on the data and specific student needs. The MTSS team provides ongoing support during the MTSS process. Every other Tuesday of the month will be designated for MTSS meetings to ensure

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

that needs are addressed in a timely manner.

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's role is to develop a school-wide process that assists teachers with identifying struggling students, identifying appropriate assessments, monitoring interventions, ongoing progress monitoring, and data reevaluation.

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.

Tier I Core Program- 90 Minute Block

- Differentiated small group instruction, on grade level material (guided reading materials, strategies on grade level)
- Supports are designed for all students
- Students at or above grade level receive differentiated instruction small group instruction during Tier I time

Tier II Core Plus More- (20 minutes)

- Skill specific groups will be conducted in each classroom to address student needs as identified by assessment data
- Reading intervention done outside of the 90 minute reading block
- Consists of supplemental instruction for all students- both academic instruction and behavior supports
- Consists of intervention groups that are fluid in movement

Tier III Individualized Instruction- Core Plus More Plus More (30 minutes)

- Consists of intense, individualized academic instruction or behavior supports aligned with the core program.
- Increase in time, intensity and/or decrease students in the group.

Describe the plan to train staff on MTSS.

New teachers will be trained on the core reading and math programs, data analysis, progress monitoring, and standards based planning

Initial expectations of the MTSS process and the role of the team

Ongoing professional development on the MTSS process completed during PLC's and data meetings

Describe the plan to support MTSS.

- Ongoing progress monitoring- Implement a RtI/MTSS Watch List
- Data meetings
- Monthly MTSS leadership team meetings

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The school-based Literacy Leadership Team is comprised of the following: Sean Brown-Principal, Robin Broner- Assistant Principal, Cecelia Ward-Reading Coach, Kimberly Hankerson- CRT, Joyce Mincey- First grade, Valerie Long-Second grade, Tamar Purcell- Third grade, Naquisha Oladosu- Fourth grade, Jason Sidoruk- Fifth grade
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Monthly meetings are held to focus on the following purposes: to enhance the implementation of the 90-minute reading block with fidelity, to interpret NGSSS standards and benchmarks across grade levels, to foster instructional research-based best practices in the classroom, to integrate brain-based instructional strategies using Webb's Depth of Knowledge questioning and content, and to provide cutting-edge ideas to facilitate quality instruction.
What will be the major initiatives of the LLT this year? To promote and support local and state literacy initiatives, to plan and implement a school-wide Literacy Night, to implement a school-wide Accelerated Reading program, and to integrate literacy in all content areas (reading, language arts, math, social studies, and science)

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.

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

**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.

Local preschools, Head Start, VPK and daycares are welcome to visit our campus. A Kindergarten "Round-up" is scheduled every Spring to register students and provide vital information for prospective Kindergartners and their parents.

Parents are encouraged to bring their students to "Meet the Teacher" during preplanning week and also participate in Open House.

The "transition" from preschool to kindergarten begins with diagnostic evaluations including Literacy First. Students are given FLKRS and FAIR to determine readiness for kindergarten skill development. The data is then used to drive the instruction.

School volunteers assist kindergarten teachers throughout the school year, especially in the beginning of the year. Volunteers provide the extra attention with students who are experiencing transitional difficulties.

**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

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

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

N/A

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Insufficient time allocated to provide effective teaching strategies to close the gap between low readers and students reading on grade level.	1A.1. Implement tiered intervention through the MTSS process which will provide more time for reading. School hours will be extended.	1A.1. Principal, Assistant Principal, Literacy Team, Classroom Teachers	1A.1. Review Data from FAIR, Edusoft, and Data Meetings, Imagine It Benchmark Assessments. CWT	1A.1. FCAT, AYP, and Edusoft Assessment, CWT
Reading Goal #1A:	<u>2012 Current Level of Performance</u> e:*	<u>2013 Expected Level of Performance</u> e:*					
Our goal is to increase our students scoring at achievement level 3 in reading, from 14% to 56% (95 students).	14% (23 students)	56% (95 students)					
			1A.2. New staff members throughout the intermediate grade levels.	1A.2. Implement the coaching and demonstration cycle for all teachers. Provide support during grade level common planning times. Implement a mentoring program for new teachers.	1A.2. Principal, Assistant Principal, Literacy Team	1A.2. Teacher observations, Student data, classroom walk through data, beginning teacher meeting agendas and notes.	1A.2. FCAT, CWT
			1A.3. Lack of school-wide reading incentive program (Accelerated Reader).	1A.3. Implement the reading incentive program (AR) in all grade levels with fidelity.	1A.3. Principal, Assistant Principal, Reading Coach	1A.3. Principal, Assistant Principal, and Reading Coach monitor the utilization of the	1A.3. Accelerated Reader Reports, FCAT results, CWT

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

					program.			
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1. Lack of knowledge of how to drive instruction for ESE students using Access Points.	1B.1. District professional development and support (lesson planning, modeling, and grade level PLCs).	1B.1. CRT, Reading Coach, Principal, Assistant Principal	1B.1. Teacher Observations, Lesson Plans, CWTs, student work	1B.1. Teacher Observations, Lesson Plans, CWTs, student work		
Reading Goal #1B: Our goal is to decrease the number of students scoring at levels 4, 5, and 6 in reading on the Florida Alternate Assessment from 50% to 0% (0 students).	<table border="1"> <tr> <td> <u>2012</u> Current Level of Performance: 50% (1 student) </td> <td> <u>2013</u> Expected Level of Performance: 0% (0 students) </td> </tr> </table>	<u>2012</u> Current Level of Performance: 50% (1 student)	<u>2013</u> Expected Level of Performance: 0% (0 students)					
<u>2012</u> Current Level of Performance: 50% (1 student)	<u>2013</u> Expected Level of Performance: 0% (0 students)							
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.		
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.		

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Teachers' knowledge of strategies to engage students in rigorous tasks and assessments.	2A.1. Implement the coaching cycle and the demonstration cycle to teachers. Provide support during grade level common planning times.	2A.1. Principal, Assistant Principal, Literacy Team	2A.1. Teacher Observations, Student Data, CWT	2A.1. Edusoft and FCAT data
Reading Goal #2A: Our goal is to increase students scoring at or above Achievement level 4 in reading, from 11% to 32% (54 students).	2012 Current Level of Performance:* 11% (19 students)	2013 Expected Level of Performance:* 32% (54 students).					
			2A.2. Lack of school-wide reading incentive program (Accelerated Reader).	2A.2. Implement the reading incentive program (AR) in all grade levels with fidelity.	2A.2. Principal, Assistant Principal, Reading Coach	2A.2. Principal, Assistant Principal, and Reading Coach monitor the utilization of the program by analyzing Accelerated Reader reports and conducting CWTs.	2A.2. Accelerated Reader Reports, FCAT results, CWT
			2A.3. Lack of classroom libraries.	2A.3. Hire Media Specialist to assist teachers with developing and organizing classroom libraries.	2A.3. Principal, Assistant Principal, Literacy Team	2A.3. Principal, Assistant Principal, and Reading Coach monitor the utilization of the program.	2A.3. Accelerated Reader Reports, FCAT results, CWT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Lack of knowledge of how to drive instruction for ESE students using Access Points.	2B.1. District professional development and support (lesson planning, modeling, and grade level PLCs).	2B.1. CRT, Reading Coach, Principal, Assistant Principal	2B.1. Teacher Observations, Lesson Plans, CWTs, student work, assessment data	2B.1. Teacher Observations, Lesson Plans, CWTs, student work, assessment data
Reading Goal #2B: Our goal is to increase the number	2012 Current Level of Performance:* 50% (1 student)	2013 Expected Level of Performance:* 100% (2 students)					

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

of students scoring at or above Level 7 in reading on the Florida Alternate Assessment, from 50% to 100% (2 students).		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3A:</p> <table border="1" data-bbox="387 392 667 679"> <tr> <td data-bbox="387 392 526 560">2012 Current Level of Performanc e:*</td> <td data-bbox="526 392 667 560">2013 Expected Level of Performanc e:*</td> </tr> <tr> <td data-bbox="387 560 526 679">51% (86 students)</td> <td data-bbox="526 560 667 679">67% (113 students)</td> </tr> </table> <p>Our goal is to increase the percentage of students making learning gains in reading from 51% to 67% (113 students).</p>	2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*	51% (86 students)	67% (113 students)	<p>3A.1. Teachers’ understanding of differentiated instruction in small groups.</p>	<p>3A.1. More professional development on reading differentiated instruction in small groups. Visit model classrooms. Implement the coaching and demonstration cycle to designated teachers.</p>	<p>3A.1. Reading Coach, CRT, Principal, Assistant Principal</p>	<p>3A.1. CWT, student data. Grade level PLCs</p>	<p>3A.1. Student Edusoft , FCAT data</p>
2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*								
51% (86 students)	67% (113 students)								
	<p>3A.2. Lack of standards-based instruction in Reading</p>	<p>3A.2. More professional development on unwrapping the standards</p>	<p>3A.2. Reading Coach, CRT, Principal, Assistant Principal</p>	<p>3A.2. CWT, student data. Grade level PLCs</p>	<p>3A.2. Student Edusoft , FCAT data</p>				
	<p>3A.3.</p>	<p>3A.3.</p>	<p>3A.3.</p>	<p>3A.3.</p>	<p>3A.3.</p>				
<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3B:</p> <table border="1" data-bbox="387 994 667 1265"> <tr> <td data-bbox="387 994 526 1161">2012 Current Level of Performanc e:*</td> <td data-bbox="526 994 667 1161">2013 Expected Level of Performanc e:*</td> </tr> <tr> <td data-bbox="387 1161 526 1265">N/A</td> <td data-bbox="526 1161 667 1265">N/A</td> </tr> </table> <p>N/A</p>	2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*	N/A	N/A	<p>3B.1. N/A</p>	<p>3B.1. N/A</p>	<p>3B.1. N/A</p>	<p>3B.1. N/A</p>	<p>3B.1. N/A</p>
2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*								
N/A	N/A								
	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>				

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

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. <u>Reading Goal #4:</u> To increase percentage of students in the lowest 25% making learning gains, from 69% to 94% (39 students).			4A.1. A limited number of higher order thinking questions are asked in the classroom setting.	4A.1. Implementation of the coaching and demonstration cycle. Ongoing PLC grade level meetings to discuss, model and share higher order thinking questions and strategies. Collaborative common planning for all grade-level teachers to support the development of lessons that embed higher order thinking questions.	4A.1. Classroom Teachers, Literacy Team, Principal, Asst. Principal	4A.1. Teacher observation, CWT, lesson plan documentation	4A.1. Lesson plan reviews, data meetings
2012 Current Level of Performance	2013 Expected Level of Performance						
69% (29 students)	94% (39 students)						
			4A.2. Lack of standards-based instruction.	4A.2. More professional development on deconstructing the standards. Provide support to teachers during collaborative planning times to develop lessons that align to the complexity of the standards. Implementation of the	4A.2. Reading Coach, CRT, Principal, Assistant Principal	4A.2. CWT, student data. Grade level PLCs	4A.2. Student mini-assessment and FCAT data, CWT, Lesson Plan documentation

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

			coaching and demonstration cycle.			
		4A.3. Lack of small group, data driven differentiated instruction.	<p>4A.3. Provide support to teachers during collaborative planning times to develop activities for small group instruction aligned to student need.</p> <p>Conduct weekly data chats with teachers to make instructional decisions.</p> <p>Assist teachers with grouping students based on instructional need.</p> <p>Implementation of the coaching and demonstration cycle.</p>	4A.3. Reading Coach, CRT, Principal, Assistant Principal	4A.3. Teacher observation, CWT, lesson plan documentation,	4A.3. Student mini-assessment and FCAT data, CWT, Lesson Plan documentation

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: Our goal is to reduce the achievement gap by 50%. Our baseline data for 2010-2011 was 43% in Reading. Our goal is to have 63% of students at proficiency by 2016-2017.	Baseline data 2010-2011		Reading AMO- 25%	Reading AMO- 38%	Reading AMO- 44%	Reading AMO- 50%	Reading AMO- 56%	Reading AMO- 63%
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 reading. Reading Goal #5B: Our goal is to reduce our number of students not making satisfactory progress in reading as follows: Black students from 76% to 24%, white students from 87% to 13%, and Hispanic students from 68% to 24%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. White: Struggling readers lack the reading strategies and instructional time to achieve a Level 3 on the FCAT. Black: Struggling readers lack the reading strategies and instructional time to achieve a Level 3 on the FCAT. Hispanic: Lack of differentiated instruction and ELL strategies within the classroom	5B.1 White: Implement tiered intervention through the MTSS process which will provide more time for reading and the school hours will be extended. Black: Implement tiered intervention through the MTSS process which will provide more time for reading and the school hours will be extended. Hispanic: Build teacher capacity in effectively use of ELL and differentiated instructional strategies.	5B.1. White: Principal, Assistant Principal, Literacy Team, Classroom Teachers Black: Principal, Assistant Principal, Literacy Team, Classroom Teachers Hispanic: Reading Coach, CRT, Principal, Assistant Principal	5B.1. White: Review Data from FAIR, Edusoft, and Data Meetings, Imagine It Benchmark Assessments Black: Review Data from FAIR, Edusoft, and Data Meetings, Imagine It Benchmark Assessments Hispanic: Teacher Observations, Student Data, CWT, Lesson Plans, PLC grade level meetings	5B.1. White: FCAT, Edusoft Assessment Black: FCAT, Edusoft Assessment Hispanic: CWT, Lesson Plan Reviews, PLC Meeting Notes, Classroom and Edusoft data.	
	Black:76%	Black: 24%	Black: 24%					
White: 87%	White: 13%	White: 13%						
Hispanic:68%	Hispanic:24%	Hispanic:24%						
Asian: 0%	Asian: 0%	Asian: 0%						
American Indian: 0%	American Indian: 0%	American Indian: 0%						

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

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

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p><u>Reading Goal #5C:</u> Our goal is to decrease the percentage of ELL students not making satisfactory progress in reading from 71% to 29% (12 students).</p> <table border="1" data-bbox="389 416 667 659"> <thead> <tr> <th data-bbox="389 416 524 584">2012 Current Level of Performanc e:*</th> <th data-bbox="524 416 667 584">2013 Expected Level of Performanc e:*</th> </tr> </thead> <tbody> <tr> <td data-bbox="389 584 524 659">71% (30 students)</td> <td data-bbox="524 584 667 659">29% (12 students)</td> </tr> </tbody> </table>	2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*	71% (30 students)	29% (12 students)	<p>5C.1. Limited use of effective ELL strategies</p>	<p>5C.1. Build teacher capacity in effectively using ELL strategies through the utilization of the coaching cycle.</p> <p>Continue utilizing Imagine Learning.</p>	<p>5C.1. Reading Coach, CRT, Principal, Assistant Principal</p>	<p>5C.1. Teacher Observations, Student Data, CWT, Lesson Plans, PLC grade level meetings</p>	<p>5C.1. CWT, Lesson Plan Reviews, PLC Meeting Notes, Classroom and Edusoft data.</p>
2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*								
71% (30 students)	29% (12 students)								
	<p>5C.2. Limited use of visuals and manipulatives in the classroom.</p>	<p>5C.2. Model the use of manipulatives and visuals in the classroom.</p> <p>Implementation of the coaching and demonstration cycle.</p>	<p>5C.2. Reading Coach, CRT, Principal, Assistant Principal</p>	<p>5C.2. Teacher Observations, Student Data, CWT</p>	<p>5C.2. Classroom data, Edusoft mini and benchmark assessments, CWT, FCAT</p>				
	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D: Our goal is to reduce our number of students with disabilities not making satisfactory progress in reading, from 95% to 45% (8 students).</p>	<p>2012 Current Level of Performanc e:*</p>	<p>2013 Expected Level of Performanc e:*</p>	<p>5D.1. Lack of teacher stability and differentiated instruction within the ESE classroom.</p>	<p>5D.1. ESE teacher has been identified and is qualified. Core curriculum will be taught with fidelity.</p> <p>Utilize Imagine Learning Program.</p> <p>Ongoing conferences between classroom teacher, ESE teacher, and reading coach.</p> <p>Ongoing progress monitoring of core instruction and interventions.</p>	<p>5D.1. Reading Coach, CRT, Principal, Assistant Principal</p>	<p>5D.1. Teacher Observations, Student Data, CWT</p>	<p>5D.1. Classroom data, Edusoft mini and benchmark assessments, Imagine It data, CWT, FCAT</p>
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: Our goal is to reduce the percentage of economically disadvantaged students not making satisfactory progress, from 75% to 25% (42 students).			5E.1. New staff (teams) members throughout the intermediate grade levels.	5E.1. Implement the coaching cycle and the demonstration cycle to all new teachers, (veteran teachers as needed), New Mentoring Program for teachers, and conduct routine classroom walk-throughs.	5E.1. Principal, Assistant Principal, Literacy Team	5E.1. Teacher Observations, Student Data, Classroom walk through, beginning teacher meeting agendas and notes.	5E.1. FCAT, Edusoft Assessment, classroom walkthrough data
			5E.2. Struggling readers lack the reading strategies and instructional time to achieve a Level 3 on the FCAT.	5E.2. Implement tiered intervention through the MTSS process which will provide more time for reading and the school hours will be extended.	5E.2. Principal, Assistant Principal, Literacy Team, Classroom Teachers	5E.2. Review Data from FAIR, Edusoft, and Data Meetings, Imagine It Benchmark Assessments	5E.2. FCAT, Edusoft Assessment, classroom walkthrough data
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.
2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*						
75% (127 students)	25% (42 students)						

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
Imagine It (Core Program)	K-5	Sue Andrews/Lite	K – 5, Leadership Team	Ongoing	CWT	Principal, Asst. Principal, Reading Coach

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

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

		Literacy Team				
Common Core and NGSSS	K-5	Lynette Latimer/Literacy Team	K – 5, Leadership Team	Ongoing	CWT, Lesson Plans	Principal, Asst. Principal, Literacy Team
Accelerated Reader	K-5	Reading Coach, Media Clerk	K – 5, Leadership Team	Ongoing	CWT, AR Reports	Principal, Asst. Principal, Reading Coach
Voyager Passport	K-5	Linda Chaney/Reading Coach	4 – 5, Leadership Team	Ongoing	CWT	Principal, Asst. Principal, Reading Coach, CRT
Study Island Reading	3-5	Literacy Team	K-5, Leadership Team	Ongoing	CWT, Lesson plans	Principal, Asst. Principal, Reading Coach, CRT
SuccessMaker	3-5	Literacy Team	K-5, Leadership Team	Ongoing	CWT, Lesson plans	Principal, Asst. Principal, Reading Coach, CRT
Phonics Continuum	K-5	Ella Shanks Betty Eisenberg/Reading Coach	K – 3, Leadership Team	Ongoing	CWT	Principal, Asst. Principal, Reading Coach, CRT
Standards Based Lesson Planning	K-5	Literacy Team	K – 5 PLCs	Ongoing	Lesson Plans	Principal, Asst. Principal, Reading Coach, CRT
Incorporate Cornell note taking strategies.	4-5 Reading	Reading Coach	4-5 Teachers	September 2011	Student journals, lesson plans, and classroom observations	Reading Coach
MTSS, Reading Progress Monitoring, and Problem solving process to ensure that all students are achieving.	K-5 Reading	Principal, Assistant Principal, CRT Reading Coach, Classroom teachers	School-Wide	Weekly before school PLC grade level meeting. Bi-weekly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT Lesson plans PLC meeting minutes.	Principal, Assistant Principal, CRT, Reading Coach, and Teachers

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

<p>Implementation of Higher Order Thinking Skills (HOTS) and questioning using Webb's Depth of Knowledge as a framework for lesson planning.</p>	<p>K-5 Reading</p>	<p>Principal, Assistant Principal, CRT Reading Coach, Classroom teachers</p>	<p>School-Wide</p>	<p>Weekly before school PLC grade level meeting. Bi-weekly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.</p>	<p>CWT Lesson plans PLC meeting minutes.</p>	<p>Principal, Assistant Principal, CRT, Reading Coach, and Teachers</p>
<p>Florida Continuous Improvement Model (FCIM) to replicate the plan-do-check-act cycle in reading.</p>	<p>K-5 Reading</p>	<p>Principal, Assistant Principal, CRT Reading Coach, Classroom teachers</p>	<p>School-Wide</p>	<p>Weekly before school PLC grade level meeting. Bi-weekly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.</p>	<p>CWT Lesson plans PLC meeting minutes.</p>	<p>Principal, Assistant Principal, CRT, Reading Coach, and Teachers</p>

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

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
Increase student comprehension	AR Renaissance Learning	Title I	\$3,000
Increase student comprehension	AR site license	Title I	\$2,000
Increase classroom libraries with AR books	Rainbow Publishing	Title I	\$3,000
			Subtotal: \$8,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Enhance teacher effectiveness	SMART Boards	Title I	\$5,000
Enhance teacher effectiveness	Doc Cameras	Title I	\$3,000
			Subtotal: \$8,000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total: \$16,000

End of Reading Goals

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

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				
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.						
1. Students scoring proficient in listening/speaking.		1.1. Limited teacher use of effective ELL strategies	1.1. Build teacher capacity in effective using ELL strategies. Continue using Imagine Learning	1.1. Principal, Assistant Principal, Reading Coach, CRT, CCT	1.1. Teacher Observations, Student Data, CWT, Lesson Plans, PLC grade level meetings	1.1. CWT, Lesson Plan Reviews, PLC Meeting Notes, Classroom and Edusoft data.
CELLA Goal #1: <i>Our goal is to increase the number of students proficient in listening/speaking by 20% (24 students)</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 52% (34) of students were proficient in listening/speaking.					
		1.2.	1.2.	1.2.	1.2.	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.						
2. Students scoring proficient in reading.		2.1. Limited number of students proficient in English.	2.1. Provide staff development on effective ELL strategies. Implementation of the coaching cycle.	2.1. Principal, Assistant Principal, Reading Coach, CRT, CCT	2.1. Lesson plan reviews to assure ELL strategies are incorporated daily	2.1. Classroom observation data, Edusoft assessment data
CELLA Goal #2: <i>Our goal is to increase the number of students proficient in Reading by 20% (24 students)</i>	2012 Current Percent of Students Proficient in Reading: 31% (20) of students were proficient in Reading					

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

		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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. Teachers demonstrate a lack of ELL writing strategies.	2.1. Provide staff development on effective ELL strategies. Implementation of the coaching cycle.	2.1. Principal, Assistant Principal, Reading Coach, CRT, CCT	2.1. Lesson plan reviews to assure ELL strategies are incorporated daily	2.1. Classroom observation data, Edusoft assessment data
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
<i>Our goal is to increase the number of students proficient in Writing by 20% (19 students)</i>	<i>24% (16) of students were proficient in Writing.</i>	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of CELLA Goals

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

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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Consistency in use of the core (Envision Math) with fidelity.	1A.1. Ongoing professional development on components of the Envision Math program. Math Coach will model and co-teach lessons utilizing the components of the program and best practices.	1A.1. Math Coach, CRT, Principal, Assistant Principal	1A.1. CWT, lesson plans, coaching cycle, PLC grade level meetings	1A.1. CWT, informal and formal observations, lesson plan reviews
Mathematics Goal #1A: Our goal is to increase our students scoring at achievement level 3 in mathematics, from 27% to 62% (105 students).	2012 Current Level of Performance: e.* 27% (46 students)	2013 Expected Level of Performance: e.* 62% (105 students)	1A.2. Students’ ability to recall basic math facts/concepts in all grades.	1A.2. Implement computer program FASTT Math. Implement before school computer math lab learning opportunities.	1A.2. Math Coach, CRT, Principal, Assistant Principal	1A.2. CWT, lesson plans, data meetings	1A.2. Lesson plan reviews, weekly mini assessments, FASTT Math data, data meetings
			1A.3. Lack of differentiated instruction within the classroom and small groups.	1A.3. Provide support to teachers during collaborative planning times to develop activities	1A.3. Math Coach, CRT, Principal, Assistant Principal	1A.3. Lesson plans, grade level PLCs, CWT, visit model classrooms	1A.3. Student data, lesson plan reviews, data meetings

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

			<p>for small group instruction aligned to student need.</p> <p>Conduct weekly data chats with teachers to make instructional decisions.</p> <p>Assist teachers with grouping students based on instructional need.</p> <p>Implementation of the coaching and demonstration cycle.</p>			
		<p>1A.4. Limited number of higher order thinking questions asked during classroom instruction.</p>	<p>1A.4. Implementation of the coaching and demonstration cycle.</p> <p>Ongoing PLC grade level meetings to discuss, model and share higher order thinking questions and strategies.</p> <p>Collaborative common planning for all grade-level teachers to support the development of lessons that embed higher order thinking questions.</p>	<p>1A.4. Math Coach, CRT, Principal, Assistant Principal</p>	<p>1A.4. CWT, lesson plans</p>	<p>1A.4. Topic Test data, Edusoft mini and benchmark assessment data, lesson plans, data meetings</p>

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

			1.A.5. Lack of STEM activities implemented in the classroom.	1.A.5. Provide STEM activities for teachers and training on how to implement STEM in the classroom.	1.A.5. Math Coach and Science Teacher	1.A.5. CWT, lesson plans	1.A.5. CWT, lesson plan reviews
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. Lack of knowledge of how to drive instruction for ESE students using Access Points.	1B.1. District professional development and support (lesson planning, modeling, and grade level PLCs).	1B.1. CRT, Math Coach, Principal, Assistant Principal	1B.1. Teacher Observations, Lesson Plans, CWTs, student work	1B.1. Teacher Observations, Lesson Plans, CWTs, student work
Mathematics Goal #1B: Our goal is to decrease our number of students scoring at levels 4, 5, and 6 in mathematics from 100% to 0%.	2012 Current Level of Performance: e:.*	2013 Expected Level of Performance: e:.*					
	100% (2 students)	0% (0 students)	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			1A.3. Lack of differentiated instruction within the classroom and small groups.	1A.3. Provide professional development on small group, differentiated instruction. Provide support to teachers during collaborative planning times to develop activities for small group instruction aligned to student need. Conduct weekly data chats with teachers to make instructional decisions. Assist teachers with grouping students based on instructional need. Implementation of the coaching and demonstration cycle.	1A.3. Math Coach, CRT, Principal, Assistant Principal	1A.3. Lesson plans, grade level PLCs, CWT, visit model classrooms	1A.3. Student data, lesson plan reviews, data meetings
<u>Mathematics Goal #2A:</u> Our goal is to increase our students scoring at or above achievement levels 4 and 5 in mathematics from 6% to 15% (25 students).	<u>2012 Current Level of Performance:</u> 6% (10 students)	<u>2013 Expected Level of Performance:</u> 15% (25 students)					
			1A.4. Limited number of higher order thinking questions asked during classroom instruction.	1A.4. Implementation of the coaching and demonstration cycle.	1A.4. Math Coach, CRT, Principal, Assistant Principal	1A.4. CWT, lesson plans	1A.4. Topic Test data, Edusoft mini and benchmark assessment data, lesson plans, data

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

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

			Ongoing PLC grade level meetings to discuss, model and share higher order thinking questions and strategies. Collaborative common planning for all grade-level teachers to support the development of lessons that embed higher order thinking questions.			meetings
		1.A.5. Lack of STEM activities implemented in the classroom.	1.A.5. Provide STEM activities for teachers and training on how to implement STEM in the classroom	1.A.5. Math Coach and Science Teacher	1.A.5. CWT, lesson plans	1.A.5. CWT, lesson plan reviews
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2B.1. Lack of knowledge of how to drive instruction for ESE students using Access Points.	2B.1. District professional development and support (lesson planning, modeling, and grade level PLCs).	2B.1. CRT, Math Coach, Principal, Assistant Principal	2B.1. Teacher Observations, Lesson Plans, CWTs, student work	2B.1. Teacher Observations, Lesson Plans, CWTs, student work
<u>Mathematics Goal</u> #2B: Our goal is to increase our number of students scoring at or above level 7 in on the Florida Alternate Assessment, from 0% to 100% (2 students).	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>e:*</u> 0% (0 students)	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>e:*</u> 100% (2 students)				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3A: Our goal is that the percent of students making learning gains in mathematics will increase from 43% to 67% (113 students).	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u>	3A.1. Lack of consistency of relevant and rigorous instruction between classrooms within the same grade level	3A.1. Implement the coaching cycle and the demonstration cycle to teachers. Provide support during grade level common planning times.	3A.1. Math Coach, CRT, Principal, Assistant Principal	3A.1. CWT, use of data for instructional planning, review of student data	3A.1. Lesson plan reviews, student Edusoft and FCAT data.
	43% (73 students)	67% (113 students)	3A.2. Implementing differentiated instruction with fidelity.	3A.2. Provide professional development on small group, differentiated instruction. Provide support to teachers during collaborative planning times to develop activities for small group instruction aligned to student need. Conduct weekly data chats with teachers to make instructional decisions. Assist teachers with grouping students based	3A.2. Math Coach, CRT, Principal, Assistant Principal	3A.2. Lesson plans, grade level PLCs, CWT, observe model classrooms, coaching cycle	3A.2. Student data, lesson plan reviews, data meetings

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

			on instructional need. Implementation of the coaching and demonstration cycle.							
		3A.3. Additional instructional time.	3A.3. Math intervention during the math block. Math will be taught on the special area wheel by math coach. Before school computer math lab Incorporate Study Island Math and FASTT Math to assist with math fluency and specific math skills	3A.3. Math Coach, CRT, Principal, Assistant Principal	3A.3. CWT	3A.3. Edusoft minis and benchmark assessments, FCAT, data meetings				
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3B.1. N/A	3B.1.	3B.1.	3B.1.	3B.1.				
Mathematics Goal #3B: N/A	<table border="1"> <tr> <td>2012 Current Level of Performanc e:*</td> <td>2013 Expected Level of Performanc e:*</td> </tr> <tr> <td>N/A</td> <td>N/A</td> </tr> </table>	2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*	N/A	N/A					
2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*									
N/A	N/A									
		3B.2. N/A	3B.2.	3B.2.	3B.2.	3B.2.				

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

		3B.3. N/A	3B.3.	3B.3.	3B.3.	3B.3.
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p> <p><u>Mathematics Goal #4:</u> Our goal is to increase the percentage of students in lowest 25% making learning gains in mathematics, from 58% to 68% (29 students).</p>			<p>4A.1. Students have limited knowledge of basic math facts/concepts.</p>	<p>4A.1. Implement FASTT Math on a daily basis to improve fact recall in grades 3-5.</p> <p>Math will be taught on the special area wheel by the math coach.</p>	<p>4A.1. Math Coach, CRT, Principal, Assistant Principal</p>	<p>4A.1. Monitoring of FASTT Math data</p>	<p>4A.1. Weekly data chats Weekly mini assessments</p>	
<p>2012 <u>Current Level of Performance</u> e:*</p>	<p>2013 <u>Expected Level of Performance</u> e:*</p>	<p>58% (24 students)</p>	<p>68% (29 students)</p>	<p>4A.2. Limited instructional time to assist students with skill mastery.</p>	<p>4A.2. Implement a math intervention during math block.</p> <p>Math will be taught on the special area wheel by math coach.</p> <p>Implement a before school computer math lab.</p> <p>Incorporate Study Island Math and FASTT Math to assist with math fluency and specific math skills.</p>	<p>4A.2. Math Coach, CRT, Principal, Assistant Principal</p>	<p>4A.2. CWT</p>	<p>4A.2. CWT Weekly mini assessments</p>
		<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	
		<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017												
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	Math AMO- 27%	Math AMO- 34%	Math AMO- 41%	Math AMO- 47%	Math AMO- 54%	Math AMO- 61%												
<p><u>Mathematics Goal #5A:</u></p> <p>Our goal is to reduce the achievement gap by 50%. Our baseline data for 2010-2011 was 47% in Math. Our goal is to have 61% of students at proficiency by 2016-2017.</p> <p>This section is pending based on the state</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													
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1. White: Students have limited knowledge of basic math facts/concepts	5B.1. White: Implement FASTT Math, Study Island Math and SuccessMaker on a daily basis to improve fact recall and specific skills in grades 3-5. Math will be taught on the special area wheel by the math coach. Implement a before school computer math lab. Black: Implement FASTT Math, Study	5B.1. White: Math Coach, CRT, Principal, Assistant Principal Black: Math Coach, CRT, Principal, Assistant Principal Hispanic: Math Coach, CRT, Principal, Assistant Principal	5B.1. White: Monitoring of FASTT Math, SuccessMaker, and Study Island math data Black: Monitoring of FASTT Math, SuccessMaker, and Study Island math data Hispanic: Teacher Observations, Student Data, CWT	5B.1. White: Weekly data chats Weekly mini assessments Black: Weekly data chats Weekly mini assessments Hispanic: Classroom data, Edusoft mini and benchmark assessments, CWT, FCAT													
<u>Mathematics Goal #5B:</u>	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>Black: 76% (63 students)</td> <td>Black: 24% (20 students)</td> </tr> <tr> <td>White: 80% (10 students)</td> <td>White: 20% (3 students)</td> </tr> <tr> <td>Hispanic: 64% (18 students)</td> <td>Hispanic: 24% (7 students)</td> </tr> <tr> <td>Asian: 0%</td> <td>Asian: 0%</td> </tr> <tr> <td>American Indian: 0%</td> <td>American Indian: 0%</td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Black: 76% (63 students)	Black: 24% (20 students)	White: 80% (10 students)	White: 20% (3 students)	Hispanic: 64% (18 students)	Hispanic: 24% (7 students)	Asian: 0%	Asian: 0%	American Indian: 0%	American Indian: 0%	<p>Our goal is to reduce our number of students not making satisfactory progress in math as follows: Black students from 76% to 24%, white students from 80% to 20%, and Hispanic students from 64% to 24%.</p>					
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																		
Black: 76% (63 students)	Black: 24% (20 students)																		
White: 80% (10 students)	White: 20% (3 students)																		
Hispanic: 64% (18 students)	Hispanic: 24% (7 students)																		
Asian: 0%	Asian: 0%																		
American Indian: 0%	American Indian: 0%																		

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

			<p>Island Math and SuccessMaker on a daily basis to improve fact recall and specific skills in grades 3-5.</p> <p>Math will be taught on the special area wheel by the math coach.</p> <p>Implement a before school computer math lab.</p> <p>Hispanic: Encourage and model the using of manipulatives and visuals in the classroom.</p> <p>Implement a before school computer math lab.</p> <p>Continue using the Imagine Learning program</p>			
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. Limited teacher use of effective ELL strategies	5C.1. Build teacher capacity in effectively using ELL strategies through the utilization of the coaching cycle.	5C.1. Math Coach, CRT, Principal, Assistant Principal	5C.1. Teacher Observations, Student Data, CWT, Lesson Plans, PLC grade level meetings	5C.1. CWT, Lesson Plan Reviews, PLC Meeting Notes, Classroom and Edusoft data.
<u>Mathematics Goal</u> #5C:	<u>2012 Current Level of Performance</u> e:*	<u>2013 Expected Level of Performance</u> e:*					
Our goal is to decrease the percentage of ELL students not making satisfactory progress in mathematics from 69% to 31% (9 students).	69% (28 students)	31% (9 students)					
			5C.2. Limited use of visuals and manipulatives in the classroom.	5C.2. Encourage and model the using of manipulatives and visuals in the classroom. Continue using the Imagine Learning program.	5C.2. Math Coach, CRT, Principal, Assistant Principal	5C.2. Teacher Observations, Student Data, CWT	5C.2. Classroom data, Edusoft mini and benchmark assessments, CWT, FCAT
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Lack of teacher stability and differentiated instruction within the ESE classroom.	5D.1. ESE teacher has been identified and is qualified. Core curriculum will be	5D.1. Math Coach, CRT, Principal, Assistant Principal	5D.1. Teacher Observations, Student Data, CWT	5D.1. Classroom data, Edusoft mini and benchmark assessments, Imagine It
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance</u> e:*	<u>2013 Expected Level of Performance</u> e:*					

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

Our goal is to decrease our percentage of students with disabilities not making satisfactory progress in mathematics, from 84% to 16% (3 students).	Level of Performance: e:*	Level of Performance: e:*		taught with fidelity. Implement RtI(MTSS) with fidelity to ensure appropriate interventions are provided. Ongoing conferences between classroom teacher, ESE teacher, and math coach.			data, CWT, FCAT
	84% (16 students)	16% (3 students)					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. New staff (teams) members throughout the intermediate grade levels.	5E.1. Implement the coaching cycle and the demonstration cycle to all new teachers, (veteran teachers as needed), New Mentoring Program for teachers, and conduct routine classroom walk-throughs.	5E.1. Principal, Assistant Principal, Literacy Team	5E.1. Teacher Observations, Student Data, Classroom walk through, beginning teacher meeting agendas and notes.	5E.1. FCAT
<u>Mathematics Goal</u>	<u>2012</u>	<u>2013</u>					
<u>#5E:</u> Our goal is to reduce the percentage of economically disadvantaged students not making satisfactory progress in mathematics, from 73% to 48% (81 students).	<u>Current Level of Performance</u> e:*	<u>Expected Level of Performance</u> e:*					
	73% (123 students)	48% (81 students)	5E.2. Students have limited knowledge of basic math facts/concepts	5E.2. Implement FASTT Math, Study Island Math and SuccessMaker on a daily basis to improve fact recall and specific skills in grades 3-5. Before school computer math lab. Math will be taught on the special area wheel by the math coach.	5E.2. Math Coach, CRT, Principal, Assistant Principal	5E.2. Monitoring of FASTT Math, SuccessMaker, and Study Island math data	5E.2. Weekly data chats Weekly mini assessments
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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

Middle School Mathematics Goals

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

Middle School 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
			1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. NA	1A.1.
Mathematics Goal #1A: NA	2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*					
	NA	NA					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: NA	2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*					
	NA	NA					

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

		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: NA	2012 Current Level of Performance e:*	2013 Expected Level of Performance e:*	NA				
	NA	NA					
			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.
Mathematics Goal #2B: NA	2012 Current Level of Performance e:*	2013 Expected Level of Performance e:*					
	NA	NA					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. N/A	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	NA	NA					
			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.
<u>Mathematics Goal</u> #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	NA	NA					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. <u>Mathematics Goal #5A:</u> NA	Baseline data 2010-2011							
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. <u>Mathematics Goal #5B:</u> NA	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
			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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
#5E:	NA	NA					
NA							
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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

Florida Alternate Assessment High School Mathematics Goals

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

High School 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
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
NA	Mathematics Goal #1:	2012 Current Level of Performance:*					
		2013 Expected Level of Performance:*					
	NA	NA					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
NA	Mathematics Goal #2:	2012 Current Level of Performance:*					
		2013 Expected Level of Performance:*					
	NA	NA					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. <u>Algebra 1 Goal #3A:</u> NA	Baseline data 2010-2011							
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. <u>Algebra 1 Goal #3B:</u> NA	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA	NA					
			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

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

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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. <u>Geometry Goal #3A:</u> NA	Baseline data 2011-2012						
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. <u>Geometry Goal #3B:</u> NA	2012 Current Level of Performance:* NA	2013 Expected Level of Performance:* NA	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			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 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
*Ongoing emphasis on the Big Ideas keeping pace with the grade level instructional focus calendar.	K-5 Math	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher	School-wide	Weekly before school PLC grade level meeting. Monthly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT's Lesson plans PLC meeting minutes.	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher

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

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

Implementation of Higher Order Thinking Skills (HOTS) and questioning using Webb's Depth of Knowledge as a framework for lesson planning.	K-5 Math	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher	School-wide	Weekly before school PLC grade level meeting. Monthly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT's Lesson plans PLC meeting minutes.	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher
Florida Continuous Improvement Model (FCIM) to replicate the plan-do-check-act cycle in math.	K-5 Math	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher	School-wide	Weekly before school PLC grade level meeting. Monthly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT's Lesson plans PLC meeting minutes.	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher
FASTT Math	3-5	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher	3-5 Teachers	Fall 2012	CWT's Lesson plans PLC meeting minutes	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher
Study Island Math	3-5	Principal, Assistant Principal, CRT, Math Coach,	3-5 Teachers	Fall 2012	CWT's Lesson plans PLC meeting minutes	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher

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

		Classroom Teacher				
Envision Math	K-5	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher	School-wide	Weekly before school PLC grade level meeting. Monthly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT's Lesson plans PLC meeting minutes	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase Problem Solving and critical thinking skills	Everglades NGSSS	General Budget	\$1,200
			Subtotal: \$1,200
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase Math Fluency	FASTT Math	Title I	\$ 1,700
Increase Math Fluency and Problem solving skills	SuccessMaker 5.0	General Budget	\$15,000
Increase Problem Solving and critical thinking skills	Study Island Math	Title I	\$ 2,000
			Subtotal: \$18,700
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$19,900

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Implementation of a new science program (Science Fusion) school-wide.	1A.1. Classroom teachers will implement Fusion Science curriculum with fidelity as their core science instruction.	1A.1. CRT, CRT, Assistant Principal, Principal, Science Teacher	1A.1. Student data, CWT.	1A.1. CWT, teacher observation, grade level PLC minutes, Science Fusion assessments
Science Goal #1A: 25% (17) or one fourth of our fifth grade students will score a level 3 on the science portion of the FCAT.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u>					
	19% (9)	25%					
			1A.2. Lack of community partnerships for science	1A.2. Implementation of an after-school Science Club with involvement of the community. Science Night with involvement from the community.	1A.2. CRT, Assistant Principal, Principal, Science Teacher	1A.2. After-school Science Club and Science Night sign in sheets. Student data	1A.2. Student data from classroom assessments. Monitor attendance through sign-in sheets for Science Club and Science Night.
		1A.3. Implementation of The Essential Labs with fidelity.	1A.3. Implementation of Science on the specials wheel. Incorporate Study Island Science for fifth graders	1A.3. Assistant Principal, Principal, Science Teacher	1A.3. CWT, student data	1A.3. Hands-on inquiries using the scientific method, student data	

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

			Supplement the Essential Labs with Science Boot Camp.			
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*				
N/A	N/A	N/A				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool						
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p> <p>Science Goal #2A:</p> <table border="1"> <tr> <td>2012</td> <td>2013</td> </tr> <tr> <td>Current Level of Performance</td> <td>Expected Level of Performance</td> </tr> <tr> <td>0% (0)</td> <td>15% (10 students)</td> </tr> </table> <p>Our goal is to increase our students scoring at or above achievement levels 4 and 5 in science from 0% to 15% (10 students).</p>			2012	2013	Current Level of Performance	Expected Level of Performance	0% (0)	15% (10 students)	<p>2A.1. Implementation of a new science program (Science Fusion) school-wide.</p>	<p>2A.1. Classroom teachers will implement Fusion Science curriculum with fidelity as their core science instruction. Implement the coaching cycle and the demonstration cycle to teachers. Provide support during grade level common planning times.</p>	<p>2A.1. CRT, Assistant Principal, Principal, Science Teacher</p>	<p>2A.1. Student data, CWT, review lesson plans</p>	<p>2A.1. CWT, teacher observation, grade level PLC minutes, Science Fusion assessments</p>
2012	2013												
Current Level of Performance	Expected Level of Performance												
0% (0)	15% (10 students)												
			<p>2A.2. Lack of community partnerships for science</p>	<p>2A.2. Implementation of an after-school Science Club with involvement of the community. Science Night with involvement from the community.</p>	<p>2A.2. Assistant Principal, Principal, Science Teacher</p>	<p>2A.2. After-school Science Club and Science Night sign in sheets. Student data</p>	<p>2A.2. Student data from classroom assessments. Monitor attendance through sign-in sheets for Science Club and Science Night.</p>						
			<p>2A.3. Implementation of The Essential Labs with fidelity.</p>	<p>2A.3. Implementation of Science on the specials wheel. Incorporate Study Island Science for fifth graders.</p>	<p>2A.3. Assistant Principal, Principal, Science Teacher</p>	<p>2A.3. CWT, review lesson plans</p>	<p>2A.3. Hands-on inquiries using the scientific method, student data</p>						

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

			Supplement the Essential Labs with Science Boot Camp.			
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B:	2012	2013				
N/A	Current Level of Performance:	Expected Level of Performance:				
	N/A	N/A				
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			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. 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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			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]).

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

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

Biology 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 Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			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.
Biology 1 Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			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

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

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
Integrating reading and math content through the grade levels during science instruction.	K-5/Science	Science Resource Teacher	Teachers in all grade levels will be participating in achieving this goal.	The Science Resource Teacher will meet with grade level classroom teachers monthly to discuss science, reading and math integration. Teachers will participate in hands on science experiments, review leveled text and discuss instructional strategies.	Classroom teacher's lessons will be observed to determine if reading and math content is being taught through science.	Science Resource Teacher
Study Island Science	5 th grade	Science Resource Teacher	Science Resource Teacher and Fifth grade teachers	Fall 2012/ongoing	Lesson plans, CWT	Science Resource Teacher
Science Boot Camp	5 th grade teachers/ Science Resource Teacher					

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
Hands-on labs and activities	Lab supplies	General Budget	\$1,500
Hands-on lab activities/Science content practice	Science Boot Camp	General Budget	\$800

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

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

Increase Problem-Solving and critical thinking skills	Study Island Science	Title I	Increase Problem-Solving and critical thinking skills
			Subtotal:
			\$2,300
Technology			
Strategy	Description of Resources	Funding Source	Amount
Formative Assessment	Florida Achieves		\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal:
			Total:

End of Science Goals

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

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				
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: Our goal is to increase our students scoring at level 4.0 and higher in writing, from 7% to 81% (45 students).			1A.1. New fourth grade team of teachers	1A.1. District and in-house training on a new writing program (Write Track) with rigor and validity. On-going PLC grade level collaboration. Implement the coaching cycle and the demonstration cycle to all new teachers, (veteran teachers as needed), New Mentoring Program for teachers, and conduct routine classroom walk-throughs.	1A.1. Writing Instruction Coach, CRT, Principal, Assistant Principal	1A.1. Observe teachers implementing the writing strategies during classroom walkthroughs. Ongoing monitoring of growth and progress. CWT	1A.1. Monthly Prompts CWT Student work samples				
								<table border="1"> <tr> <td>2012</td> <td>2013</td> </tr> <tr> <td>Current</td> <td>Expected</td> </tr> <tr> <td>Level of Performance:</td> <td>Level of Performance:</td> </tr> <tr> <td>7% (4 students).</td> <td>81% (45 students)</td> </tr> </table>	2012	2013	Current
2012	2013										
Current	Expected										
Level of Performance:	Level of Performance:										
7% (4 students).	81% (45 students)										
			1A.2. Lack of Language Arts skills and strategies in the curriculum.	1A.2. Extended hour of reading to include Language Arts skills. On-going PLC grade level collaboration.	1A.2. Writing Instruction Coach, CRT, Principal, Assistant Principal	1A.2. Observe teachers implementing the language arts strategies. CWT	1A.2. Lesson Plans CWT Student work samples				

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

		1A.3. Lack of a school-wide writing program.	1A.3. District and in-house training on a new writing program (Write Track) with rigor and validity. Modeling and observing writing strategies. On-going PLC grade level collaboration.	1A.3. Writing Instruction Coach, CRT, Principal, Assistant Principal	1A.3. Observe teachers implementing the writing strategies. Ongoing monitoring of growth and progress. CWT	1A.3. Monthly Prompts CWT Student work samples
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: N/A	2012 Current Level of Performanc e:*	2013 Expected Level of Performanc e:*				
	N/A	N/A				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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
Implementing Write Track	K – 5	Marilyn Hefferan	K – 5, Leadership Team	Ongoing	Summer, September	Writing Coach, CRT, Principal, Assistant Principal
Modeling Effective Writing Instruction	3 rd – 4 th	Writing Coach	K – 5, Leadership Team	Ongoing	Monthly Instructional Lessons	Writing Coach, CRT, Principal, Assistant Principal
Implementation of the school wide writing plan, with emphasis on the writing process to include, vocabulary, usage expression, and mechanics.	K-5 writing	Writing Coach/ Classroom Teachers	K – 5, Leadership Team	Ongoing	Writing Growth Charts Weekly PLC Team Meetings	Writing Coach, CRT, Principal, Assistant Principal
Write Score Data Analysis Training	4 th grade	CRT	4 th grade	September	Data meetings	Writing Coach, CRT

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increasing the writing process	Write Track	General Budget	\$500
			Subtotal:
			\$500
Technology			
Strategy	Description of Resources	Funding Source	Amount
Writing Process and scoring rubrics	Write Score	General Budget	\$500

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

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

			Subtotal: \$500
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implementing the Write Track program with fidelity	Consultant Marilyn Hefferan	Title I	\$1,500
			Subtotal: \$1,500
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
			Subtotal: Total: \$2,500

End of Writing Goals

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

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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			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 Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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
N/A						

Civics Budget (Insert rows as needed)

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

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

			Subtotal:
			Total:

End of Civics Goals

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

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>N/A</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>N/A</i>	<i>N/A</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 U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>N/A</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>N/A</i>	<i>N/A</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

U.S. History 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
N/A						

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

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

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

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

	Subtotal:
	Total:

End of U.S. History Goals

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

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
1. Attendance			1.1. Lack of Parental Support- some parents do not see the importance of daily school attendance	1.1. Parent Seminars	1.1. Principal, Registrar, Social Worker, Teachers, and Resource Teachers	1.1. Print and analyze attendance records monthly	1.1. EDW and student achievement data
Attendance Goal #1: To decrease the amount of unexcused absences, tardies, and suspensions by 10%	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	94.25%	98%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>In the 2011-2012 school year there were 156 students with excessive absences</i>	<i>In the 2012-2013 school year, we expect there to be 100 students with</i>					

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

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

		<i>excessive absences (10 or more)</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>In the 2011-2012 school year there were 105 students with excessive absences</i>	<i>In the 2012-2013 school year, we expect there to be 85 students with excessive tardies (10 or more)</i>					
			1.2. Lack of incentives	1.2. Recognize students for Perfect Attendance	1.2. Principal, Assistant Principal, Classroom Teacher	1.2. Print and analyze attendance records monthly	1.2. EDW and student achievement data
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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
Train teachers on the procedures for identification and reporting of excessive student absences	K-5	Principal, Registrar, and Social Worker	School wide	September 2012	Analyzing data from EDW and monthly attendance reports	Principal and Registrar

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
Perfect Attendance program	Certificates, ribbons, etc.	Donations	\$700
			Subtotal:
			\$700
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Total:			
\$700			

End of Attendance Goals

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

Suspension Goal(s)

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

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. Lack of discipline and positive role models in the home environment	1.1. Mentoring, Goal Setting, and Positive Behavior Support Implementing CHAMPS with fidelity
Suspension Goal #1: Reduce the number of out of school suspensions by 20%	<u>2012 Total Number of In-School Suspensions</u> NA	<u>2013 Expected Number of In-School Suspensions</u> NA					
	<u>2012 Total Number of Students Suspended In-School</u> NA	<u>2013 Expected Number of Students Suspended In-School</u> NA					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>For the 2011-2012 school year, there were a total of 85 out-of-school suspensions</i>	<i>For the 2012-2013 school year, there will be no more than 65 out-of-school suspensions</i>					
	<u>2012 Total Number of Students</u>	<u>2013 Expected Number of Students</u>					

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

	Suspended Out- of- School	Suspended Out- of-School					
	<i>During the 2011-2012 school year, there were 48 students suspended out-of-school</i>	<i>During the 2012-2013 school year, we expect that there will only be 28 students suspended out-of-school</i>					
			1.2. Lack of school-wide behavior program	1.2. Implement CHAMPS	1.2. Principal, Assistant Principal, and Dean of Students	1.2. Reduction of Discipline referrals, positive school climate, and caring school culture	1.2. Student Achievement Data and EDW discipline data
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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
CHAMPS training	K-5	Maureen Gale/Dean	School-wide	Ongoing	CWT	Principal, Assistant Principal, Dean
MTSS behavior training	K-5	Betty Eisenberg/ MTSS leadership team	School-wide	Ongoing	Data meetings,	Principal, Assistant Principal, Dean, CRT

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
Incentives	Panther Store/Field Trips	Donations	\$1,000
			Subtotal:
			\$1,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Establishing Effective classroom environments	CHAMPS	General Budget	\$500

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

Subtotal:			
\$500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			
\$1,500			

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention		1.1. Student Mobility	1.1. Implementation of NGSSS and Common Core standards with fidelity	1.1. Principal, Assistant Principal, Teachers, and District Personnel	1.1. Baseline and yearly assessments	1.1. FAIR, Edusoft, and FCAT
Dropout Prevention Goal #1: Our goal is to reduce the number of students who were retained from 6%(21) to 3 % (11) this year.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>				
	6%(21) students	3% (11 students)				
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>				
	N/A	N/A				
		1.2. Student Attendance	1.2. Include attendance and tardy data when discussing student achievement data	1.2. Teachers, Registrar, Principal, Assistant Principal	1.2. Weekly attendance reports, monthly data meetings	1.2. FAIR, Edusoft, FCAT
		1.3. Increasing parent involvement to support the students learning	1.3. Use agenda to provide daily feedback of the students’ progress Incorporate curriculum and family involvement nights for parents to attend	1.3. Principal, Assistant Pncipal, Teachers, Leadership Team	1.3. CWT, sign-in sheets	1.3. FAIR, Edusoft, FCAT

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

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
N/A						

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

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: This year we have two primary areas that we want to increase in the areas of parental involvement. First we want to increase the number of parents attending curriculum nights. Second we want to increase our parent involvement in our PTA, SAC and PLC.	2012	2013	Transportation to parent events and meetings	Encourage carpooling or public transportation to parent meetings and activities as needed	Teachers and Leadership Team	Increase of parent attendance at school-sponsored events and meetings	Parent attendance sign-in and Results of School Effectiveness Survey for Parents
	<u>Current</u>	<u>Expected</u>					
	<u>Level of Parent Involvement</u>	<u>Level of Parent Involvement</u>					
	PTA membership 10%	PTA membership 50%					
	Curriculum Nights 10%	Curriculum Nights 40%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			Provide Childcare	Offer childcare at parent meetings or activities as needed	Teachers and Leadership Team	Increase of parent attendance at school sponsored events and meetings	Parent attendance sign-in sheets and results of the School Effectiveness Survey for Parents
			1.3.	1.3.	1.3.	1.3.	1.3.
			Parents valuing education as a top priority in children’s lives	Offer incentives, personally invite reluctant parents Hire Parent Involvement Program	Principal, Assistant Principal, Teachers and Leadership Team	Increase of parent attendance at school sponsored events and meetings.	Parent attendance sign-in sheets and results of the School Effectiveness Survey for Parents

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

			Assistant			
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Parent Involvement 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
Conduct parent leadership trainings.	PreK-5	Instructional Support	School-wide	Fall 2012 and Spring 2013	School Advisory Council Meetings and Title I Parental Involvement	Principal and Title I contact
Conduct Curriculum Nights and parent seminars to provide parents with strategies to work with their children in academic content areas	K-5	Teachers and Resource Teachers	School-wide	Quarterly	Student Achievement Data	Principal, Assistant Principal, Teachers, and Resource Teachers

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

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
Incentives for Parents	Parent Honor Roll	Title I	\$300
Increase parent involvement	Donuts for Dads/Munchies for Moms	Title I	\$500
			Subtotal:
			\$800
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:
			\$800

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>To increase STEM instructional practices school-wide</p> <p>Our goal is to increase our students scoring at or above achievement levels 4 and 5 in mathematics from 6% to 15% (25 students).</p> <p>25% (17) or one fourth of our fifth grade students will score a level 3 on the science portion of the FCAT.</p>	<p>1.1. Lack of STEM activities implemented in the classroom.</p>	<p>1.1. Provide STEM activities for teachers and training on how to implement STEM lessons in the classroom.</p> <p>Incorporate STEM activities in Math and Science lab.</p>	<p>1.1. Math Coach, Science Resource Teacher</p>	<p>1.1. CWT, lesson plans, instructional focus calendar</p>	<p>1.1. CWT, lesson plan reviews</p>
	<p>1.2. Lack of Community Partners</p>	<p>1.2. Implementation of an after-school Science/Math Clubs with involvement of the community.</p> <p>Math/Science Nights with involvement from the community partners.</p>	<p>1.2. Math Coach, Science Resource Teacher</p>	<p>1.2. After-school Math/Science Club and Math/Science Night sign in sheets.</p> <p>Student data</p>	<p>1.2. Student data from classroom assessments.</p> <p>Monitor attendance through sign-in sheets for Math/Science Club and Math/Science Night.</p>

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

	1.3.	1.3.	1.3.	1.3.	1.3.
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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Planning of STEM activities	K-5	Math Coach/Science Resource Teacher	School-wide	Fall 2012	CWT, lesson plans	CWT, lesson plan reviews
21 st Century Skills	K-5	Math Coach/Science Resource Teacher	School-wide	Fall 2012	CWT, lesson plans	CWT, lesson plan reviews
Envision Florida Math Project	3-5	Math Coach	Grades 3-5	ongoing	CWT, lesson plans	CWT, lesson plan reviews
Implementation of Higher Order Thinking Skills (HOTS) and questioning using Webb's Depth of Knowledge as a framework for lesson planning.	K-5 Math	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher	School-wide	Weekly before school PLC grade level meeting. Monthly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT's Lesson plans PLC meeting minutes.	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher
Implementation of Higher Order Thinking Skills (HOTS) and	K-5 Math	Principal, Assistant Principal, CRT, Math	School-wide	Weekly before school PLC grade level meeting.	CWT's Lesson plans	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher

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

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

questioning using Webb's Depth of Knowledge as a framework for lesson planning.		Coach, Classroom Teacher		Monthly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	PLC meeting minutes.	
Florida Continuous Improvement Model (FCIM) to replicate the plan-do-check-act cycle in math.	K-5 Math	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher	School-wide	Weekly before school PLC grade level meeting. Monthly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT's Lesson plans PLC meeting minutes.	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher
FASTT Math	3-5	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher	3-5 Teachers	Fall 2012	CWT's Lesson plans PLC meeting minutes	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher
Study Island Math	3-5	Principal, Assistant Principal, CRT, Math Coach, Classroom	3-5 Teachers	Fall 2012	CWT's Lesson plans PLC meeting minutes	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher

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

		Teacher				
Envision Math	K-5	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher	School-wide	Weekly before school PLC grade level meeting. Monthly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT's Lesson plans PLC meeting minutes	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher
Integrating reading and math content through the grade levels during science instruction.	K-5/Science	Science Resource Teacher	Teachers in all grade levels will be participating in achieving this goal.	The Science Resource Teacher will meet with grade level classroom teachers monthly to discuss science, reading and math integration. Teachers will participate in hands on science experiments, review leveled text and discuss instructional strategies.	Classroom teacher's lessons will be observed to determine if reading and math content is being taught through science.	Science Resource Teacher
Study Island Science	5 th grade	Science Resource Teacher	Science Resource Teacher and Fifth grade teachers	Fall 2012/ongoing	Lesson plans, CWT	Science Resource Teacher

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Expose students to math, science, and engineering higher education opportunities	College Tour field trips	Title I	\$3,000
			Subtotal:
			Total:
			\$3,000

End of STEM Goal(s)

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

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: N/A	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						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

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.
<u>Additional Goal #1:</u> <i>All elementary students will read independently by age nine.</i>	<u>2012 Current Level :*</u> 2012 FCAT results showed that 27% of third grade students taking the FCAT reading test scored at a level 3	<u>2013 Expected Level :*</u> By July 2013, 56% of all students taking the fourth grade FCAT reading test will be at level 3 or higher.	Academic progress for some students in reading is one or more years below grade level.	Intensive reading instruction during and outside of the school day to include phonics, fluency, vocabulary, comprehension and phonemic awareness.	Teachers and Resource Teachers	Review of academic achievement data, progress monitoring of designated students, ongoing review of benchmark/intervention data.	Teacher developed Pre and Post Test that follow the Instructional Focus Calendar (Edusoft Benchmark Assessments) FAIR OCPS Benchmark Exam FCAT Test Maker FCAT
<u>Additional Goal #2:</u> <i>All elementary students will become fluent in math operations</i>	<u>2012 FCAT results</u> showed that 27% of students taking the FCAT math test scored at a level 3	<u>By July 2013,</u> 60% of all students taking the FCAT math test will be at level 3 or higher	2.2. Limited instructional time to assist students with skill mastery	2.2. Implement a math intervention during math block. Math will be taught on the special area wheel by math coach. Incorporate Study Island Math and	2.2. Math Coach, CRT, Principal, Assistant Principal	2.2. Review of academic achievement data, progress monitoring of designated students, ongoing review of benchmark/intervention data.	2.2. CWT, weekly mini assessments

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

				FASTT Math to assist with math fluency and specific math skills			
<u>Additional Goal #3:</u> <i>Decrease the Achievement Gap for Each Identified Subgroup by 10%</i>		3.3. This goal is addressed in the AMO section of reading and math in 5A.	3.3.	3.3.	3.3.	3.3.	3.3.
<u>Additional Goal #4</u> <i>Maintain High Fine Arts Enrollment Percentage</i>	100% of our students receive Art and Music instruction weekly. We have a ½ time Art Teacher and a full-time music teacher. They will work collaboratively with teachers to integrate fine arts into the core curriculum.	4.4. Lack of funding to provide instruments and art supplies	4.4. Fund raisers Partners in Education Art Gallery Art Club Music Performance	4.4. Art Teacher Music Teacher	4.4. Parent Involvement	4.4. Sign-In sheets School Effectiveness survey	
<u>Additional Goal #5</u> <i>Increase College and Career Awareness</i>	Our goal is to expose our students to various colleges and careers.	5.5. Lack of community partners	5.5. College Tour field trips “Teach-In” Partners in Education “Make a Difference Program” Mentoring program	5.5. Principal, Assistant Principal	5.5. Review of academic achievement data	5.5. Edusoft, FCAT	
<u>Additional Goal #6</u> <i>Decrease Disproportionate Classification in Special</i>	We currently have 11% of student’s receiving ESE services. Our goal is to reduce this	6.6. Lack of individual teacher consistency in the Tier I model	6.6. Implement the MTSS/RtI process with fidelity	6.6. MTSS Leadership Team	6.6.Ongoing progress monitoring Evaluation of student data	6.6. Data meetings Monthly MTSS	

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

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

<i>Education</i>	percentage by 3% by implementing the MTSS process with fidelity.			Professional Development on the MTSS process PLC's		Implement a RtI/MTSS Watch List	leadership team meetings
Additional Goal #7 <i>We will increase the VPK Students by 15% who will enter elementary school ready based on FLKRS Data (score 70% and above)</i>	<i>2012 FLKRS results show that 85% (11) of VPK students entering elementary school scored at 70% and above.</i>	<i>By July 2013, we expect that 100% of VPK students entering elementary school based on FLKRS will score at 70% and above</i>	7.7. Limited number of VPK classes available on site	7.7. Request to increase the number of VPK students and teachers	7.7. Principal	7.7. CWT's Progress monitoring	7.7. FLKRS

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
Imagine It (Core Program)	K-5	Sue Andrews/Literacy Team	K – 5, Leadership Team	Ongoing	CWT	Principal, Asst. Principal, Reading Coach
Common Core and NGSSS	K-5	Lynette Latimer/Literacy Team	K – 5, Leadership Team	Ongoing	CWT, Lesson Plans	Principal, Asst. Principal, Literacy Team

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

Accelerated Reader	K-5	Reading Coach, Media Clerk	K – 5, Leadership Team	Ongoing	CWT, AR Reports	Principal, Asst. Principal, Reading Coach
Voyager Passport	K-5	Linda Chaney/Reading Coach	4 – 5, Leadership Team	Ongoing	CWT	Principal, Asst. Principal, Reading Coach, CRT
Study Island Reading	3-5	Literacy Team	K-5, Leadership Team	Ongoing	CWT, Lesson plans	Principal, Asst. Principal, Reading Coach, CRT
SuccessMaker	3-5	Literacy Team	K-5, Leadership Team	Ongoing	CWT, Lesson plans	Principal, Asst. Principal, Reading Coach, CRT
Phonics Continuum	K-5	Ella Shanks Betty Eisenberg/Reading Coach	K – 3, Leadership Team	Ongoing	CWT	Principal, Asst. Principal, Reading Coach, CRT
Standards Based Lesson Planning	K-5	Literacy Team	K – 5 PLCs	Ongoing	Lesson Plans	Principal, Asst. Principal, Reading Coach, CRT
Incorporate Cornell note taking strategies.	4-5 Reading	Reading Coach	4-5 Teachers	September 2011	Student journals, lesson plans, and classroom observations	Reading Coach
MTSS, Reading Progress Monitoring, and Problem solving process to ensure that all students are achieving.	K-5 Reading	Principal, Assistant Principal, CRT Reading Coach, Classroom teachers	School-Wide	Weekly before school PLC grade level meeting. Bi-weekly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT Lesson plans PLC meeting minutes.	Principal, Assistant Principal, CRT, Reading Coach, and Teachers
Implementation of Higher Order Thinking Skills (HOTS) and questioning using Webb's Depth of	K-5 Reading	Principal, Assistant Principal, CRT Reading Coach, Classroom	School-Wide	Weekly before school PLC grade level meeting. Bi-weekly professional learning before school	CWT Lesson plans PLC meeting minutes.	Principal, Assistant Principal, CRT, Reading Coach, and Teachers

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

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

Knowledge as a framework for lesson planning.		teachers		primary and intermediate (separate days). Bi-Weekly after school faculty trainings.		
Florida Continuous Improvement Model (FCIM) to replicate the plan-do-check-act cycle in reading.	K-5 Reading	Principal, Assistant Principal, CRT Reading Coach, Classroom teachers	School-Wide	Weekly before school PLC grade level meeting. Bi-weekly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT Lesson plans PLC meeting minutes.	Principal, Assistant Principal, CRT, Reading Coach, and Teachers
*Ongoing emphasis on the Big Ideas keeping pace with the grade level instructional focus calendar.	K-5 Math	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher	School-wide	Weekly before school PLC grade level meeting. Monthly professional learning before school primary and intermediate (separate days). Bi-Weekly after school faculty trainings.	CWT's Lesson plans PLC meeting minutes.	Principal, Assistant Principal, CRT, Math Coach, Classroom Teacher

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$16,000
CELLA Budget	Total: \$0.00
Mathematics Budget	Total: \$20,600
Science Budget	Total: \$2,300
Writing Budget	Total: \$2,000
Civics Budget	Total: \$0.00
U.S. History Budget	Total: \$0.00
Attendance Budget	Total: \$700.00
Suspension Budget	Total: \$1,500
Dropout Prevention Budget	Total: \$0.00

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

Parent Involvement Budget	Total:
	\$800
STEM Budget	Total:
	\$3,000
CTE Budget	Total:
	\$0.00
Additional Goals	Total:
	\$0.00
	Grand Total:
	\$46,200

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input checked="" 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.

The SAC committee has been composed of majority of teachers for the past two years and this year we are doing the following to encourage parents and community members to join our SAC committee:

Provide SAC registration forms to parents and community members at "Meet the Teacher" and "Open House"
Sending personal emails to community members asking them to join SAC
Changing our SAC/PTA meetings to mornings instead of evenings.
Combining SAC/PTA meetings

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

Describe the activities of the SAC for the upcoming school year.
Reviewing the SIP SAC Retreat Review the School's Safety Plan and Procedures Review School Benchmark and FCAT data Award Ceremonies and Fifth Grade Promotion Five Star school committee

Describe the projected use of SAC funds.	Amount
Science Presentation from Orlando Science Center school wide Science Night	\$500
Family Math Nights	\$300
Reading Literacy Family Nights	\$300
AR incentives	\$300
End of the year awards ceremony	\$500