FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

**Michael McCoy Elementary School
2012-2013**

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Michael McCoy Elementary School	District Name: Orange County Public Schools
Principal: Elaine Martinez	Superintendent: Dr. Barbara Jenkins
SAC Chair: Linda Rose	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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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	Elaine Martinez	Master's Educational Leadership Bachelor's of Elementary Education Certifications: Elem Ed. (1-6) ESOL Endorsement School Principal (K-12)	0	10	2004-2005 School Grade B- Pinar Elem AYP Provisional 2005-2006 School Grade B- Pinar Elem AYP Provisional 2006-2007 School Grade A- Pinar Elem AYP Met (100% met) 2007-2008 School Grade B- Pinar Elem AYP not met (92% met) 2008-2009 School Grade B- Pinar Elem AYP not met (90% met) 2009-10 School Grade C- Pinar Elem AYP not met (77% met) 2010-11 School Grade C- Pinar Elem AYP not met (82% met) 2011-2012 School Grade D- Pinar Elem
Assistant Principal	Judith Collins	Master's Counselor of Education Specialist's Degree Educational Leadership	5	5	2007-2008 School Grade C- McCoy Elem AYP not met 2008-2009 School Grade A- McCoy Elem AYP Yes 2009-2010 School Grade A- McCoy Elem AYP No 2010-2011 School Grade A – McCoy Elem 2011-2012 School Grade A – McCoy Elem

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<u>Instructional Coaches</u>

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 Coach	Denesha Pierre-Louis	Bachelor Elementary Education	0	0	2008-2009 School Grade A - Winegard Elem. AYP not met (95% met) 2009-10 School Grade C- Pinar Elem AYP not met (77% met) 2010-11 School Grade C- Pinar Elem AYP not met (82% met) 2011-2012 School Grade D- Pinar Elem
CRT-Instructional Coach	Christina Deese	Bachelor Elementary Education Master of Educational Leadership	0	1	2008-2009 School Grade A - Winegard Elem. AYP not met (95% met) 2009-10 School Grade A - Winegard Elem. AYP not met (79%) 2010-11 School Grade B - Winegard Elem. AYP not met (74%) 2011-12 School Grade D- Pinar Elem
Math Coach	To be hired				
Science Coach	To be hired				

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. All teachers hired at McCoy Elementary School are highly qualified by their certification and degree.	Principal	Ongoing
2. Teachers work in teams to facilitate planning and provide support.	Leadership Team Teachers	Ongoing
3. A specific member of the Leadership Team is assigned to work with each grade level team to provide ongoing support and assistance.	Principal	August 2012
4. Ongoing staff development and team meetings with the Principal also serve as support for teachers.	Principal CRT Coaches District Personnel	Ongoing

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
None of our out-of-field teachers received less than an effective rating. All of our paraprofessionals are certified and considered highly qualified.	N/A

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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
47	11% (5)	32% (15)	36% (17)	21% (10)	49% (18)	98% (46)	9% (4)	0	89% (42)

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
Christina Deese	Phelecya Ivey	Mentor is experienced in grade level, competent, trained as a mentor, willing to be a mentor	Introduction Meeting Ongoing Meetings Observations Planning Meetings
Annie Rogers	Michelle Lindas	Mentor is experienced in grade level, competent, trained as a mentor, willing to be a mentor	Introduction Meeting Ongoing Meetings Observations Planning Meetings
Shelli Carpenter	Barbara Nelson	Mentor is experienced in grade level, competent, trained as a mentor, willing to be a mentor	Introduction Meeting Ongoing Meetings Observations Planning Meetings

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Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

Title I, Part A
Title I, Part C- Migrant The district's Migrant Liaison provides services and support to parents and students
Title I, Part D Our school maintains class size requirements as required by the State of Florida. K-3: 18 students, 4-8: 22 students
Title II   Since at least 10% of our Title I funding is used for staff development, we do not use Title II funds. We give our allocation to our neighboring schools who do not receive staff development funds from Title I or the school district.
Title III   Title III funding is provided through the district for English Language Learners as well as the education of immigrant students.
Title X- Homeless   The district homeless liaison works with the Guidance Counselor and Title I Parent Resource Teacher at the school-level to ensure the needs are met for our homeless population.
Supplemental Academic Instruction (SAI)   SAI funds provide after school tutoring services for our Level 1 and 2 students in the grades 4-5 and previously retained 3rd graders. In addition, SAI funds are used to provide a Basic Paraprofessional, Certified, to support students during the school day.
Violence Prevention Programs   McCoy Elementary School has incorporated the DARE program in partnership with the Orlando Police Department. The DARE currciulum is taught by our School Resource Officer to our 5th graders. In addition, our Guidance Counselor provides ongoing Character Education lessons to students in grades K-5.

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Nutrition Programs McCoy	Elementary School promotes an environment of nutritional awareness and follows the OCPS Food and Nutrition Services Guidelines.

Housing Programs N/A

Head Start	Although our school does not provide Head Start services, they are available through various schools in our school district.

Adult Education : McCoy provides an afterschool program for adults to learn English.	Adult education is provided through our district community schools and technical

centers. Information is available in our office and district website regarding services available.

Career and Technical Education	Career and Technical Education is provided through our district community schools and technical centers. Information is available in our office

and district website regarding services available.

Job Training	Job training is provided through our district community schools and technical centers. Information is available in our office and district website regarding services

available

Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Elaine Martinez, Christina Deese, Ludymar Rivera, Mayra Aguilar, Donna Griffin, Melissa Tozzoli, Denesha Pierre-Louis, Lauren Akesson, School Psychologist
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? MTSS Leadership Team meets on a regular basis to streamline the school process, documentation forms and communication. In addition, the team identifies staff development needs.
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? Some members of the MTSS serve on the School Advisory Council where the SIP is developed. In addition, the SIP includes parts of our instructional protocols which are developed through the leadership of the MTSS and LLT teams.
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. Our school follows the district's progress monitoring plan. In addition, individual as well as grade level data talks are scheduled throughout the year. Progress monitoring data is collected on a regular basis and reviewed during PLC meetings. Individual student progress is also discussed through RtI meetings.
Describe the plan to train staff on MTSS. Staff has been previously trained on RtI. MTSS training will take place through our PLC meetings and some Wednesday afternoons.
Describe the plan to support MTSS. Develop standard protocols for instruction identifying tiered instructional supports and progress monitoring methods for content areas as well as behavior.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Elaine Martinez, Christina Deese, Ludymar Rivera, Mayra Aguilar, Donna Griffin, Melissa Tozzoli, Denesha Pierre-Louis, Lauren Akesson
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets throughout the year. As a team, we identify the literacy focus, staff development and planning opportunities for staff. In addition, we identify opportunities for parent training and involvement. Each grade level team is represented with support from the school's leadership team.
What will be the major initiatives of the LLT this year? Develop a standard protocol for reading instruction, lead CCSS training and planning, parent trainings.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Kindergarten registration information is distributed starting in April. It is also made available in our school website, district website and via local media.

When parents register, they are provided Kindergarten readiness information and a book to take home to practice Kindergarten readiness skills.

Kindergarten teachers make individual appointments with parents and students assigned to their class to familiarize them with the classroom and the teacher prior to the start of school.

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

N/A

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PART II: EXPECTED IMPROVEMENT

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.			Students lack the prerequisite skills needed to attain grade level proficiency	Provide tier 2/3 interventions during the school day	Administration	Progress Monitoring Data	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks
Reading Goal #1A: Students at our school performed below expectation in reading based on the 2012 FCAT reading test.	2012 Current Level of Performance:* In June 2012, **21%** of students in grades 3-5 scored a level 3 on FCAT reading. (raw data)	2013 Expected Level of Performance:* By July 2013, **25%** of students in grades 3-5 will score a level 3 on FCAT reading. (raw data)		Increase rigor by differentiating instruction within and beyond the reading block Incorporate the Smart 7 reading comprehension strategies into reading instruction Utilize the FCIM (Florida Continuous Improvement/Instruction Model) for targeted skills Provide opportunities for after-school tutoring Provide additional personnel to work with students during reading block as much as possible Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction Partner with YMCA pilot program to offer scholarships for students to attend YMCA tutoring program after school SES tutoring on campus	Instructional Coaches Classroom Teachers Leadership Team	RtI Meetings	

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		ESE students are performing one to two years below grade level	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the reading block Provide opportunities for after-school tutoring Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Provide instructional support within an outside of the mainstream classroom by an ESE certified teacher Use Thinking Maps to model a concrete image of abstract thinking Use interactive word walls to increase vocabulary development	Administration Instructional Coaches Classroom Teachers ESE Teachers Leadership Team	Progress Monitoring Data RtI Meetings	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks
		Students lack of academic focus	Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding	Classroom Teachers Leadership Team Administration	Binder checks Lesson plans CWT data	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks

				Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented				
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.								
Reading Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*						
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			Challenging instruction for level 4-5 students	Increase rigor of higher students by differentiating instruction, using higher order skills, and providing engaging lessons that are challenging	Classroom Teachers Leadership Team Instructional Coaches Administration	CWT data Lesson plans	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks
Reading Goal #2A: There is a decrease in the number of students who score level 4 or above from grade 3 to grade 5.	2012 Current Level of Performance:* In June 2012, **26%** of students in grades 3-5 scored a level 4 or 5 on FCAT reading. (raw data)	2013 Expected Level of Performance:* By July 2013, **30%** of students in grades 3-5 will score a level 4 or 5 on FCAT reading. (raw data)		Provide instruction rich in Text complexity Utilize Response to literature projects when appropriate Utilize cross curricular activity based projects when appropriate Encourage participation in Sunshine State Young Readers' program Principal's Book Club with Sunshine State Young Reader's books			
			Finding resources to challenge level 4-5 students	Utilize IMS systems curriculum links to project based learning Use computer based programs to accelerate learning Combine thinking maps to create more complex higher level thinking processes	Classroom Teachers Leadership Team Instructional Coaches Administration	CWT data Lesson Plans	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			Students lack the prerequisite skills needed to attain grade level proficiency	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the reading block Incorporate the Smart 7 reading comprehension strategies into reading instruction Utilize the FCIM (Florida Continuous Improvement/Instruction Model) for targeted skills Provide opportunities for after-school tutoring Provide additional personnel to work with students during reading block as much as possible Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction Partner with YMCA pilot program to offer scholarships for students to attend YMCA tutoring program after school SES tutoring on campus	Administration Instructional Coaches Classroom Teachers Leadership Team	Progress Monitoring Data RtI Meetings	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks
Reading Goal #3A: Our school expects at least 70% of our students to make learning gains.	2012 Current Level of Performance:* In June 2012, **78%** of all students taking the FCAT reading test made learning gains.	2013 Expected Level of Performance:* By July 2013, **80%** of all students taking the FCAT reading test will make learning gains.					
			ESE students are performing one to two years below grade level	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the reading block Provide opportunities for after-school tutoring	Administration Instructional Coaches Classroom Teachers ESE Teachers Leadership Team	Progress Monitoring Data RtI Meetings	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks

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			Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Provide instructional support within an outside of the mainstream classroom by an ESE certified teacher Use Thinking Maps to model a concrete image of abstract thinking Use interactive word walls to increase vocabulary development			
		Students lack of academic focus	Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented	Classroom Teachers Leadership Team Administration	Binder checks Lesson plans CWT data	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks DC Binders

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.							
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			Limited time to provide adequate instruction for students who are significantly below grade level	Provide tier 2/3 interventions during the school day Provide opportunities for after-school tutoring Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Maximize instructional time through direct instruction using alternative reading programs	Classroom Teachers Leadership Team Instructional Coaches Administration	CWT data RtI meetings	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks
Reading Goal #4: Students in our lowest 25% making learning gains must be at least 50%.	2012 Current Level of Performance:* In June 2012, **80%** of the lowest 25% of students taking the FCAT reading test made learning gains.	2013 Expected Level of Performance:* By July 2013, **80%** of the lowest 25% of students taking the FCAT reading test will make learning gains.					
			Students lack of academic focus	Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible	Classroom Teachers Leadership Team Administration	Binder checks Lesson plans CWT data	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks DC Binders

			Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented		
		ESE students are performing one to two years below grade level	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the reading block Provide opportunities for after-school tutoring Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Provide instructional support within an outside of the mainstream classroom by an ESE certified teacher Use Thinking Maps to model a concrete image of abstract thinking Use interactive word walls to increase vocabulary development	Administration Instructional Coaches Classroom Teachers ESE Teachers Leadership Team	Progress Monitoring Data RtI Meetings	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** In June 2011, 41% of our ELL students scored level 3 or higher on FCAT reading as compared to 49% of all students.	55	59	63	67	71	76
Reading Goal #5A: By July 2017, at least 75% of ALL students will score level 3 or higher on FCAT reading.							

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.**			Students lack the prerequisite skills needed to attain grade level proficiency	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the reading block Incorporate the Smart 7 reading comprehension strategies into reading instruction Utilize the FCIM (Florida Continuous Improvement/Instruction Model) for targeted skills Provide opportunities for after-school tutoring Provide additional personnel to work with students during reading block as much as possible Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction Partner with YMCA pilot program	Administration Instructional Coaches Classroom Teachers Leadership Team	Progress Monitoring Data RtI Meetings	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks	
Reading Goal #5B: Our only subgroup in this category is Hispanic. However, the majority of our school is Hispanic so it is not a literal subgroup.	2012 Current Level of Performance:* White: Black: Hispanic: 46% Asian: American Indian:	2013 Expected Level of Performance:* White: Black: Hispanic:54% Asian: American Indian:						

				to offer scholarships for students to attend YMCA tutoring program after school SES tutoring on campus				
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			Students lack the prerequisite skills needed to attain grade level proficiency	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the reading block Incorporate the Smart 7 reading comprehension strategies into reading instruction Utilize the FCIM (Florida Continuous Improvement/Instruction Model) for targeted skills Provide opportunities for after-school tutoring Provide additional personnel to work with students during reading block as much as possible Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction Partner with YMCA pilot program to offer scholarships for students to attend YMCA tutoring program after school SES tutoring on campus	Administration Instructional Coaches Classroom Teachers Leadership Team	Progress Monitoring Data RtI Meetings	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks Imagine Learning
Reading Goal #5C: ELL students scored 7 percentage points below the total.	2012 Current Level of Performance:* In June 2012, **42%** of ELL students in grades 3-5 scored a level 3 or above on FCAT reading.	2013 Expected Level of Performance:* By July 2013, **51%** of ELL students in grades 3-5 scored a level 3 or above on FCAT reading.					
			Parents' struggle to help support students with academics when English is a second language	Provide parents with opportunities to learn English Provide communication from school in native language whenever possible Provide parents a time for academic assistance afterschool with both	Administration CT	Progress Monitoring Data Program attendance	Progress Monitoring Data Rosetta Stone Newsletter Phone Messages School Calendar

		parents and students to increase parental skill set on providing their child academic support			
		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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.					
Reading Goal #5D: **This is not one of our school's subgroups.**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*			
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Note: The header row for the lower table is:
Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			Students lack the prerequisite skills needed to attain grade level proficiency	Provide tier 2/3 interventions during the school day	Administration	Progress Monitoring Data	Progress Monitoring Data FAIR
Reading Goal #5E: ED students scored the same as the total.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		Increase rigor by differentiating instruction within and beyond the reading block	Instructional Coaches	RtI Meetings	Edusoft AR STAR
	In June 2012, **49%** of ED students in grades 3-5 scored a level 3 or above on FCAT reading.	By July 2013, **56%** of ED students in grades 3-5 scored a level 3 or above on FCAT reading.		Incorporate the Smart 7 reading comprehension strategies into reading instruction	Classroom Teachers		Successmaker FAIR Progress Monitoring Mini-benchmarks
				Utilize the FCIM (Florida Continuous Improvement/Instruction Model) for targeted skills	Leadership Team		
				Provide opportunities for after-school tutoring			
				Provide additional personnel to work with students during reading block as much as possible			
				Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning			
				Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction			
				Partner with YMCA pilot program to offer scholarships for students to attend YMCA tutoring program after school			
				SES tutoring on campus			
			Students lacking school supplies necessary for academic success	Partner with Disney for donations of basic school supplies for students in need	Leadership Team	Progress Monitoring Data Donation Acknowledgement	Progress Monitoring Data FAIR Edusoft AR STAR Successmaker FAIR Progress Monitoring Mini-benchmarks

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<u>**Reading Professional Development**</u>

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
RtI	K-5	Principal	All Teachers	October - May	RtI Meetings	Administration, Leadership Team
IMS	K-5	IMS Champion	Instructional staff	August - March	PLC meetings	Administration, Leadership Team
Smart board Strategies	K-5	TC	New Staff to McCoy	October - May	PLC meetings	Administration, Leadership Team
Marzano Training	All instructional	Administration, Leadership Team	All instructional staff	October - May	PLC meetings	Administration, Leadership Team
FAIR Progress Monitoring	K-5	Reading Coach	All instructional staff	October - May	PLC meetings	Administration, Leadership Team

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Voyager	direct, explicit instruction program for lowest performers	Title I	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Marzano Teacher Evaluation	Subs for Marzano Teacher Evaluation	Title I	$6,000.00
FAIR Progress Monitoring	Subs for FAIR Progress Monitoring	Title I	$2,500.00
			Subtotal: $8,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Destination College	Binders and supplies	Title I	$2,000.00
			Subtotal: $2,000.00
			Total: $13, 500.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: Kdg 25% 1st 25% 2nd 70% 3rd 80% 4th 25% 5th 35%	2012 Current Percent of Students Proficient in Listening/Speaking: Kdg 7 15% 1st 32 60% 2nd 43 73% 3rd 8 15% 4th 15 26% 5th 30 68%	Students lack the prerequisite skills language skills needed to attain grade level proficiency	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the reading block Incorporate the Smart 7 reading comprehension strategies into reading instruction Provide opportunities for after-school tutoring Provide additional personnel to work with students during reading block as much as possible Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction Partner with YMCA pilot program to offer scholarships for students to attend YMCA tutoring program after school SES tutoring on campus	Administration Instructional Coaches Classroom Teachers Leadership Team	Progress Monitoring Data RtI Meetings	Progress Monitoring Data Imagine Learning Teacher Observation In-Program Assessments
		Parents' struggle to help support students with academics when English is a second language	Provide parents with opportunities to learn English Provide communication from school in native language whenever possible Provide parents a time for academic	Administration CT	Progress Monitoring Data Program attendance	Progress Monitoring Data Rosetta Stone Newsletter Phone Messages School Calendar

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			Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		assistance afterschool with both parents and students to increase parental skill set on providing their child academic support				
		Students often deficient in vocabulary	Provide tier 2/3 level support (elements of vocabulary)	Classroom Teachers	Progress Monitoring Data	Progress Monitoring Data Imagine Learning Teacher Observation In-Program Assessments
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: Kdg 20% 1st 30% 2nd 35% 3rd 50% 4th 30% 5th 50%	2012 Current Percent of Students Proficient in Reading: Kdg 0 0% 1st 13 25% 2nd 25 42% 3rd 10 19% 4th 22 39% 5th 31 70%	Students lack the prerequisite skills needed to attain grade level proficiency	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the reading block Incorporate the Smart 7 reading comprehension strategies into reading instruction Provide opportunities for after-school tutoring Provide additional personnel to work with students during reading block as much as possible Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction Partner with YMCA pilot program to offer scholarships for students to attend YMCA tutoring program after school SES tutoring on campus	Administration Instructional Coaches Classroom Teachers Leadership Team	Progress Monitoring Data RtI Meetings	Progress Monitoring Data Edusoft FAIR Imagine Learning FAIR Progress Monitoring Mini-Benchmarks In-Program Assessments
		Parents' struggle to help support students with academics when English is a second language	Provide parents with opportunities to learn English Provide communication from school in native language whenever possible	Administration CT	Progress Monitoring Data Program attendance	Progress Monitoring Data Rosetta Stone Newsletter Phone Messages School Calendar

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Rule 6A-1.099811
Revised April 29, 2011

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			Provide parents a time for academic assistance afterschool with both parents and students to increase parental skill set on providing their child academic support			
		Students often deficient in vocabulary	Provide tier 2/3 level support (elements of vocabulary)	Classroom Teachers	Progress Monitoring Data	Progress Monitoring Data Edusoft FAIR Imagine Learning FAIR Progress Monitoring Mini-Benchmarks In-Program Assessments

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		Students lack the prerequisite skills needed to attain grade level proficiency	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the reading block Incorporate the Smart 7 reading comprehension strategies into reading instruction Provide opportunities for after-school tutoring Provide additional personnel to work with students during reading block as much as possible Provide computer based support such as Successmaker , Accelerated Reading, and Imagine Learning Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction Partner with YMCA pilot program to offer scholarships for students to attend YMCA tutoring program after school SES tutoring on campus	Administration Instructional Coaches Classroom Teachers Leadership Team	Progress Monitoring Data RtI Meetings	Progress Monitoring Data Writing Prompts – monthly Classwork
CELLA Goal #3: Kdg 20% 1st 20% 2nd 30% 3rd 50% 4th 40% 5th 55%	2012 Current Percent of Students Proficient in Writing : Kdg 0 0% 1st 11 21% 2nd 23 39% 3rd 16 30% 4th 27 47% 5th 28 64%					
		Parents' struggle to help support students with academics when English is a second language	Provide parents with opportunities to learn English Provide communication from school in native language whenever possible Provide parents a time for academic assistance afterschool with both parents and students to increase parental skill set on providing their child academic support	Administration CT	Progress Monitoring Data Program attendance	Progress Monitoring Data Writing Prompts – monthly Classwork

		Students often deficient in vocabulary	Provide tier 2/3 level support (elements of vocabulary)	Classroom Teachers	Progress Monitoring Data	Progress Monitoring Data Writing Prompts – monthly Classwork

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Imagine Learning	100 licenses for computer software to be used by ELL students	Title III – district	Not sure
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
IMS training on ELL strategies	Train teachers how to access and use ELL resources from IMS system (training during the school day – no cost)	General	$0.00 (training during the school day – no cost)
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Adult ESOL Classes	ESOL classes for our parents twice a week after-school	Title III – district	Not sure
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			New students to our school are below grade level expectation giving us less than one school year to increase achievement	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the remath block Incorporate the Smart 7 math strategies into math instruction Utilize the FCIM (Florida Continuous Improvement/Instruction Model) for targeted skills Provide opportunities for after-school tutoring Provide additional personnel to work with students during math block as much as possible Provide computer based support such as Successmaker , ST Math Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction Partner with YMCA pilot program to offer scholarships for students to attend YMCA tutoring program after school SES tutoring on campus	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data CWT data RtI Meetings	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
Mathematics Goal #1A: Students at our school performed below expectation in math based on the 2012 FCAT math test.	2012 Current Level of Performance:* In June 2012, **23%** of all students taking the FCAT math test scored a level 3.	2013 Expected Level of Performance:* By July 2013, **27%** of all students taking the FCAT math test will score a level 3.					
			Limited student engagement on academics towards the end of the school day	Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data CWT data RtI Meetings	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math

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			academic endeavors Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented Use of Envision animations to engage students			
		Students lack math fluency needed in order to succeed in math	Utilize grade level specific fluency strategies available on IMS Provide computer based support with programs such as Successmaker, ST Math	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data Lesson Plans CWT data	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.				1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			Challenging instruction for level 4-5 students	Increase rigor of higher students by differentiating instruction, using higher order skills, and providing engaging lessons that are challenging Utilize cross curriculum activity based projects when appropriate Combine thinking maps to create more complex higher level thinking processes	Classroom Teachers Leadership Team Instructional Coaches Administration	CWT data Lesson plans	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
Mathematics Goal #2A: There is a significant decrease in the number of students who score level 4 or above from grade 3 to grade 5.	2012 Current Level of Performance:* In June 2012, **25%** of all students taking the FCAT math test scored a level 4 or 5.	2013 Expected Level of Performance:* By July 2013, **29%** of all students taking the FCAT math test will score a level 4 or 5.					
			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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			New students to our school are below grade level expectation giving us less than one school year to increase achievement	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the remath block Incorporate the Smart 7 math strategies into math instruction Utilize the FCIM (Florida Continuous Improvement/Instruction Model) for targeted skills Provide opportunities for after-school tutoring Provide additional personnel to work with students during math block as much as possible Provide computer based support such as Successmaker , ST Math Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction Partner with YMCA pilot program to offer scholarships for students to attend YMCA tutoring program after school SES tutoring on campus	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data CWT data RtI Meetings	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
Mathematics Goal #3A: Our school expects at least 70% of our students to make learning gains.	2012 Current Level of Performance :* In June 2012, **80%** of all students taking the FCAT math test made learning gains.	2013 Expected Level of Performance :* By July 2013, **80%** of all students taking the FCAT math test will make learning gains.					
			Limited student engagement on academics towards the end of the school day	Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data CWT data RtI Meetings	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math

			to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented Use of Envision animations to engage students			
		Students lack math fluency needed in order to succeed in math	Utilize grade level specific fluency strategies available on IMS Provide computer based support with programs such as Successmaker, ST Math	Classroom Teachers Instructional Coaches Adminstration	Progress Monitoring Data Lesson Plans CWT data	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B:	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			Limited student engagement on academics towards the end of the school day	Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented Use of Envision animations to engage students	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data CWT data RtI Meetings	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
Mathematics Goal #4: The percentage of our lowest 25% of students making learning gains must be at least 50%.	2012 Current Level of Performance :* In June 2012, **62%** of our lowest 25% of students taking the FCAT math test made learning gains.	2013 Expected Level of Performance :* By July 2013, **70 %** of the lowest 25% of students taking the FCAT math test will make learning gains.					
			Students lack math fluency needed in order to succeed in math	Utilize grade level specific fluency strategies available on IMS Provide computer based support with programs such as Successmaker, ST Math	Classroom Teachers Instructional Coaches Adminstration	Progress Monitoring Data Lesson Plans CWT data	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** In July 2011, 46% of our ELL students scored level 3 or higher on FCAT math as compared to 49% of all students.	59	63	66	70	74	78
Mathematics Goal #5A: By June 2017, at least 75% of ALL students will score level 3 or higher on FCAT math.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.**			Limited student engagement on academics towards the end of the school day	Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data CWT data RtI Meetings	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math	
Mathematics Goal #5B: Our only subgroup in this category is Hispanic. However, the majority of our school is Hispanic so it is not a literal subgroup.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: 48% Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: 55% Asian: American Indian:		Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology				

				for interactive academic presentations to enhance student interest in material being presented Use of Envision animations to engage students			
			Students lack math fluency needed in order to succeed in math	Utilize grade level specific fluency strategies available on IMS Provide computer based support with programs such as Successmaker, ST Math	Classroom Teachers Instructional Coaches Adminstration	Progress Monitoring Data Lesson Plans CWT data	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			Limited student engagement on academics towards the end of the school day	Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented Use of Envision animations to engage students	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data CWT data RtI Meetings	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
Mathematics Goal #5C: Our ELL students scored 6 percentage points below the total.	2012 Current Level of Performance:* In June 2012, **45%** of ELL students in grades 3-5 scored a level 3 or above on FCAT math.	2013 Expected Level of Performance:* By July 2013, **55%** of ELL students in grades 3-5 scored a level 3 or above on FCAT math.					
			Students lack math fluency needed in order to succeed in math	Utilize grade level specific fluency strategies available on IMS Provide computer based support with programs such as Successmaker, ST Math	Classroom Teachers Instructional Coaches Adminstration	Progress Monitoring Data Lesson Plans CWT data	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
			Parents' struggle to help support students with academics when English is a second language	Provide parents with opportunities to learn English	Administration CTT	Progress Monitoring Data Program attendance	Progress Monitoring Data Edusoft EnVision Comp. Assessments

			Provide communication from school in native language whenever possible Provide parents a time for academic assistance afterschool with both parents and students to increase parental skill set on providing their child academic support			In-Program Assessments ST Math
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.						
Mathematics Goal #5D: This is not a subgroup for our school.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			Limited student engagement on academics towards the end of the school day	Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented Use of Envision animations to engage students	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data CWT data RtI Meetings	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
Mathematics Goal #5E: Our ED students scored the same as the total.	2012 Current Level of Performance:* In June 2012, **51%** of ED students in grades 3-5 scored a level 3 or above on FCAT math.	2013 Expected Level of Performance:* By July 2013, **56%** of ED students in grades 3-5 scored a level 3 or above on FCAT math.					
			Students lack math fluency needed in order to succeed in math	Utilize grade level specific fluency strategies available on IMS Provide computer based support with programs such as Successmaker, ST Math	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data Lesson Plans CWT data	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math
			Students lacking school supplies necessary for academic success	Partner with Disney for donations of basic school supplies for students in need	Administration	Progress Monitoring Data	Progress Monitoring Data Edusoft EnVision Comp. Assessments In-Program Assessments ST Math

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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
Common Core Training	K-2	Math Coach	K-2 teachers	September, ongoing	PLC	Math Coach, Administration
Mathematical Practices	3-5	Math Coach	3-5 teachers	October, ongoing	PLC	Math Coach, Administration
IMS	K-5	IMS Champion Leadership Team	All instructional staff	August overview & periodical	PLC	IMS champion, Leadership Team
ST Math	3-5	Math Coach Consultant	3-5 teachers	October, ongoing	PLC, observations, reports	Math Coach

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
Intervention/Tutoring Materials	Intervention/Tutoring Materials	Title I	$5,000.00
			Subtotal: $5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
ST Math	License	Title I	$7,000.00
			Subtotal: $7,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core State Standards	Subs for Training and Planning	Title I	$5,000.00
			Subtotal: $5,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Total: $17,000.00

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Elementary and Middle School Science Goals

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

<table>
<tr><th colspan="2">Elementary and Middle Science Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="2">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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr>
<td colspan="2">1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.

Science Goal #1A:

Our school's science score decreased.</td>
<td>Students lack the prerequisite skills needed to attain grade level proficiency</td>
<td>Implement new science series Science Fusion with 3 prong approach to teaching benchmarks

Implement multimedia presentations, virtual labs, inquiry hands-on activities

Increase rigor by differentiating instruction within and beyond the scheduled science time

Provide additional personnel to work with students during science time as much as possible

Provide computer based support with Think Central

Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction as it becomes available</td>
<td>Classroom Teachers

Instructional Coaches

Administration</td>
<td>Progress Monitoring Data

CWT data

RtI Meetings</td>
<td>Progress Monitoring Data Edusoft
In-Program Assessments</td>
</tr>
<tr>
<td></td>
<td>

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
In June 2012, **37%** of all students taking the FCAT science test scored level 3. (raw data)	By July 2013, **42%** of all students taking the FCAT science test will score level 3. (raw data)

</td>
<td>Students lack academic focus</td>
<td>Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors

Grades 3-5 continue partnership with UCF Bernett Honors Program

Use Common Board Configuration to guide and focus student learning

Utilize Marzano's strategies for engagement such as: using</td>
<td>Classroom Teachers

Instructional Coaches

Administration</td>
<td>Progress Monitoring Data

CWT data

RtI Meetings</td>
<td>Progress Monitoring Data Edusoft
In-Program Assessments</td>
</tr>
</table>

			academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented		
		1A.3.	1A.3.		
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*			
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			Challenging instruction for level 4-5 students	Increase rigor of higher students by differentiating instruction, using higher order skills, and providing engaging lessons that are challenging Utilize cross curriculum activity based projects when appropriate	Classroom Teachers Leadership Team Instructional Coaches Administration	CWT data Lesson plans	Progress Monitoring Data Edusoft In-Program Assessments
Science Goal #2A: Our school's science score decreased.	2012 Current Level of Performance:* In June 2012,**15%** of our students scored a level 4 or 5. (raw data)	2013Expected Level of Performance:* By July 2013,**18%** of our students will score at level 4 or 5. (raw data)					
			Finding resources to challenge level 4-5 students	Utilize IMS systems curriculum links to project based learning Utilize Science Fusion online inquiry to provide increased rigor. Combine thinking maps to create more complex higher level thinking processes	Classroom Teachers Leadership Team Instructional Coaches Administration	CWT data Lesson Plans	Progress Monitoring Data Edusoft In-Program Assessments
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
IMS	K-5	IMS Champion	All instructional staff	August, ongoing as needed	PLC Meetings	Administration, Leadership Team
Think Central	K-5	Science Coach	All instructional staff	September, ongoing as needed	PLC Meetings	Administration, Leadership Team

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
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Planning Sessions	Subs for Planning	Title I	$1,500.00
		Subtotal: $1,500.00	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total: $1,500.00	

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.			Students lack the prerequisite skills needed to attain grade level proficiency	Add grammar mechanics instruction Implement Write Source curriculum in all grade levels Utilize Thinking Maps in teaching writing process Provide daily writing instruction Differentiate writing instruction to meet the needs of students Conference with students at least twice a year to discuss their writing Use writing across the curriculum	Administration Leadership Team Classroom Teachers	Progress Monitoring Data Lesson Plans	Progress Monitoring Data Writing Prompts – monthly Classwork
Writing Goal #1A: The percentage of students scoring at level 3 or higher on FCAT writing decreased.	2012 Current Level of Performance:* In June 2012, **75%** of all students taking the FCAT writing test scored at level 3 or higher.	2013 Expected Level of Performance:* By July 2013, **80%** of all students taking the FCAT writing test will score at level 3 or higher.					
			Students lack academic focus	Implement Destination College to assist students with organization, goal setting, and provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or	Classroom Teachers Instructional Coaches Administration	Progress Monitoring Data CWT data RtI Meetings	Progress Monitoring Data Writing Prompts – monthly Classwork

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			intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented			
		1A.3.	1A.3.			
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1.	1B.1.	1B.1.		
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Planning Sessions and Training	K-5	Leadership Team	All instructional	Sept. 2012-May 2013	CWT data Writing Plans - Long Range Lesson Plans	Administration Leadership Team
District Writing Trainings	3-4	District Staff	3-4 teachers	Oct. 2012-May 2013	PLC Data Meetings	CRT Principal

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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Writing Trainings and Planning	Subs for Writing Trainings and Planning	Title I	$4,000.00
			Subtotal: $4,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $4,000.00

End of Writing 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			Parents who do not get their children to school or who take extended vacations without regard to academic impact	Provide opportunities for parent training Increase parent awareness of academic impact of absences Conduct attendance meetings with parents consistently starting at 5 days of unexcused absences	Administration Attendance Clerk Social Worker Guidance Counselor Classroom Teachers	Monitor attendance rates weekly/monthly Awareness through newsletter and school-wide phone messages	Attendance reports
Attendance Goal #1: Our school needs to decrease the number of students absent more than 10 days and increase the average daily attendance rate.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	McCoy's average daily attendance was 94.23%.	Our goal is to have an average daily attendance of 95% or higher.					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Last year, 278 students had more than 10 absences.	Our goal is to have less than 278 students with more than 10 absences.					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	Last year, 88 students were tardy	Our goal is to have less than 88 students					

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	10 times or more.	tardy 10 times or more.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

<table>
<tr><td colspan="6">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.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
<tr><td>Attendance Policy Overview</td><td>K-5</td><td>Attendance Clerk Social Worker</td><td>Instructional Personnel</td><td>November 2012</td><td>Monthly Review of Attendance Rates</td><td>Attendance Clerk Social Worker</td></tr>
</table>

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
Attendance Incentives	Attendance Incentives/Recognitions	General (001)	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Total: $1,500.00

End of Attendance Goals

August 2012
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Revised April 29, 2011

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: Less than 10% of our students received either in-school or out-of-school suspensions last year. We would like to continue working towards reducing that number even more.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	Students coming to school with inappropriate learned behaviors such as physical aggression to resolve conflict	Implement Tier 2/3 interventions as appropriate as we work through the RtI process Develop a School-Wide Behavior Plan	Classroom Teachers RtI leadership team Administration	Monthly monitoring of in/out suspension rates Ongoing monitoring of tier 2/3 interventions Ongoing RtI meetings	Suspension rates RtI plans Individual Behavior Plans
	Last year, 0 in-school suspensions were served.	Our goal is to have 0 in-school suspensions served.					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	Last year, 0 students received in-school suspensions.	Our goal is to have 0 students receive in-school suspension as a consequence.					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	Last year, 31 out-of school suspensions were served.	Our goal is to have less than 31 out-of-school suspensions served.					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	Last year, 25 students received out-of-school	Our goal is to have less than 25 students receive out-of-					

	suspensions as a consequence for their behavior.	school suspensions as a consequence.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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
CPI Training	K-5	District Trainer	Special Area Leadership Team	October 2012	CPI Practice and Refresher	Principal
Behavior Training	K-5	Principal	Instructional Personnel	November 2012	CWT Data Observations Conferences	Principal

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: The biggest factor for school drop-out is retention. Our school had a total of retentions 35 in 2012.	2012 Current Dropout Rate:* In 2012, 35 students were retained. 2012 Current Graduation Rate:* *N/A*	2013 Expected Dropout Rate:* In 2013, we expect to retain less than 35 students. 2013 Expected Graduation Rate:* *N/A*	Students lacking the prerequisite skills to attain grade level proficiency	Provide tier 2/3 interventions during the school day Increase rigor by differentiating instruction within and beyond the reading block, math block, writing instruction, science instruction Incorporate the Smart 7 reading comprehension strategies into reading instruction, and math strategies into math instruction Provide opportunities for after-school tutoring Provide additional personnel to work with students during reading, math and science block as much as possible Provide computer based support such as Successmaker , Accelerated Reading, Imagine Learning and ST Math Provide teachers with support of previous grade levels curriculum (IMS) to scaffold instruction Partner with YMCA pilot program to offer scholarships for students to attend YMCA tutoring program after school SES tutoring on campus	Administration Instructional Coaches Classroom Teachers Leadership Team	Progress Monitoring Data RtI Meetings	Progress Monitoring Data FAIR Edusoft Mini-Benchmark Tests FAIR Progress Monitoring EnVision Comp. Assessments ST Math Successmaker STAR In-Program Assessments
			Students lack academic focus	Implement Destination College to assist students with organization, goal setting, and	Classroom Teachers Instructional Coaches	Progress Monitoring Data CWT data	Progress Monitoring Data FAIR Edusoft

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			provide an expectation of higher education while teaching the fundamental skills needed to be successful in academic endeavors Grades 3-5 continue partnership with UCF Bernett Honors Program Use Common Board Configuration to guide and focus student learning Utilize Marzano's strategies for engagement such as: using academic games, using physical movement, maintaining a lively pace, demonstrating intensity and enthusiasm, using friendly controversy, presenting unusual or intriguing information whenever possible Use of goals/scales for student monitoring of individual academic understanding Use of SMART board technology for interactive academic presentations to enhance student interest in material being presented	Administration	RtI Meetings	Mini-Benchmark Tests FAIR Progress Monitoring EnVision Comp. Assessments ST Math Successmaker STAR In-Program Assessments

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

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

End of Dropout Prevention Goal(s)

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 Parent Involvement Goal #1: Our parent involvement is limited as our parents are working parents who have limited availability. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* During the 2011-12 school year, approx. 33% of parents were involved in at least one school activity.	2013 Expected Level of Parent Involvement:* During the 2012-13 school year, parent participation in at least one school activity will increase to at least 50% as evidenced by sign-in sheets and PTA, SAC, PLC memberships.	Parents limited time	Combine as many events as possible	Administration PTA SAC PLC CT	Review Sign-in sheets after each event to monitor progress	Sign in Sheets School Calendar Flyers
			Language Barrier	Provide written communication in English and Spanish Translate at meetings such as conferences, PTA, SAC, PLC Connect-Ed Messages in English and Spanish	Administration CT Attendance Clerk	Monitor written communication Ensure bilingual staff is available at meetings	Newsletters Meeting Notes Phone Messages
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

August 2012
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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

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

End of Parent Involvement Goal(s)

August 2012
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Revised April 29, 2011

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
STEM Goal #1: *Provide opportunities for 100% of our students in grades 3-5 to be exposed to STEM careers.*	Students are not aware of opportunities in STEM careers	Continue partnership with UCF Bernett Honors Program Teach-In Develop a college going culture through Destination College	CRT Guidance Counselor	School Calendar Lesson Plans	School Calendar Lesson Plans
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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: *Enter narrative for the goal in this box.*	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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

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

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

End of Additional Goal(s)

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: $13,500.00
CELLA Budget	
	Total: District Provided Funds
Mathematics Budget	
	Total: $17,000.00
Science Budget	
	Total: $ 1,500.00
Writing Budget	
	Total: $ 4,000.00
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total: $ 1,500.00
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $37,500.00

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

<u>Differentiated Accountability</u>

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		
☐Priority	☐Focus	☐Prevent
N/A	N/A	N/A

Are you reward school? ☒Yes   ☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

SAC Membership Compliance
The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

☒ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
SAC meets on a monthly basis to review our progress, conduct our annual needs assessment and develop the SIP for next year.

Describe the projected use of SAC funds.	Amount
Student Agendas	$6,500.00