FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: **Astoria Park Elementary School**	District Name: **Leon County Schools**
Principal: **Dr. Marsha Glover Sanders**	Superintendent: **Mr. Jackie Pons**
SAC Chair: **Mr. Dan Nelson and Mrs. Kim Sherman**	Date of School Board Approval: **2012 (Pending)**

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.)

School Name	School Year	School Grade	% Meeting High Standards in Reading	% Meeting High Standards in Math	% Meeting High Standards in Writing	% Meeting High Standards in Science	% Making Learning Gains in Reading	% Making Learning Gains in Math
#0401 Astoria Park	2009-2010	A	78	77	75	54	70	68
#0401 Astoria Park	2010-2011	A	77	75	79	62	69	60
#0401 Astoria Park	2011-2012	B	54	53	82	32	69	66

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

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Astoria Park # 0401	% of Lowest 25% Learning Gains in Reading	% of Lowest 25% Learning Gains in Math	Total Points	Percent Tested
2009-2010	60	67	549	100
2010-2011	69	60	531	100
2011-2012	69	66	502	100

MATCHED CURRICULUM COUNT /PERCENT AT ACHIEVEMENT LEVELS

READING					
Grade	3-P% 10-11	3 – P% 11-12	4/5-P% 10-11	4/5-P% 11-12	TOTAL 11-12 C #	TOTAL 11-12 P%
03	32%	25%	27%	31%	N/A	N/A
04	47%	38%	27%	19%	N/A	N/A
05	30%	26%	38%	21%	N/A	N/A
ACH 3					72	30%
ACH4/5					59	24%

MATH					
Grade	3-P% 10-11	3 – P% 11-12	4/5-P% 10-11	4/5-P% 11-12	TOTAL 11-12 C #	TOTAL 11-12 P%
03	28	34%	36%	25%	N/A	N/A
04	49	24%	22%	24%	N/A	N/A
05	31	33%	39%	16%	N/A	N/A
ACH 3					72	30%
ACH4/5					57	23%

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Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Marsha Glover Sanders	**B.S.** Elementary Education FAMU **M.S.** Elem. Education FAMU **PhD.** Educational Leadership FAMU	6	13	**Astoria Park Elementary School 11-12-B** • AMO: NO • Reading: <u>54%</u> Proficient • Math: <u>53%</u> Proficient **Astoria Park Elementary School 10-11-A** • AYP: NO • Reading: 77% Proficient • Math: 75% Proficient **Astoria Park Elementary School 09-10-A** • AYP: NO • Reading: 78% Proficient • Math: 77% Proficient
Assistant Principal	Janele Bullard-Parrish	**B.S.** Elementary Education **M.Ed.** Elementary Education **Florida Certification** Educational Leadership (All Levels) Elementary Education (K-6) Reading Endorsement (All Levels)	0	1	**Bond Elementary School 11-12-C** • AMO: NO • Reading: 35% Proficient • Math: 42% Proficient

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jessica Platt	B.S.- Elementary Education	11	2	**Astoria Park Elementary School 11-12-B** • AMO: NO • Reading: <u>54%</u> Proficient • Math: <u>53%</u> Proficient

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. Leon County School District aggressively recruits highly qualified teachers by hosting recruitment fairs locally and at events throughout the nation.	District HR Department Principal	On-going
2. Astoria Park Elementary School is one of the leading technology schools in the county which attracts qualified applicants.	Administrative Team	On-going
3. Our administrative team reviews District County policies to ensure that highly qualified teachers are hired at Astoria Park Elementary	Administrative Team	On-going
4. New teachers are mentored by veteran teachers.	Administrative Team & Curriculum Leadership Team	On-going

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Non-Highly Effective Instructors

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	n/a

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
37	3 (8.1%)	6 (16.7%)	8 (21.6%)	21 (56.7%)	12 (32.4%)	37 (100%)	3 (8.1%)	3 (8.1%)	8 (18.9%)

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
Karen Leon- 2nd Grade	Yolanda Dixon- 2nd Grade	All beginning/new teachers will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology. Both teachers are on the same grade level.	Mentor will complete observations, hold mentor/mentee meetings, mentor will provide assistance in all necessary areas, mentor will guide mentee through the Professional Education Performance (PEC) program.

Polani Kimberl- 4th Grade	Stephanie Sheward- 5th Grade	All beginning/new teachers will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology. Mentee interned in mentor's class last year; relationship already developed.	Mentor will complete observations, hold mentor/mentee meetings, mentor will provide assistance in all necessary areas, mentor will guide mentee through the Professional Education Performance (PEC) program.
Kim Sherman- Kindergarten	Monica Cuyler- Pre-Kindergarten	All beginning/new teachers will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology. Mentor has taught Pre-K for many years in the past.	Mentor will complete observations, hold mentor/mentee meetings, mentor will provide assistance in all necessary areas, mentor will guide mentee through the Professional Education Performance (PEC) program.
Sarah Shelton- Kindergarten	Sara Descalsota- Kindergarten	All beginning/new teachers will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology. Both teachers are on the same grade level.	Mentor will complete observations, hold mentor/mentee meetings, mentor will provide assistance in all necessary areas, mentor will guide mentee through the Professional Education Performance (PEC) program.
Karen Leon- 2nd Grade	Rhonda Boston- 2nd Grade	All beginning/new teachers will have the opportunity to participate in collegial conversations and training with teams and subject area persons to become aware of instructional practices and integrating technology. Both teachers are on the same grade level.	Mentor will complete observations, hold mentor/mentee meetings, mentor will provide assistance in all necessary areas, mentor will guide mentee through the Professional Education Performance (PEC) program

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 Services are provided to ensure students requiring additional remediation are assisted through after-school programs or the summer reading academy. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure

student needs are met.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Astoria Park Elementary are used to purchase technology equipment such as Promethean Board, projectors, iPads, laptop and desktop computers. We also will provide professional development for the Promethean Boards and iPads.

Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
SAI funds will be used to provide an early intervention First Grade Summer Reading Academy school for students needing intensive reading instruction. The 21st Century After-School grant funds will be used to expand supplemental services after school and during the summer to support Level 1 and Level 2 students.

Violence Prevention Programs
The school offers a non-violence and anti-drug program to students that incorporate field trips and counseling.

Nutrition Programs
The universal school breakfast/lunch or Provision II programs will continue to be offered in schools in which 80% or more of the students are eligible for free or reduced price meals.

Housing Programs
N/A

Head Start
During the month of May, we invite Head Start Programs, Day Care Centers and new Kindergarten students and parents to our school for a "Kindergarten Walk-Through" to ensure a smooth transition into Kindergarten.

Adult Education
N/A

Career and Technical Education
N/A

Job Training
N/A

Other
N/A

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal, Assistant Principal, Reading Coach, Select primary and Intermediate Teachers, ESE Teachers, Guidance Counselor/Referral Coordinator, School Psychologist, School Social Worker, Speech Language Pathologist, and Attendance Officer
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The team meets weekly with a focus to assist teachers with interventions for student success. The team reviews screening data and links data to instructional decisions, reviews progress-monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and make decisions about implementation of effective interventions. • The Administrative Team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures that the school-based team is implementing RtI, ensures implementation of intervention support, ensures adequate professional development is provided to support RtI and communicates with outside stakeholders regarding school-based RtI. • Select General Education Teachers provide information about core instruction, participates in student data collection, and collaborates with other staff to ensure implementation of Tier 1, 2 and 3 instruction and support. • Select ESE teachers (Varying exceptionalities, speech, gifted) provide information about intervention instruction participates in student data collection, collaborates with general education teachers. • Reading Coach Participates in student data collection and evaluation of data, collaborates with district personnel to identify appropriate, evidence-based intervention strategies and assists with design and delivery of professional development relative to implementation of effective reading strategies. • The School Psychologist is the evaluation specialist who administers and scores a variety of assessments and completes a psychological or evaluation report. The psychologist is also a resource for interventions and strategies in working with students and is available to observe students. • The School Social Worker conducts social assessments, follows up on attendance referrals. In lieu of a home visit, the social worker will first try to resolve the situation by phone calls or meeting the parent in a mutually convenient location. Home visits will only be made if it is a safe, reasonable, and appropriate way to accomplish the object, and the parent agrees to allow the social worker can also assist parents in finding appropriate community resources. • The ESE Program Specialist is a resource for interventions and strategies in working with all students, and a programming resource for our ESE teachers. She monitors ESE paperwork and conducts manifestation conferences. She is available to observe students and attend select IEP conferences. • The Attendance Officer is on call to join the intervention team to discuss students who have been deemed chronically absent. She reviews the school attendance records and prints out monthly reports to identify those students with chronic attendance issues. The Guidance Counselor/Referral Coordinator drafts the agenda for meetings, invites the necessary participants, maintains a record of discussions, and coordinates the paperwork involved in referrals to student services.

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? Members of the RtI leadership team were involved with developing the School Improvement Plan by reviewing data, identifying areas that need to be addressed, helping set clear expectations for instruction, and identifying resources.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. **Baseline Data**: Progress Monitoring and Reporting Network (PMRN), FAIR, FCAT, ITBS, DataDirector, AIMSweb, STAR Reading and Math **Progress Monitoring**: PMRN, FAIR, Pearson Successmaker, FCAT Explorer, Aimsweb **Midyear Data**: PMRN FAIR, Pearson Successmaker, STAR Reading, Writes Upon Request, DataDirector, Aimsweb, STAR **End of year**: FAIR, Pearson Successmaker, Writes Upon Request, FCAT, ITBS, STAR Reading and Math, DataDirector **Frequency of Data Days**: Quarterly, Monthly and Weekly (as needed)
Describe the plan to train staff on MTSS. Professional development will be provided during faculty and grade level team meetings throughout the year. The RtI team will also evaluate additional staff professional development needs during the weekly RtI Team meetings.

Describe the plan to support MTSS.
School-Wide Professional Development from the District's train the trainer model
Response to Intervention Teacher Training during pre-planning and monthly department meeting
    What is MTSS?
        ▪ Multi-tiered model
        ▪ Classroom behavior management
        ▪ The intervention process
        ▪ Academic and behavior interventions

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Administrative Team, Reading Coach, Reading Teacher(s), Guidance Counselor(s)and the Reading/La/Literacy Academic Committee
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The team meets once a month to engage in the following activities: Review baseline data used to drive instruction and progress monitoring to ensure mastery of the grade level benchmarks in reading.   • The administrative team is responsible for overseeing the process to ensure the laws and policies are followed in the best interest of the students. Provides vision, ensures that the school-based team is implementing PMRN, ensures implementation of intervention support, ensures adequate professional development is provided to support PMRN and communicates with outside stakeholders regarding PMRN.   • The reading coach oversees and creates data report from the PMRN on students and evaluate data to collaborate with LLT and other stakeholders to identify appropriate, evidence-based intervention strategies. As well as, assist with design and delivery of professional development relative to implementation of effective reading strategies.   • Reading teachers will meet monthly to look at PMRN data and progress monitoring through assessments data to determine success and continuous concerns. Data is disaggregated to determine student needs and success.
What will be the major initiatives of the LLT this year?   • The team will also monitor closely the lowest 25% of students making adjustments and/or changes in instruction/curriculum when needed.   • Once a month meetings - Reading/La/Literacy Academic Committee - Create a school-wide list of tips, suggestions, strategies and activities that encourage and promote a love for reading and doing "free reading".   • Monitor test scores (FAIR, Successmaker, AIMSweb, AR, Benchmark Assessments on DataDirector) to identify students scoring "below level" and report to teachers and administrators.   • Increase the percentage of students' reading level not reaching the proficiency level in all subgroups by providing opportunities for additional instructional practice and remediation. Students performing at the proficient or advanced proficiency level will be provide with enrichment in reading to maintain or advance higher.   • Focus on providing teachers with effective teaching strategies/tools to implement small group differentiated instruction.

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.

Astoria Park communicates (flyers, curriculum information, marquee, and telephone conversations) with area day care providers. A pre-kindergarten program is on-site which serves 3, 4 and 5 year olds. Our program includes VPK students, school readiness, and ESE students. At the beginning of the year, the Pre-K teachers and staff provide a informative Parent Workshop to discuss the Pre-K curriculum and expectations. During the spring, a kindergarten walk-through is held for incoming kindergarten students, their parents, and area day care centers. Incoming kindergarten student visit kindergarten classes, tour the school, and are invited to eat lunch in the cafeteria. Before the regular school orientation, kindergarten has a special orientation for kindergarten students and their parents to hear about the curriculum, schedule, procedures, expectations, etc. An informative kindergarten handbook and other materials are provided to each family. Area daycare centers are invited to bring their upcoming kindergarten students to this event.

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 IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Lack of understanding of what quality instruction looks like (Professional Development)	1A.1. Teachers will provide clear learning goals and rubrics, track student progress, and celebrate success.	1A.1. Principal and Assistant Principal	1A.1. Monitoring of progress towards learning goals, iObservation tool.	1A.1. Appropriate benchmark assessments, iObservation tools, various classroom assessments.
Reading Goal #1A: Based on the **2012** FCAT data, 30% (72) of our students achieved a level 3 on FCAT Reading. For the **2013** administration of the FCAT, we expect 33% of our students to achieve a level 3 on FCAT Reading.	2012 Current Level of Performance:* *30 % (72) Proficient in Reading*	2013 Expected Level of Performance:* *33%(92) proficient in Reading.*					
			1A.2. Instructional rigor throughout grades is at the basic level.	1A.2. Teachers will organize students to practice and deepen new knowledge by providing higher order questioning and strategies to check for understanding.	1A.2. Administration, Teachers	1A.2. Classroom observations, Monitoring of progress towards goals by reviewing homework and examining errors in reasoning.	1A.2. Appropriate benchmark assessments,iObservation tools, various classroom assessments.
			1A.3. Limited vocabulary	1A.3. Students will connect new vocabulary to prior knowledge by encountering and using the words/concepts many times in all subject areas.	1A.3. Teachers, Administration	1A.3. Classroom observations, lesson plans, writing assessments & WUR, iObservation	1A.3. Appropriate benchmark assessments,iObservation tools, various classroom assessments
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: *n/a.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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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.			2A.1. Providing our high achieving students with challenging tasks.	2A.1. Mentors, Pearson Successmaker, AR goals, STEM	2A.1. Teachers	2A.1. Monitoring progress of learning goals, classroom observations	2A.1. School wide, District wide, and State wide assessments Lesson Plans & Classroom Walkthrough Logs and iObservation
Reading Goal #2A: Based on the **2012** FCAT data, 24%(59) of our students achieved a level 4 or 5 on FCAT Reading. For the **2013**, administration of the FCAT, we expect 28%(78) of our students to achieve a level 4 or 5 on FCAT Reading.	2012 Current Level of Performance:* *24%(59)* achieved a Level 4 or 5 in Reading	2013 Expected Level of Performance:* *28% (78)* will achieve a Level 4 or 5 in Reading					
			2A.2. Lack of Critical Thinking Skills	2A.2. Students will interact with new knowledge by identifying critical information and chunking content into digestible bites.	2A.2. Administration, Teachers	2A.2. Classroom Walkthroughs to identify how students are processing and elaborating on new information.	2A.2. School wide, District wide, and State wide assessments Lesson Plans & Classroom Walkthrough Logs and iObservation tool
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Reading in the content area	2B.1. Teachers will provide clear learning goals and rubrics, track student progress and celebrate success in reading for the content areas.	2B.1. Principal/Assistant Principal	2B.1. Monitoring of progress toward the reading goals	2B.1. Appropriate benchmark assessment; classroom observation tools; various classroom assessments
Reading Goal #2B: The percentage of identified students proficient in reading will remain the same as evidenced by performance on the FAA.	2012 Current Level of Performance:* *100% (1)*	2013 Expected Level of Performance:* *100%*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Training all of our teachers and staff to use our selected Reading Intervention Programs	3A.1. All students scoring Level 1 and 2 and Promote with Interventions will have an additional 30 minutes of reading instruction	3A.1. Administration and Reading Teachers	3A.1. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans	3A.1. School wide, District wide, and State wide assessments (FAIR), Lesson Plans & Classroom Walkthrough Logs
Reading Goal #3A: Based on the **2012** FCAT data, 67% (102) of our students made learning gains on FCAT Reading. For the **2013** administration of the FCAT, we expect 70% of our students to make learning gains on FCAT Reading.	2012 Current Level of Performance:* *67% (102)* made Learning Gains in Reading	2013 Expected Level of Performance:* *70%* (194) will make Learning Gains in Reading					
			3A.2. Scheduling with Resource and Speech Teachers	3A.2. Teachers will provide 90 minutes of explicit, systematic and uninterrupted instruction each day using the Imagine It curriculum and additional reading strategies.	3A.2. Administration, Teacher	3A.2. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans.	3A.2. School wide, District wide And State wide assessments (FAIR), Lesson Plans & Classroom Walkthrough Logs
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Student Reading Levels	3B.1. Reading , Social Studies & Language Art teachers will use FAIR, Achieve 3000 data to determine needs and weaknesses and group students accordingly.	3B.1. Administrative Team, Reading , Social Studies & Language Art Teachers, Reading Coach	3B.1 Lesson Plan monitoring, Classroom observations, lists of groupings according to needs/ weaknesses, Data chats with students in groups to develop student plan (portfolio documentation), progress monitoring data for groups to show growth	3B.1. FAIR Achieve 3000 FCAT Explorer
Reading Goal #3B: The percentage of identified students proficient in reading will remain the same as evidenced by performance on the FAA.	2012 Current Level of Performance:* *100% (1)*	2013 Expected Level of Performance:* *100%*					
			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. Reading Goal #4: Based on the **2012** FCAT data, 73%(28) of our students in the Lowest 25% made learning gains on FCAT Reading. For the **2013** administration of the FCAT, we expect 76% of our students in the Lowest 25% to make learning gains on FCAT Reading.	2012 Current Level of Performance:* *73% (28)* in the lowest 25% made learning gains.	2013 Expected Level of Performance:* *76%* in the lowest 25% will make learning gains.	4A.1. Providing intervention to students in the lowest quartile	4A.1. School wide literacy block, small groups for intervention, AIMSweb	4A.1. Administration and Reading Teachers	4A.1. School wide, district wide, and state wide assessments	4A.1. ITBS, FCAT, FAIR, Data Director, AIMS web results, and Benchmark Assessments, and classroom walkthrough logs using iObservation
			4A.2. Extra time needed for reading interventions	4A.2. Teachers will create a class schedule that allows for the extra small group instruction time with the teacher for tier 3 students.	4A.2. Administration, Reading Coach, Teachers	4A.2. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans & iObservation	4A.2. Lesson Plans & Classroom Walkthrough Logs using iObservation

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%.						

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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 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.**			5B.1. Providing small-group intervention	5B.1. Scheduling small-group intervention time and checking for understanding	5B.1. Teachers and administration	5B.1. School wide, district wide, and state wide assessments, iObservation	5B.1. FCAT, ITBS, FAIR, Data Director, AIMS web results, and Benchmark Assessments, iObservation
Reading Goal #5B: Based on the **2012** FCAT data, 77% of our white students and 49% of our black students achieved a level 3 or higher on FCAT Reading. For the **2013** administration of the FCAT, we expect 80% of our white students and 52% of our black students to achieve a level 3 or higher.	2012 Current Level of Performance:* White: 23%(11) Black: 51%(93)	2013 Expected Level of Performance:* White: 20% (12) Black: 48%(101)					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Lack of engagement of students	5D.1. Teachers will use academic games and provide opportunities for students to talk about themselves.	5D.1. Administration, Teacher	5D.1. School wide, District wide, and State wide assessments, Classroom Walkthroughs to look for boards and listen for questioning, iObservation	5D.1. FCAT, ITBS, FAIR, Data Director, Pearson data, AIMS web results, and Benchmark Assessments, iObservation
Reading Goal #5D: Based on the **2012** FCAT data, 29% of our students with disabilities made satisfactory progress in FCAT Reading. For the **2013** FCAT, 32% of our students with disabilities will make satisfactory progress in FCAT Reading.	2012 Current Level of Performance:* 71% (24) of SWD not making satisfactory progress in reading	2013 Expected Level of Performance:* 48% of SWD not making satisfactory progress in reading					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: Based on the **2012** FCAT data, 49% of our economically disadvantaged students achieved a level 3 or higher on FCAT Reading. For the **2013** administration of the FCAT, we expect 52% of our economically disadvantaged students to achieve a level 3 or higher.	2012 Current Level of Performance:* **51%(92)** of ED students not making satisfactory progress in reading	2013 Expected Level of Performance:* **48%** of ED students not making satisfactory progress in reading	5E.1. Providing economically disadvantaged students with extra resources and more time	5E.1. Small group help during 21st Century Afterschool - M.A.K.E. Program, SES Tutoring, Before school assistance on SM5	5E.1. Teachers and Administrators, 21st Century & SES Coordinators	5E.1. School wide, district wide, and state wide assessments, iObservation	5E.1. FCAT, ITBS, FAIR, Data Director, Pearson data, AIMS web results, and Benchmark Assessments
			5E.2. Lack of engagement of students	5E.2. Teachers will use academic games and provide opportunities for students to talk about themselves.	5E.2. Administration, Teacher	5E.2. School wide, District wide, and State wide assessments, Classroom Walkthroughs to look for boards and listen for questioning, iObservation	5E.2. FCAT, ITBS, FAIR, Data Director, Pearson data, AIMS web results, and Benchmark Assessments, iObservation

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities					
Please note that each strategy does not require a professional development or PLC activity.					
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vertical/Horizontal Sharing of Benchmarks	All	Teacher Leaders	School-wide	Monthly team meetings; once a month faculty meetings	Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans, iObservation	Administration
Providing clear learning goals and rubrics	All	Assistant Principal And Teacher Leaders	School-wide	Monthly team meetings; once a month faculty meetings	Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans, iObservation	Administration
Developing appropriate rubrics	All	Assistant Principal And Teacher Leaders	School-wide	Monthly team meetings; once a month faculty meetings	Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans,	Administration

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					iObservation	
Checking for Understanding, Higher Order Questions, Differentiated Instruction and Small Group Instruction	All	Assistant Principal & Reading Coach	School-wide	Monthly at team meetings	Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process, Lesson Plans and iObservation	Administration

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Reading Budget

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
Teachers will provide goals and rubrics, track student progress, and celebrate success.	Imagine It Materials, Intensive Vocabulary Kits at grades K-3, Corrective Reading, Reading Mastery Plus and REWARDS	Textbook Allocations	$12,000.00
All students scoring Level 1 and 2 and Promote with Interventions will have an additional 30 minutes of reading instruction	Renaissance Learning - Accelerated Reader – Leveled Reading Comprehension Quizzes with Progress Monitoring and Incentives, Intensive Reading materials (Corrective Reading, EiR, TAILS, CARS & STARS, Reading Mastery Plus, REWARDS, Great Leaps)	Currently Owned	$0.00
			Subtotal: $12,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
To effectively integrate the Imagine It! e-suite into the reading curriculum	Interactive student textbook, teacher planner, and instructional games for vocabulary and spelling and background-knowledge builders	Provided with Reading Series	$0.00
To successfully integrate the new SM5 – Successmaker (Reading) into the curriculum	Successmaker (Reading)	District Provided	$0.00
To further engage students through technology	Promethean Boards Training during planning time	Currently Owned	$0.00
To integrate Brain Pop into the curriculum	On-line instructional videos and activities to build background knowledge	Currently Owned	$0.00
Developing appropriate rubrics	Facilitator, Time for Planning and collaboration	School Based Professional Learning	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
To increase the knowledge level of the Common Core and Sunshine State Standards	Grade Level Teaming – Teacher training; Horizontal & vertical team planning	TEC, Title II, SIP	$1,500.00
To provide Professional Development in Differentiated Instruction, Higher Order Questioning, Checking for Understanding and Small Group Instruction	The Assistant Principal and Reading Coach will provide training		$0.00
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount

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To Implement Parent Workshops	Building parent capacity	Title I Parent Involvement	$2,000.00
			Subtotal: $2,000.00
			Grand Total: $15,500.00

End of Reading Goals

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<u>**Comprehensive English Language Learning Assessment (CELLA) Goals**</u>

* 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. <u>CELLA Goal #1:</u> The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as indicated by performance on CELLA	2012 Current Percent of Students Proficient in Listening/Speaking: *78% (7)*	1.1. Speaking and understanding very little of the English language	1.1. When speaking with ELL students, use familiar words, avoid long words, and limit the length of sentences. Assist students in understanding complex concepts and skills by presenting clear illustrations, using gestures, and demonstrating concrete example	1.1. ELL Coordinator, & Assistant Principal	1.1. Student Survey of LCS Student Registration Form Results of the IPT	1.1. IPT Oral Test
		1.2. Limited allocation of resources	1.2. Enlist volunteers, particularly from the multicultural community, to tutor students in their native language.	1.2. ELL Coordinator, & Assistant Principal	1.2. Parent /School/Community Connections	1.2. LCS Volunteer Application
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. <u>CELLA Goal #2:</u> . The percentage of ELL students proficient in reading	2012 Current Percent of Students Proficient in Reading: *44% (4)*	2.1. Limited reading skills in the English language	2.1. Make sure the student information and materials are printed clearly, not handwritten or poorly copied. Check for content	2.1. ELL Coordinator, & Assistant Principal	2.1. Student Survey of LCS Student Registration Form Results of the IPT	2.1. IPT Reading Test, if the student passed the IPT Oral Test

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will increase by at least 1% as indicated by performance on CELLA			comprehension with learning logs, strip stories, dialogue journals, cloze exercises, drama/role play, experiments, reading logs, and illustrations			
		2.2. Limited allocation of resources	2.2. Enlist volunteers, particularly from the multicultural community, to tutor students in their native language.	2.2. ELL Coordinator, & Assistant Principal	2.2. Parent /School/Community Connections	2.2. LCS Volunteer Application
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: The percentage of ELL students proficient in writing will increase by at least 1% as indicated by performance on CELLA.		2.1. Limited writing skills in the English language.	2.1. Allow the student to use his/her native language especially when doing writing assignments or to clarify meaning with an individual proficient in his/her language.	2.1. ELL Coordinator, & Assistant Principal	2.1. Student Survey of LCS Student Registration Form Results of the IPT	2.1. IPT Writing Test, if the student passed the IPT Oral Test
	2012 Current Percent of Students Proficient in Writing : *22% (2)*					
		2.2. Limited allocation of resources	2.2. Enlist volunteers, particularly from the multicultural community, to tutor students in their native language.	2.2. ELL Coordinator, & Assistant Principal	2.2. Parent /School/Community Connections	2.2. LCS Volunteer Application
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
ESOL Program	Checklist for FTE Compliance	School Funds / District Funds	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
ESOL Training	18 hours electives and special areas, 60 hours math, science , social studies and computer literacy, LA, Reading 300 in-service hours	District Funds	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $0.00

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1A: Based on the **2012** FCAT data, 30% (72) of our students achieved a 3 on the FCAT Mathematics test. For the **2013** administration of the FCAT, we expect 33%(92) of our students to achieve a level 3 in math.	2012 Current Level of Performance:* *30% (72)*	2013 Expected Level of Performance:* *33%(92)*	1A.1. Lack of understanding of what quality instruction looks like (Professional Development).	1A.1. Teachers will provide clear learning goals and rubrics, track student progress, and celebrate success.	1A.1. Principal and Assistant Principal	1A.1. Monitoring of progress towards learning goals, iObservation tool.	1A.1. Appropriate benchmark assessments,iObservation tools, various classroom assessments.
			1A.2. Instructional rigor throughout grades is at the basic level.	1A.2. Teachers will organize students to practice and deepen new knowledge by providing higher order questioning and strategies to check for understanding.	1A.2. Administration, Teachers	1A.2. Classroom observations, Monitoring of progress towards goals by reviewing homework and examining errors in reasoning.	1A.2. Appropriate benchmark assessments,iObservation tools, various classroom assessments.
			1A.3. Limited vocabulary	1A.3. Students will connect new vocabulary to prior knowledge by encountering and using the words/concepts many times in all subject areas.	1A.3. Teachers, Administration	1A.3. Classroom observations, lesson plans, writing assessments & WUR, iObservation	1A.3. Appropriate benchmark assessments,iObservation tools, various classroom assessments
			1A4. Lack of skill and knowledge with new math standards such as NGSSS and Common Core(new standards focus on depth, not breadth)	1A4. Implement school wide pacing guide and instructional focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards and Common Core	1A4. Administrative Team, Math Academic Committee and classroom teachers	1A4. Administration will be aware of the Curriculum Calendar and will monitor implementation through classroom walkthroughs and iObservation. Lesson plans checked by administration.	1A4. All scores from reports generated will be used to monitor student progress: FCAT; Go Math Assessments; Big Ideas, DataDirector; and Lesson Plans
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Teacher training with math interventions.	2A.1. Provide training to our teachers so they will use the Go Math assessments to monitor student progress, Successmaker 5, Gizmos and FCAT Explorer for enrichment.	2A.1. Administration	2A.1. Review Go Math assessments via Data Director to ensure teachers are assessing students according to the created schedule. Review data to ensure teachers are implementing enrichment programs on their scheduled basis.	2A.1. Print out of Go Math Assessment data, Usage data from Successmaker 5, Gizmos, and FCAT Explorer programs, iObservation
Mathematics Goal #2A: Based on the 2012 FCAT data, 23%(57) of our students achieved a 4 or 5 on the FCAT Mathematics test. For the 2013 administration of the FCAT, we expect 26% of our students to achieve a level 4 or 5.	2012 Current Level of Performance:* *23% (57)*	2013 Expected Level of Performance:* *26% (72)*					
			2A.2. Complex math word problems with multiple steps.	2A.2. Teachers will engage students to utilize comprehension strategies when reading math problems. Students will become active readers by underlining and highlighting important facts in math word problems.	2A.2. Administration, Teachers	2A.2. Effectiveness will be determined through Go Math assessments, Usage data from Successmaker 5 , Gizmos, FASST Math, and FCAT Explorer.	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. Teachers lack knowledge with math standards	2B.1. Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	2B.1. Administrative Team	2B.1. Lesson plans checked by administration and classroom walk through made by the leadership team	2B.1. Common assessments aligned with the Next Generation Math Standards
Mathematics Goal #2B: The percentage of identified students proficient in math will remain the same as evidenced by performance on the FAA.	2012 Current Level of Performance:* *100%(2)*	2013 Expected Level of Performance:* *100%*					
			2B.2. Motivation	2B.2. For students not responding to the core or supplemental instruction, teachers will match and provide differentiated instruction & evidence based interventions	2B.2. Administrative Team and Math Teachers	2B.2. Results of common assessment data will be reviewed within grade level team meetings to determine progress toward benchmarks.	2B.2. Common assessments aligned with the Next Generation Math Standards

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			to meet the students' need			
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3A: Based on the **2012** FCAT data, 66% (99) of our students made learning gains on the FCAT Mathematics test. For the **2013** administration of the FCAT, we expect 69%(123) of our students to make learning gains in mathematics.	2012 Current Level of Performance:* 66% (99)	2013 Expected Level of Performance:* 69%(123)	3A.1. Lack of interaction between students and new knowledge	3A.1. Teachers will allow students to review new information by reflecting on learning of new concepts through peer tutoring. Students will record and elaborate on new information with peers "talk about the math problems."	3A.1. Administrations and Teachers	3A.1. Classroom observations, Effectiveness will be determined through Go Math assessments, Usage data from Successmaker 5, Gizmos, FASST Math, and FCAT Explorer.	3A.1. School-wide Progress Monitoring of standards, Lesson plans, and iObservation
			3A.2. Time on task	3A.2. Students in this subgroup will be offered an opportunity to attend the M.A.K.E. After-school program & S.E.S. Tutoring, Before school Pearson lab.	3A.2. Administration, Teachers, M.A.K.E. and S.E.S. Coordinators	3A.2. School wide, district wide, and state wide assessments, iObservation tool	3A.2. FCAT, ITBS, FAIR data; DataDirector, and iObservation tool
			3A.3. Complex math word problems with multiple steps.	3A.3. Teachers will engage students to utilize comprehension strategies when reading math problems. Students will become active readers by underlining and highlighting important facts in math word problems.	3A.3. Administration, Teachers	3A.3. Effectiveness will be determined through Go Math assessments, Usage data from Successmaker 5, Gizmos, FASST Math, and FCAT Explorer.	3A.3. iObservation, Math benchmark assessments, Go Math assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. Mathematics Goal #3B: On the 2013 FCAT 50% (1) of the students in will make learning gains in	2012 Current Level of Performance:* 50% (1)	2013 Expected Level of Performance:* 53%	3B.1. Lack of skill and knowledge with math standards	3B.1. Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	3B.1. Administrative Team	3B.1. Lesson plans checked by administration and classroom walk through made by the leadership team	3B.1. Common assessments aligned with the Next Generation Math Standards
			3B.2. Time constraints	3B.2. Utilize technology to	3B.2. Administrative	3B.2. Report from Pearson	3B.2. Pearson SuccessMaker

math. The students in this category according to FCAT data the areas of need improvement are measurement and geometry.			enhance the implementation of differentiated instruction.	Team and Teachers	SuccessMaker reviewed by teachers and administrators to determine effective progress toward goal	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: Based on the **2012** FCAT data, 73% (31) of our students in the lowest 25% made learning gains on the FCAT Mathematics test. For the **2013** administration of the FCAT, we expect 76% of our students in the lowest 25% to make learning gains in FCAT mathematics.	2012 Current Level of Performance:* 73% (31)	2013 Expected Level of Performance:* 76%	4A.1. Familiarity with Go Math, Fast Math, and the Successmaker program	4A.1. Plan differentiated instruction/ interventions utilizing Fast Math, Go Math, and Successmaker Intervention for Tier 2 & 3 students	4A.1. Teachers	4A.1. Lessons will be reviewed during classroom walkthroughs, iObservation tool	4A.1. Effectiveness will be monitored through Benchmark Assessments, iObservation tool
			4A.2. Ineffective Grouping	4A.2. Provide professional development on how to manage small group instruction in math Plan targeted math intervention for students not responding to alternate core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, and be evidence-based and provided in addition to core.	4A.2. Administration	4A.2. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans, iObservation tool	4A.2. Lesson Plans & Classroom Walkthrough Logs, iObservation tool
			4A.3. Additional Time on task	4A.3. Students in this subgroup will be offered an opportunity to attend the M.A.K.E. After-school program & S.E.S. Tutoring, Before School assistance on SM5	4A.3. Administration, Teachers and M.A.K.E. & S.E.S Coordinators	4A.3. School wide, district wide, and state wide assessments, iObservation tool	4A.3. FCAT, ITBS, FAIR data; DataDirector, and iObservation tool

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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%. Mathematics Goal #5A:						

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.** Mathematics Goal #5B: Based on the **2012** FCAT data, 83% of our white students and 44% of our Black students achieved a 3 on the FCAT Mathematics test. For the **2013** administration of the FCAT, we expect 86% of our white students and 47% of our Black students to achieve a level 3. **2012 Current Level of Performance:*** White: 17% Black: 56% **2013 Expected Level of Performance:*** White: 14% (8) Black: 53%(111)	5B.1. (White and Black) Complex math word problems with multiple steps.	5B.1. Teachers will engage students to utilize comprehension strategies when reading math problems. Students will become active readers by underlining and highlighting important facts in math word problems.	5B.1. Administrator, Teachers	5B.1. Effectiveness will be determined through Go Math assessments, Usage data from Successmaker 5, Gizmos, FASST Math, and FCAT Explorer.	5B.1. iObservation, Math benchmark assessments, Go Math assessments
	5B.2. Insufficient knowledge of problem solving strategies.	5B.2. AIMS Solve-It Curriculum to be used K-5. School wide implementation of Problem Solving Strategy of the Month.	5B.2. Administrators, Math Academic Committee and Teachers	5B.2. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans, iObservation tool	5B.2. Lesson Plans & Classroom Walkthrough Logs, iObservation tool
	5B.3. Lack of real life experiences.	5B.3. Teachers will provide students with opportunities to utilize math manipulatives and hands-on resources to generate and test hypothesis.	5B.3. Administration, Teachers	5B.3. Effectiveness will be determined through Go Math assessments, Usage data from Successmaker 5, Gizmos, FASST Math, and FCAT Explorer.	5B.3. iObservation, Math benchmark assessments, Go Math assessments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: _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._					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Lack of skill and knowledge with math standards	5D.1. Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards	5D.1. Administrative Team and teachers	5D.1. Lesson plans checked by administration and classroom walk through made by the leadership team.	5D.1. Common assessments aligned with the Next Generation Math Standards
Mathematics Goal #5D: On the 2013 FCAT 2.0, the percentage of students in the SWD subgroup not making progress in math will decrease by 3%.	2012 Current Level of Performance:* 59%(20) of SWD not making satisfactory progress in math	2013 Expected Level of Performance:* 56% of SWD not making satisfactory progress in math					
			5D.2. Time constraints	5D.2. Utilize technology to enhance the implementation of differentiated instruction	5D.2. Administrative Team and teachers	5D.2. Report from Pearson SuccessMaker reviewed by math teachers and administrators to determine effective progress toward goal	5D.2. Pearson SuccessMaker
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: Based on the **2012** FCAT data, 48% of our economically disadvantaged students achieved a 3 on the FCAT Mathematics test. For the **2013** administration of the FCAT, 51% of our economically disadvantaged students will achieve a level 3 on the math FCAT.	2012 Current Level of Performance:* 52%(95) of ED students not making satisfactory progress in math	2013 Expected Level of Performance:* 49% of ED students not making satisfactory progress in math	5E.1. Lack of interaction between students and new knowledge	5E.1. Teachers will allow students to review new information by reflecting on learning of new concepts through peer tutoring. Students will record and elaborate on new information with peers "talk about the math problems."	5E.1. Administrations and Teachers	5E.1. Monitoring of Go Math assessment data, Classroom observations, and iObservation tool. Effectiveness will be determined through Go Math assessments, Usage data from Successmaker 5, Gizmos, FASST Math, and FCAT Explorer.	5E.1. School-wide Progress Monitoring of standards, Lesson plans, Go Math Assessments iObservation
			5E.2. Math time on task	5E.2. Students in this subgroup will be offered an opportunity to attend the M.A.K.E. After-school program & S.E.S. Tutoring, Before school assistance on SM5.	5E.2. Administration, Teachers and M.A.K.E. & S.E.S Coordinators	5E.2. School wide, district wide, and state wide assessments, iObservation tool	5E.2. FCAT, ITBS, FAIR data; DataDirector, iObservation tool
			5E.3. Lack of real life experiences.	5E.3. Teachers will provide students with opportunities to utilize math manipulatives and hands-on resources to generate and test hypostheses.	5E.3. Administration, Teachers	5E.3. Effectiveness will be determined through Go Math assessments, Usage data from Successmaker 5, Gizmos, FASST Math, and FCAT Explorer.	5E.3. iObservation, Math benchmark assessments, Go Math assessments

End of Elementary School Mathematics Goals

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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
Gizmo - Math	3rd-5th	Gizmo Consultant	3rd-5th	September 30th during planning times.	Lesson Plans, and iObservation tool	Administration
Progress Monitoring - Utilizing data from Benchmark Assessments via DataDirector	All	Assistant Principal	School-wide	Monthly at team meetings	Monthly meetings, iObservation	Administration
Differentiating Math Instruction	All	Admin., Math Academic	School-wide	Quarterly	Team meeting agendas, plan books, iObservation	Administration
Levels of Complexity	All	Assistant Principal & Reading Coach	School-wide	Monthly at team meetings	Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans, and iObservation	Administration

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Mathematics 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
Teachers will engage students to utilize comprehension strategies when reading math problems. Students will become active readers by underlining and highlighting important facts in math word problems.	Implement Harcourt GO Math! Series	Textbook Allocation	0.00
Teachers will provide clear learning goals and rubrics, track student progress, and celebrate success.	GEMS - Hands-on Math Instruction	Title I	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
To increase knowledge and usage of "Think Central" the emath site for Go Math	Staff Development during faculty meeting	None	$0.00
To implement Gizmo	On-line experiential activities for Math and Science	District Title I Funds	$0.00
To implement FCAT Explorer	On line instructional games	State Provided	$0.00
To implement FASST Math	Progress Monitoring for math fact automaticity	Currently Owned	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers will engage students to utilize comprehension strategies when reading math problems.	Harcourt Go Math	District TEC	$0.00
Understanding levels of complexity in mathematics problem solving	Professional Learning Community - time to meet and plan together (subs provided); training from outside facilitator	Title II	$500.00
Grade Level Teaming – Beginning with the End in Mind (Math Benchmarks)	Teacher training; Horizontal & vertical team planning	TEC, Title II, SIP	$500.00
			Subtotal: $1,000.00
Other			

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: Based on the **2012** FCAT data, 24%(17) of our students achieved a 3 on the FCAT Science test. For the **2013** administration of the FCAT, we expect 27%(24) of our students to achieve a level 3.	2012 Current Level of Performance:* 24% (17)	2013 Expected Level of Performance:* 27%(24)	1A.1. Lack of understanding of what quality instruction looks like (Professional Development).	1A.1. Teachers will provide clear learning goals and rubrics, track student progress, and celebrate success.	1A.1. Principal and Assistant Principal	1A.1. Monitoring of progress towards learning goals, iObservation tool.	1A.1. Appropriate benchmark assessments,iObservation tools, various classroom assessments.
			1A.2. Instructional rigor throughout grades is at the basic level.	1A.2. Teachers will organize students to practice and deepen new knowledge by providing higher order questioning and strategies to check for understanding.	1A.2. Administration, Teachers	1A.2. Classroom observations, Monitoring of progress towards goals by reviewing homework and examining errors in reasoning.	1A.2. Appropriate benchmark assessments,iObservation tools, various classroom assessments.
			1A.3. Limited vocabulary	1A.3. Students will connect new vocabulary to prior knowledge by encountering and using the words/concepts many times in all subject areas.	1A.3. Teachers, Administration	1A.3. Classroom observations, lesson plans, writing assessments & WUR, iObservation	1A.3. Appropriate benchmark assessments,iObservation tools, various classroom assessments
			1A4. Parental lack of knowledge on science skills and benchmarks	1A4. The school will provide a PreK-5 Science Night for parents to learn the scientific process and obtain ideas for science projects	1A4. Administration and Science Fair Committee	1A4. Greater number of science fair project entries from last year, science benchmark assessments	1A4. Sign-in sheet, Climate Survey
			1A4. Complex science word problems with multiple steps.	1A4. Teachers will engage students to utilize comprehension strategies when reading	1A4. Administration, Teachers	1A4. Effectiveness will be determined through science assessments,	1A4. iObservation, Science benchmark assessments

			science word problems. Students will become active readers by underlining and highlighting important facts in science word problems.		Usage data from FCAT Explorer, classroom observations.	
		1A4. Lack of real life experiences.	1A4. Teachers will provide students with opportunities to experience science utilizing community resources, e.g.-field trips and outreach programs. (Challenger Learning Center, The National High Magnetic Lab, FSU and Science on the Move, High Touch-High Tech, The Brogan Museum, The Florida Museum etc.)	1A4. Administration, Teachers	1A4. Effectiveness will be determined through Science assessments, Usage data from and FCAT Explorer.	1A4. Appropriate science Benchmark assessments on DataDirector, iObservation tools,various Classroom assessments.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	0%					
		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.			2A.1. Lack of knowledge of science vocabulary	2A.1. Provide science vocabulary development across all subject areas.	2A.1. Administration and All Teachers	2A.1. Lesson plans, iObservation, Gizmo	2A.1. Science Benchmark Assessments via DataDirector,iObservation tool
Science Goal #2A: Based on the **2012** FCAT data, 7% (5) of our students achieved a 4 or 5 on the FCAT Science test. For the **2013** administration of the FCAT, we expect 10% of our students to achieve a level 4 or 5.	2012 Current Level of Performance:* 7% (5)	2013Expected Level of Performance:* 10%(9)					
			2A.2. Complex science word problems with multiple steps.	2A.2. Teachers will engage students to utilize comprehension strategies when reading science word problems. Students will become active readers by underlining and highlighting important facts in science word problems.	2A.2. Administration, Teachers	2A.2. Effectiveness will be determined through science assessments, Usage data from Gizmos, FCAT Explorer, classroom observations.	2A.2. iObservation, Science benchmark assessments
			2A3. Lack of real life experiences.	2A3. Teachers will provide students with opportunities to experience science utilizing community resources, e.g.-field trips and outreach programs. (Challenger Learning Center, The National High Magnetic Lab, FSU and Science on the Move, High Touch-High Tech, The Brogan Museum, The Florida Museum etc.)	2A3. Administration, Teachers	2A3. Effectiveness will be determined through Science assessments, Usage data from Gizmos, and FCAT Explorer.	2A3. Appropriate science Benchmark assessments on DataDirector, iObservation tools,various Classroom assessments.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1. Background Knowledge	2B.1. Increase the use inquiry based learning.	2B.1. Administrators and Science Teachers	2B.1. Classroom Walk Through will be made by the administrative team to ensure compliance.	2B.1. Lesson Plans, 9wks exams
Science Goal #2B: The percentage of identified students proficient in science will remain the same	2012 Current Level of Performance:* *100% (1)*	2013Expected Level of Performance:* *100%*					

as evidenced by performance on the FAA.		2B.2. Reading in Content Area	2B.2. Implement school wide core curriculum guide for science with emphasis on life and environmental science	2B.2. Administrators and Science Teachers	2B.2. Classroom Walk Through will be made by the administrative team to ensure compliance.	2B.2. Lesson Plans, 9wks exams
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
GEMS/STEM	All	Dan Nelson, Nereida Diaz, & Belinda Rudzik	All	Fall 2012	Classroom observations, and iObservation	Administration, Science Advocates
Higher Order Questioning	All	Administrators, Belinda Rudzik, Anicia Robinson	All	Fall 2012	Classroom observations, and iObservation	Administration
Gizmo Training	Grades 3-5	Gizmo Consultant	Grades 3-5	September 2012	Classroom observations,iObservation, Gizmo program usage	Administration, and District
Science Curriculum	Grades 4-5	Anicia Robinson	Grades 4-5	Fall 2012	Classroom observations, and iObservation	Administration

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
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
			Total: $0.00

End of Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1- Astoria Park Elementary School

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: Based on the **2012** FCAT data, 82%(64) of our students achieved a level 4 or higher on Florida Writes. For the **2013** administration of the Florida Writes, we expect 85%(77) of our students to achieve a level 4 or higher.	2012 Current Level of Performance:* 82% (64)	2013 Expected Level of Performance:* *85%(77)*	1A.1. Lack of knowledge of vocabulary and usage of elaborations	1A.1. Teacher will provide intensive vocabulary instruction. Teachers will provide instruction and practice on elaborations (Use enhanced Kathryn Robinson activities)	1A.1. Administration and classroom teachers	1A.1. Progress monitoring, teacher collaboration, individual conferencing with students, iObservation tool	1A.1. Classroom and district writes upon request
			1A.2. Motivation	1A.2. Provide Writing Workshop for Students; one-to-one conferences; Provide journaling and creative writing outlet.	1A.2. Administration, Teachers and Academic Committees	1A.2. Progress monitoring, teacher collaboration, individual conferencing with students, iObservation tool	1A.2. Weekly Writing Assessments and WUR; FCAT Writes
			1A.3. Lack of consistency across curriculum	1A.3. Devise writing checklist to monitor what is being taught	1A.3. Administrators & Academic Committee	1A.3. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans; Oneto-one teacher/student conferences, iObservation tool	1A.3. Lesson Plans & Classroom Walkthrough Logs; WUR; FCAT Writes, iObservation tool
			1A4. Change in State expectations for writing	1A4. Teachers will utilize writing techniques from Rick Shelton, Kathy Robinson, Melissa Forney, Power Writing	1A4. Administration, Teachers and Academic Committees	1A4. Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans; One to-one teacher/student conferences, iObservation tool	1A4. Lesson Plans & Classroom Walkthrough Logs; WUR; FCAT Writes, iObservation tool

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1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Background Knowledge	1B.1. Assign all students rigorous assignments and assessments addressing basic, proficient and advanced skills. One to one conferences	1B.1. Classroom Teachers and Administrators	1B.1. Analyze writing with grade level rubric	1B.1. LCS Writes Upon Request FCAT Writes
Writing Goal #1B: The percentage of identified students proficient in writing will remain the same as evidenced by performance on the FAA.	2012 Current Level of Performance:* 100% (1)	2013 Expected Level of Performance:* 100%					
			1B.2. Vocabulary	1B.2. Increase use writing resources	1B.2. Classroom Teachers and Administrators	1B.2. Analyze writing with grade level rubric	1B.2. LCS Writes Upon Request FCAT Writes.
			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
Professional Development in research Based writing programs	K-5	Admin; Academic Committee; Connie Pfaender	School-wide	Monthly faculty meeting and grade level meetings	Administrators will monitor the implementation of this instructional strategy utilizing the Classroom Walk Through process and Lesson Plans	Administrators & Writing Committee
Progress monitoring	K-5	Admin	School-wide	Monthly grade level meetings	Classroom Walk Through process and Lesson Plans	Administrators & Writing Committee
Parental involvement	K-5	Admin	School-wide	Monthly	On-going	Administrators & Writing Committee

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
80% of our 4th grade students to achieve a level 4 or higher	District-wide writing training	Title I, Title II	$300.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide professional development via Grade Level Teaming – Common Core	Teacher training; Horizontal & vertical team planning – Previously trained teachers	TEC, Title II, SIP	$500.00
			Subtotal: $800.00
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total: $800.00

End of Writing Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of parental understanding of the impact attendance has on student achievement	1.1. Educate parents through parent-teacher conferences; Parent Nights; attendance Policy; PTO/SAC/Open House Meetings; School & Class Newsletters; marquee & list serve messages, brochures; and Attendance Messenger calls to student homes.	1.1. Administrators; Attendance Secretary, Teachers	1.1. Administrators and Attendance secretary will analyze and monitor the data weekly	1.1. Attendance Report generated in Genesis
Attendance Goal #1: Student absences and tardies will decrease by half this year.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95%	*48%*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	180	*90*					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	209	*105*					

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policy	All	Administration	All Parents	Orientation, Open House, Parent Nights, Conferences	Weekly review of Attendance Report, Phone Calls to parents of truant students	Administration

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
			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: $0.00

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End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: Our goal for the 2012-2013 school year is to decrease the total number of in school and out-of-school suspensions by 10%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1.1. Some students lack the social skills to be able to cooperate positively.	1.1. Implement Positive Behavior System (PBS) school-wide. Students will receive Panther Bucks for appropriate behavior.	1.1. Administrators; Teachers; Positive Behavior Committee	1.1. Teachers will follow the outlined criteria for PBS; Classroom Walkthroughs and Observations in common areas; Analysis of discipline data	1.1. Fewer referrals based on Discipline Report on the Dashboard of the Educator's Handbook
	0	*0*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In –School					
	0	*0*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	27	*Less than 10*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	34	*Less than 10*					

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support Training	ALL	School-wide, Bus Drivers, Cafeteria Staff	School-wide, Bus Drivers, Cafeteria Staff	Fall 2012	Educator's Handbook, Genesis, Greater number of Students participating in monthly PBS Rewards	Administration, Astoria Park PBS Team, PBS Coach - Ms. Karen Leon

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
School-wide implementation of Positive Behavior Support	Student rewards for positive behavior	SIP, Title I, PTO, EDEP Funds	$1,500.00
		Subtotal: $1,500.00	
Technology			
Strategy	Description of Resources	Funding Source	Amount
Integrate Educator's Handbook	Web-based referral system	District provided	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher training on referral documentation of Educator's Handbook & RtI Process Schoolwide implementation of Postive Behavior Support	Educator's Handbook - Webbased referral system Student rewards for positive behavior	District provided SIP, Title I, PTO, EDEP Funds	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal: $1,500.00	
		Total: $1,500.00	

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End of Suspension Goals
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)).

<table>
<tr><th colspan="2">Parent Involvement Goal(s)</th><th colspan="5">Problem-solving Process to Parent Involvement</th></tr>
<tr><td colspan="2">Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:</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">1. Parent Involvement

<u>Parent Involvement Goal #1:</u>
Encourage parents to serve on the School Advisory Council (SAC), join the PTO, and become a mentor for at least one hour a month.

Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</td><td>1.1.
Motivation</td><td>1.1.
Provide parents with effective training on the NGSSS and how to assist their children across the curriculum.</td><td>1.1.
Administration & Organization Officers</td><td>1.1.
Sign-in sheets</td><td>1.1.
Sign-in sheets and Climate Survey results</td></tr>
<tr><td>

<u>2012 Current Level of Parent Involvement:*</u>

7,355 hours</td><td><u>2013 Expected Level of Parent Involvement:*</u>

7,400 hours</td><td>1.2.
Importance of signing in on Volunteer Sheet</td><td>1.2.
Staff will emphasize Sign-in procedures during volunteer and mentor trainings.</td><td>1.2.
Administration, Mr. Thomas, Ms. Mitchell, Office Staff</td><td>1.2.
Sign-in sheets, monthly PTO volunteer hour count</td><td>1.2.
Sign-in sheets, Climate Survey results</td></tr>
<tr><td colspan="2"></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

Parent Involvement Professional Development

<table>
<tr><th 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.</th></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>Mentoring and Volunteer Workshops</td><td>All</td><td>Mr. Thomas, Ms. Mitchell, Administration</td><td>ALL</td><td>Fall 2012</td><td>Increased number of hours parents are volunteering</td><td>Administration, Mentor and Volunteer Coordinator</td></tr>
</table>

Parent Involvement Budget

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

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Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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: $0.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: On the 2013 FCAT 50% of the matched students will score at level 4 or 5 in math. The students in this category according to FCAT data the areas of need improvement are measurement and geometry.	1.1. Lack of skill and knowledge with new math standards	1.1. Implement school wide pacing guide and focus calendar. Align pre/post assessment to Next Generation Sunshine State Math Standards ; Common Core Standards	1.1. Administrative Team and Teachers	1.1. Lesson plans checked by administration and classroom walk through made by the leadership team.	1.1. Common Assessments; FCAT
	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
Data Analysis	Instructional Staff (3-5)	Curriculum Team Leaders (CLT)	Instructional Staff	Monthly	Teachers will provide their end of the year student data from Data Director as evident of on-going progress monitoring. CLT will submit reports to administrative team	Administrative Team
Multi-Tiered System of Supports (MTSS) /Response to Instruction/ Intervention (MTSS)	Instructional Staff	Administrative Team Curriculum Team Leaders (CLT)	Instructional Staff	Quarterly	Provide documentation in lesson plans and summary 9weeks reports.	Administrative Team

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Art & Science of Teaching/iObservation Providing Clear Learning Goals and Rubrics	K-5	K-5	All Teachers	Team Meetings; Once a month faculty meetings	iObservation documentation	Principal/Assistant Principal
Developing appropriate rubrics	K-5	CLT	All Teachers	Team meetings - ongoing throughout the year	iObservation documentation	Principal/Assistant Principal
(Teacher Practices) Phase I of the Implementation of the Common Core State Standards (CCSS)	K-5	CLT	All Teachers	Team meetings - ongoing throughout the year	iObservation documentation	Principal/Assistant Principal

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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
CCSS Best Practices – Phase I	LCS Curriculum Developers	District Based General Funds	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source: Technology Allocation	Amount: $5441.41
Data Analysis	Data Director Web Based Program	School Based General Funds	
Integrating Technology	On-going Promethean Board Training	TEC/Title II	
	Additional iPads and software		
			Subtotal: $5441.41
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $5441.41

End of STEM Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $ 15,500.00
CELLA Budget	
	Total:$0.00
Mathematics Budget	
	Total: $1,500.00
Science Budget	
	Total: $0.00
Writing Budget	
	Total: $800.00
Attendance Budget	
	Total: $0.00
Suspension Budget	
	Total: $1500.00
Parent Involvement Budget	
	Total: $0.00
STEM Budget	
	Total: $5441.41
Additional Goals	
	Total: $0.00
	Grand Total: $24,741.41

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<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

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.
The School Advisory Council (SAC) is the organizational structure for the preparation and evaluation of the School Improvement Plan (SIP). It is made up of faculty, staff, parents, and business/community members. Te SAC meets to insure that all school improvement goals are being addressed. They are kept abreast of certain issues and school wide curriculum. The objective and strategies are established on the data from state assessments and the climate survey completed by parents/teachers/students. After staff input, objectives and strategies are presented to SAC, this council has the final vote on the plan. Each year current data is analyzed. Continuous monitoring of the plan insures that Astoria Park is doing everything we can to teach all children in an engaging and meaningful way.

Describe the projected use of SAC funds.	Amount

If funds are allocated we will use the dollars for resources to improve students' performance in reading, writing, math, civics, and science.	$0.00