

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Grand Avenue Primary Learning Center	District Name: Orange County
Principal: Lino Rodriguez	Superintendent: Barbara Jenkins
SAC Chair: Elizabeth Braggs	Date of School Board Approval: 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.)

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Lino Rodriguez	Bachelors – Elementary Ed 1-6 Masters – Ed. Leadership	7	23 years	2008-2009 (No FCAT data) - 38% of kindergarteners scored at or above level 3 on DRA. - 31% of 1st graders scores at or above level 16 on DRA. - 34% of 2nd graders scored at level 28 on DRA. 2009-2010 (No FCAT data) - 81% of kindergarteners performed at or above the expected

August 2012

Rule 6A-1.099811

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					<p>proficiency level 3 (instructional) on DRA</p> <ul style="list-style-type: none"> - 54% of first graders performed at or above the expected proficiency range of level 14 (independent) -16 (instructional) on DRA - 54% of second graders performed at or above the expected proficiency range of level 24 (independent) -28 (instructional) on DRA - 78% of Grand Avenue students performed at or above the expected proficiency range(instructional) on DRA <p>2010-2011 (No FCAT data)</p> <ul style="list-style-type: none"> - 83% of kindergarten students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level3 or above). - 37% of first grade students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level16 or above). - 53% of second grade students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level 28 or above). - 58% of K-2 grade students at Grand Avenue Primary Learning Center are reading at or above grade level according to DRA. <p>2011-2012 (No FCAT data)</p> <ul style="list-style-type: none"> - 77% of kindergarten students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level3 or above). - 71% of first grade students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level16 or above). - 64% of second grade students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level 28 or above). - 71% of K-2 grade students at Grand Avenue Primary Learning Center are reading at or above grade level according to DRA.
Assistant Principal					

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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)
Math/ Science Coach	Shaun Kelley	Degree: Bachelors – Elementary Ed. 1-6 Masters - Educational Leadership Professional Certificate: Elementary Ed. 1-6 Masters – Educational Leadership	10 years	23years	2008-2009 (No FCAT data) <ul style="list-style-type: none"> - 38% of kindergarteners scored at or above level 3 on DRA. - 31% of 1st graders scores at or above level 16 on DRA. - 34% of 2nd graders scored at level 28 on DRA. 2009-2010 (No FCAT data) <ul style="list-style-type: none"> - 81% of kindergarteners performed at or above the expected proficiency level 3 (instructional) on DRA - 54% of first graders performed at or above the expected proficiency range of level 14 (independent) - 16 (instructional) on DRA - 54% of second graders performed at or above the expected proficiency range of level 24 (independent) - 28 (instructional) on DRA - 78% of Grand Avenue students performed at or above the expected proficiency range(instructional) on DRA 2010-2011 (No FCAT data) <ul style="list-style-type: none"> - 83% of kindergarten students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level3 or above). - 37% of first grade students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level16 or above). - 53% of second grade students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level 28 or above). - 58% of K-2 grade students at Grand Avenue Primary Learning Center are reading at or above grade level

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					<p>according to DRA.</p> <ul style="list-style-type: none"> - <p>2011-2012 (No FCAT data)</p> <ul style="list-style-type: none"> - 77% of kindergarten students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level3 or above). - 71% of first grade students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level16 or above). - 64% of second grade students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level 28 or above). - 71% of K-2 grade students at Grand Avenue Primary Learning Center are reading at or above grade level according to DRA.
Curriculum Resource Teacher	Bilandra Dinkins	<p>Degree: Bachelors – Elementary Ed. 1-6</p> <p>Masters - Educational Leadership</p> <p>Professional Certificate: Elementary Ed. 1-6</p>	17 years	6years	<p>2008-2009 (No FCAT data)</p> <ul style="list-style-type: none"> - 38% of kindergarteners scored at or above level 3 on DRA. - 31% of 1st graders scores at or above level 16 on DRA. - 34% of 2nd graders scored at level 28 on DRA. <p>2009-2010 (No FCAT data)</p> <ul style="list-style-type: none"> - 81% of kindergarteners performed at or above the expected proficiency level 3 (instructional) on DRA - 54% of first graders performed at or above the expected proficiency range of level 14 (independent) - 16 (instructional) on DRA - 54% of second graders performed at or above the expected proficiency range of level 24 (independent) - 28 (instructional) on DRA - 78% of Grand Avenue students performed at or above the expected proficiency range(instructional) on DRA <p>2010-2011 (No FCAT data)</p> <ul style="list-style-type: none"> - 83% of kindergarten students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level3 or above). - 37% of first grade students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level16 or above). - 53% of second grade students at Grand Avenue Primary Learning Center are reading at or above grade

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Instructional Resource teacher	Chantelle Holt	Bachelor of Science Degree – Elementary Education Master of Education – Educational Leadership Early Childhood Certification	1 year	2 year	<p>Chantelle transferred to Grand Avenue this school year.</p> <p>2008-2009 (No FCAT data)</p> <ul style="list-style-type: none"> - 38% of kindergarteners scored at or above level 3 on DRA. - 31% of 1st graders scores at or above level 16 on DRA. - 34% of 2nd graders scored at level 28 on DRA. <p>2009-2010 (No FCAT data)</p> <ul style="list-style-type: none"> - 81% of kindergarteners performed at or above the expected proficiency level 3 (instructional) on DRA - 54% of first graders performed at or above the expected proficiency range of level 14 (independent) - 16 (instructional) on DRA - 54% of second graders performed at or above the expected proficiency range of level 24 (independent) - 28 (instructional) on DRA - 78% of Grand Avenue students performed at or above the expected proficiency range(instructional) on DRA <p>2010-2011 (No FCAT data)</p> <ul style="list-style-type: none"> - 83% of kindergarten students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level3 or above). - 37% of first grade students at Grand Avenue Primary Learning Center are reading at or above grade level

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Reading Coach	Jenny Dacosta	<p>Degree: Bachelors in Elementary Ed 1-6</p> <p>Professional Certificate: Elementary Ed 1-6</p>	2 year	9 years	<p>2008-2009 (No FCAT data)</p> <ul style="list-style-type: none"> - 38% of kindergarteners scored at or above level 3 on DRA. - 31% of 1st graders scores at or above level 16 on DRA. - 34% of 2nd graders scored at level 28 on DRA. <p>2009-2010 (No FCAT data)</p> <ul style="list-style-type: none"> - 81% of kindergarteners performed at or above the expected proficiency level 3 (instructional) on DRA - 54% of first graders performed at or above the expected proficiency range of level 14 (independent) - 16 (instructional) on DRA - 54% of second graders performed at or above the expected proficiency range of level 24 (independent) - 28 (instructional) on DRA - 78% of Grand Avenue students performed at or above the expected proficiency range(instructional) on DRA <p>2010-2011 (No FCAT data)</p> <ul style="list-style-type: none"> - 83% of kindergarten students at Grand Avenue Primary Learning Center are reading at or above grade level (DRA Level3 or above).

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teachers will receive support/resources as needed	Principal, CRT, instructional coaches, county support	May 2013
2. Teachers will receive on-going professional development, collegial observations, in classroom coaching, sharing sessions, demonstration lessons	Principal, CRT, instructional coaches, county support	May 2013
3.		Recruitment is not needed at this time
4.		

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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
N/A	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
30	6% (2)	10% (3)	30% (9)	60% (18)	33% (10)	93% (28)	6% (2)	13% (4)	40% (12)

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
Rebecca Reitzel	Hope Bitzer	Rebecca was paired with Hope because of her years of experience, evidence of student success and flexibility in being able to provide the support as needed as her team member and team leader.	The mentor and mentee will meet weekly to discuss questions/concerns and to plan. The mentor is given release time to observe the mentee. The mentor and mentee will be allowed to

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			participate in classroom observations which will allow them to have dialogue as needed to ensure teacher success during this transition. The mentee will also be allowed to observe other highly qualified teachers. Time will be given for feedback, coaching and planning. The mentee will also be supported by other resource teachers as needed throughout the year. Both the mentor and mentee will participate in monthly protégé/mentor meetings scheduled by the instructional coach as well as the district required teacher induction program.
Rebecca Reitzel	Elizabeth Brumer	Rebecca was paired with Elizabeth because of her years of experience, evidence of student success and flexibility in being able to provide the support as needed as her team member and team leader.	The mentor and mentee will meet weekly to discuss questions/concerns and to plan. The mentor is given release time to observe the mentee. The mentor and mentee will be allowed to participate in classroom observations which will allow them to have dialogue as needed to ensure teacher success during this transition. The mentee will also be allowed to observe other highly qualified teachers. Time will be given for feedback, coaching and planning. The mentee will also be supported by other resource teachers as needed throughout the year. Both the mentor and mentee will participate in monthly protégé/mentor meetings scheduled by the instructional coach as well as the district required teacher induction program.
Rebecca Reitzel and District appointed mentor	Ashley Hart	Rebecca was paired with Ashley because of her years of experience, evidence of student success and flexibility in being able to provide the support as needed as her team member and team leader.	The mentor and mentee will continue to meet to discuss questions/concerns and to plan. The mentee will continue to be supported as last year by instructional resource teachers as well as participate

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			in protégé/mentor meetings as scheduled by the instructional coach and participate in the district required year two teacher induction program.
Kim Bonesteel	Tiffany Taylor	Kim was paired with Tiffany because of her years of experience, evidence of student success and flexibility to be able to provide support as needed as her team member.	The mentor and mentee will continue to meet to discuss questions/concerns and to plan. The mentee will continue to be supported as last year by instructional resource teachers as well as participate in protégé/mentor meetings as scheduled by the instructional coach.
Kim Bonesteel	Melissa Maisano	Kim was paired with Melissa because of her years of experience, evidence of student success and flexibility to be able to provide support as needed as her team member.	The mentor and mentee will continue to meet to discuss questions/concerns and to plan. The mentee will continue to be supported as last year by instructional resource teachers as well as participate in protégé/mentor meetings as scheduled by the instructional coach.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A – Grand Avenue has a full time Family Intervention Specialist (FIS) that provides services to our parents by interviewing and consulting with them to determine the most effective approach to overcome obstacles. The FIS works closely with the guidance counselor, school social worker, staffing coordinator, attendance clerk, teachers and administration to assist in promoting student success in school. Additionally, the FIS provides GED services, works with families who attend the weekly Great Start program by planning and executing activities that are self-help as well as academic activities that can be used at home to support student learning, as well as makes calls or home visits to families when needed to help assist in improving the school to home connection through communication. The duties of the FIS impacts all stakeholders which includes students, staff and parents.
Title I, Part C- Migrant - None
Title I, Part D- None
Title II – Title II funds will be used as an integral part of the school’s staff development plan by participating in at least two lesson study cycles designed to ensure the continued success and enhance achievement of our students by using scientifically based research activities. The lesson study cycles will impact all instructional staff and students as the data collected will be used to improve instruction which affects students learning.
Title III - None
Title X- Homeless- Families who qualify for the McKinney Vento Act are identified by the registrar, teachers and all support staff and the administrative team. The educational rights afforded to those who qualify under the McKinney Vento Act are explained to parents by members of the GAPLC staff. These include but are not limited to all educational supplies and materials, field trips and bus transportation to remain in the school of origin if the location of the child is more than 2 miles. All parents have access to information should they qualify during the school year. The information is provided at parent meetings, parent-teacher conferences, and written information is available at the Family Service Center and the Front Office and the office of the school counselor, parent intervention specialist and the staffing coordinator.
Supplemental Academic Instruction (SAI) - None
Violence Prevention Programs - None
Nutrition Programs – Grand Avenue students participate in the Blessings in a Backpack program which is designed to meet the nutritional needs of children and families over the weekend. For the 2011-2012 school year, Grand Avenue will also participate in the Love Pantry project which will provide meals to families within the community during emergency/crisis situations.
Housing Programs - None

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Head Start – Our campus currently houses one Head Start unit that is sponsored through Orange County Head Start. Plans are currently in being completed to place a second unit on campus for the 2012-2013 school year.
Adult Education – Grand Avenue provides GED (General Education Diploma) classes Monday and Wednesday mornings. The classes are designed to help improve reading, writing, social studies and math skills in preparation for the high school equivalency exam.
Career and Technical Education - None
Job Training- None
Other – <ul style="list-style-type: none">- Grand Avenue participates in the VPK program by providing two Pre-K units. This program encourages students in our community to start school at age four, which prepares them for school both socially and academically.- We have a full time school guidance program that teaches social and academic success skills, problem solving and conflict resolution in the classroom.- Great Start is a Thursday morning program which provides an interactive parent breakfast meeting. During this time topics of interest are discussed by parents, school staff and outside resources when available.- Great Endings is a program that provides a safe and learning environment for parents to learn with their children through the P.A.C.T. (Parent and Child Together) Center. This takes place by providing developmentally appropriate child centered activities that enhances learning at home. The P.A.C.T. Center was funded through the Mayor's Grant.- Social Work Services are provided by an Orange County Public School employed social worker who works to address the needs of families and to assist in contacting resources needed by families in order for students to succeed.- Students receive special education services in which parents and teachers are involved in the process to determine the best educational interventions for students in need of assistance to address their academic needs.

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. - Lino Rodriguez- Principal Barbara Reynolds-Staffing Specialist Patricia Kern- School Psychologist, Allison Fischer- Speech and Language Pathologist, Katundra Maddox- Family Intervention Specialist , Bilandra Dinkins-Adams- CRT, Jenny Dacosta -Reading Specialist , Rebecca Reitzel - First grade teacher, Jane Meister- ESOL compliance, Robin Frisella- Music teacher, Chantelle Holt- Resource teacher. Shaun Kelley
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? - The MTSS/RtI team will meet monthly; agendas will be utilized; discussion will take place with regard to students who have been identified as needing intense interventions; The classroom teachers will serve as liaisons for their grade levels; Resource specialists and administrators will serve as extra support to classroom instruction. After meeting with parents about purpose of MTSS/RtI, duties are assigned to each member. These include each of the sections of RIOT X ICEL. Using the Decision Making Rubric and Problem Solving Strategies, a plan for the student is formed. After all interventions have been determined, put in place and monitored, and any additional evaluations administered, the MTSS/RtI team determines if a child needs to be referred to an ESE team for consideration.
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? -At the end of the school year, the School Advisory Council and the MTSS/RtI team will meet to review and discuss end of the year data. After discussing the progress or lack of progress, the SAC/MTSS/RtI team will make necessary revisions to the School Improvement Plan so that we meet the needs of the students. Once the plan has been finalized and approved, a copy will be made available for all stakeholders.
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. -Base-line data is determined by end of the year performance assessments as well as initial assessments when new students enter the school. The assessments used to collect data are as follows: DRA, FAIR, enVision math assessments, student proficiency in science according to Science Fusion assessments, writing assessments as defined by the OCPS Second Grade Writing Rubric and behavior charts provided by Behavior Support Services. that are used are Based on this data, students are identified and grouped. Students' progress is monitored based on their tier level and continued interventions will be provided based on students' response to those interventions. Based on this progress monitoring, information will be adjusted based on student progress. Tiered data information will be adjusted based on student progress or lack of.
Describe the plan to train staff on RtI. -Designated Wednesdays will be set aside to provide professional development for staff members to be trained on what MTSS/RtI is and how it will be implemented in our school. Additionally, staffing specialists will attend grade level and team leader meetings to provide support and professional learning for teachers.
Describe the plan to support MTSS. - There will be monthly scheduled meetings to discuss student progress and provide information received from the district. -There will be grade level follow-up to provide support in further understanding the components of MTSS/RtI and making the necessary changes to promote effective instruction and to identify and properly place students in Tiers

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Lino Rodriguez (Principal), Jenny Dacosta (Reading resource), Bilandra Dinkins (CRT), Shaun Kelley (Math/Science resource), Chantelle Holt (Instructional resource), Robin Frisella (Music teacher), Donna Walker-Knight (ESE resource teacher), Jane Meister (ESOL compliance), Rebecca Reitzel (First grade), Amy Doucet (Kindergarten), Felicia Chambers (Second grade)
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet bi-monthly to discuss the academic support needed for the school. Individuals will meet with the respective teams and collect student data, concerns and celebrations to be shared with LLT. Based on feedback and support needed members of the LLT will provided modeling and coaching opportunities to classrooms as needed. This team will also work closely with administration to help ensure that the curriculum and supplemental resources used will meet the needs of the students.
What will be the major initiatives of the LLT this year? - The LLT will work to create a writing rubric that will align to standards/expectations.

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.

**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.

Pre-K teachers complete home visits during the summer prior to students' first day of school. Parents are invited to attend the "Meet and Greet Your Teacher" Event on the Friday prior to the beginning of the school year. This gives teachers the opportunity to explain curricula and daily activities to parents. In addition, parents are invited to attend the "First Day of School" celebration where they receive additional information regarding school activities, PTA, SAC, PLC, and ADDitions volunteers.

**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?

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**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?

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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?

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](#).

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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. Percentage of all students performing at or above the expected proficiency instructional reading level on DRA			1A.1. Phonemic awareness, phonics skills, decoding, word building strategies, and comprehension strategies for all students	1A.1. -Use SIPPS intervention for all 1 st and 2 nd grade students thirty minutes of the day. Kindergarten will begin using SIPPS during last nine weeks of the school year -Leveled Literacy Intervention at K, 1, and 2 grades for guided reading and small group instruction Resource pull out using Systematic Sequential Phonics and Flying Start	1A.1. Principal, reading coach, CRT, Staffing Specialist, academic coach, and all classroom teachers.	1.1. MTSS/RtI meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	1A1. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests.
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>In June 2012</i>	<i>-K- 77% (62/81)</i>	<i>-K- 80%(58/72)</i>					
<i>-71% of all students performed at or above the expected proficiency instructional reading level on DRA</i>	<i>-1st – 71% (44/62)</i>	<i>-1st –74% (63/85)</i>					
<i>-77% of kindergarteners performed at or above the expected proficiency level 3 (instructional) on DRA</i>	<i>-2nd –64% (36/56)</i>	<i>-2nd – 68% (44/65)</i>	1A.2. Time for students to apply phonics and comprehension skills to authentic text at their reading level	1A.2. Structure 30 minutes of daily independent reading practice with teacher/student reading conferences using IDR Conference Resources	1A.2. Principal, reading coach, CRT and all classroom teachers.	1A.2. MTSS/RtI meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	1A.2. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests
<i>-71% of first graders performed at or above the expected proficiency range of level 14 (independent) - 16 (instructional) on DRA</i>	<i>-All students 71% (142/199)</i>	<i>-All students 74% (164/222)</i>					
<i>-64% of second graders performed at or above the expected proficiency range of level 24 (independent) - 28 (instructional) on DRA</i>							
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

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Reading Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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.	2A.1.	2A.1.	2A.1.	2A.1.
Reading Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Phonics skills, decoding, and word building	3A.1. -Use SIPPS intervention for all 1 st and 2 nd grade students thirty minutes each day, Kindergarten will begin using SIPPS during last nine weeks of the school year -Leveled Literacy Intervention at K, 1, and 2 grades for guided reading and small group instruction Resource pull out using Systematic Sequential Phonics and Flying Start	3A.1. Principal, reading coach, CRT, Staffing Specialist, academic coach, and all classroom teachers.	3A.1. RTI meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	3A.1. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests.
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>In June 2012, 76% of all students at Grand Avenue made learning gains as defined by DRA.</i>	76% (151/199) performed at grade level proficiency for reading defined by DRA	79% (174/222) performed at grade level proficiency for reading defined by DRA					
			3A.2. Time for students to apply phonics and comprehension skills to authentic text at their reading level	3A.2. Structure 30 minutes of daily independent reading practice with teacher/student reading conferences using IDR Conference Resources Increase the number of books at students' independent reading level throughout the school, including the media center, resource room, cafeteria, and for take home resources.	3A.2. Principal, reading coach, CRT and all classroom teachers.	3A.2. RTI meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	3A.2. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests
			3A.3. Lack of leveled classroom libraries, with an emphasis on non fiction text aligned to new CCSSS.	3A.3. Provide each classroom with additional nonfiction text for leveled classroom libraries. Provide teachers ongoing professional development on classroom libraries Organize the resource room for teacher check out of additional books for their classroom libraries	3A.3. Principal, reading coach, CRT , classroom teachers and academic coach.	3A.3. RTI meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	3A.3. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Phonics skills, decoding, and word building	4A.1. -Use SIPPS intervention for all 1 st and 2 nd grade students thirty minutes of the day, Kindergarten will begin using SIPPS during last nine weeks of the school year -Leveled Literacy Intervention at K, 1, and 2 grades for guided reading and small group instruction Resource pull out using Systematic Sequential Phonics and Flying Start	4A.1. Principal, reading coach, CRT, Staffing Specialist, academic coach, and all classroom teachers.	4A.1. RTI meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	4A.1. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests.
Reading Goal #4: In June 2012, 38% of the lowest 25% of students made learning gains in reading according to DRA.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	38% 20/53	41% 23/55					
			4A.2. Time for students to apply phonics and comprehension skills to authentic text at their reading level	4A.2. Structure students 30 minutes of daily independent reading practice with teacher/student reading conferences using IDR Conference Resources	4A.2. Principal, reading coach, CRT and all classroom teachers.	4A.2. RTI meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	4A.2. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests
			4A.3 Time and personnel needed to provide strategic and intensive reading interventions to all Tier II	4A.3 All resource and special area teachers will provide at least 30	4A.3 Principal, reading coach, CRT, Staffing Specialist, academic	4A.3 RTI meetings, Monthly Data Meeting, Team Leader Meetings,	4A.3 Classroom Walk-through, DRA, SIPPS mini assessment, FAIR,

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		and Tier III students	minutes of reading intervention instruction every day. Using SIPPS, Flying Start, OCPS Phonics Continuum, CORE Phonics Survey, and PAST Assessment, intervention teachers and classroom teachers will progress monitor and adjust instruction for all struggling readers. Use LLI (Leveled Literacy Intervention) as a resource for high quality and strategic initial instruction in Kindergarten, first and second grades.	coach, and all classroom teachers.	Grade Level Meetings, PLCs	student observation, Teacher made assessments and tests
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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%. Reading Goal #5A: By 2018, 89% of students will be reading at proficiency for the grade level	Baseline data 2010-2011	71% of all students performed at or above the expected proficiency instructional reading level on DRA	74% of all students will perform at or above the expected proficiency instructional reading level on DRA	77% of all students will perform at or above the expected proficiency instructional reading level on DRA	80% of all students will perform at or above the expected proficiency instructional reading level on DRA	83% of all students will perform at or above the expected proficiency instructional reading level on DRA	86% of all students will perform at or above the expected proficiency instructional reading level on DRA
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: <i>Enter narrative for the goal in this box.</i>		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic:		2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic:					

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	Asian: American Indian:	Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.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
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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		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.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
100% of our students are economically disadvantaged.	71% of all students performed at or above the expected proficiency	74% of all students performed at or above the expected proficiency					
In June 2012 -71% of all students performed at or above the expected proficiency instructional reading level on DRA			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

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
How to more strategically and effectively use SIPPS for Intervention	All Grades	DSC representatives	Teachers from all grade levels	October 2012 November 2012 February 2013	CWT, student observation, student assessment	Principal, Reading Coach
Implementing Common Core Standards	All Grades	Reading Coach and CRT	Teachers from all grade levels	Ongoing throughout the year, including book study, lesson study, and early release days	CWT, student observation, student assessment, school-based professional development evaluation	Principal, Reading Coach, CRT
Maximizing student independent reading	K-2	Reading coach and/or CRT	All grade levels and resource teachers	October 2012	CWT, student observation, student assessment	Principal, Reading Coach

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time with Independent Reading Conferences						
Making Meaning and SIPPS follow-up and alignment to Common Core	Reading Coach	DSC Representatives	Reading Coach, CRT, Principal	September and October 2012	CWT, student observation, student assessment, school-based professional development evaluation	Principal, Reading Coach, CRT
Establish curriculum timelines and instructional focus calendar for teaching objectives on a quarterly basis based on CCSSS	K-2	Team leader	All grade levels	August 2012	CWT, student observation, student assessment	Principal, CRT, Teachers
Provide mentors to selected teachers for implementation of best practices	Kindergarten and First Grades	Instructional Coach	New teachers, teachers new to Grand Avenue	Ongoing throughout the year: Monthly Meetings	Monthly mentor/protégé meeting, CWT, student observation, student assessment	Principal, Teachers, CRT, selected mentors
Offer Family Literacy Nights, Pajama Day, Celebrate Literacy Week, Read for the Record, and Read Across America	Pre-K-2	Administrative staff and Resource teachers	School-wide	October 2012 January 2013 April 2013	Parent surveys, sign-in sheets	Principal, Teachers, Reading Leadership team
Continue literacy based small group counseling and classroom guidance activities	Pre-K-2	School Counselor	School-wide	On-going June 2013	Student observation	Principal, School counselor and Teachers
Continue the 90 minute reading block and have an extended time for interventions differentiated instruction and targeted small group instruction	K-2	Reading Coach	School-wide	On-going June 2013 Action Research Study group for Guided Reading	CWT, student observation, student assessments, data/progress monitoring conferences	Principal, Teachers, Reading Coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Purchase Leveled Literacy Intervention to target high quality initial instruction during the 90 minute reading block	Fountas and Pinnell Reading Resources for small group instruction, including take home books for children	Title I	\$2500
			Subtotal: \$2500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
On-line reading	Bookflix	General Budget	\$1,199.00
On-line reading activities	Brain Pop	General Budget	\$325.00
			Subtotal: 1,524.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book study Lucy Calkins <i>Pathways to the Common Core</i>	Professional Book	Title I	\$900
SIPPS	Professional development and coaching for reading intervention	Title I and II	\$500
Making Meaning and SIPPS alignment to Common Core Standards	Professional Development Workshop	Title I	\$450
			Subtotal: \$1850.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$5,874

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Students do not hear proficient English spoken in their homes.	1.1. Provide opportunities for parents of ELL students to participate in parent involvement activities at school so the parents can have more exposure to English and more opportunities to practice their English language skills. Provide opportunities for students to borrow books on tape (in English) to listen to at home.	1.1. Principal, reading coach, CRT, Staffing Specialist, academic coach, and all classroom teachers.	1.1. RTI meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	1.1. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests.
CELLA Goal #1: In June 2012, 49% of all ELL students scored proficient in listening/speaking on the CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	49% [17]					
		1.2. Students do not have enough opportunities to practice using their oral language skills.	1.2. Provide more opportunities for students to practice listening and speaking in English through activities such as Making Meaning, Think-Pair-Share, and small group instruction & activities.	1.2. Principal, reading coach, CRT, Staffing Specialist, academic coach, and all classroom teachers.	1.2. RTI meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	1.2. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests.
		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.		2.1. Students lack phonemic awareness of English language sounds.	2.1. Provide SIPPS instruction in small groups to 1 st and 2 nd grade students. Use SIPPS strategies in kindergarten to improve phonemic awareness.	2.1. Principal, reading coach, CRT, Staffing Specialist, academic coach, and all classroom teachers.	2.1. RTI meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	2.1. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests.
CELLA Goal #2: In June 2012, 14% of all ELL students scored proficient in reading on the CELLA.	2012 Current Percent of Students Proficient in Reading:					
	14% [5]					
		2.2. Students' deficits in English vocabulary interfere with their reading comprehension.	2.2. The CCT will work with targeted students in small groups to build their English vocabulary and language skills.	2.2. Principal, Reading Coach, CRT, Classroom teachers, CCT and ESOL para	2.2. Rtl/Progress monitoring meetings, Monthly data meetings, Team Leader meetings, Grade Level meetings,	2.2. Classroom Walk-through, DRA, SIPPS mini assessment, FAIR, student observation, Teacher made assessments and tests.

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			Classroom teachers will use Making Meaning to help build all students' vocabulary.		PLC's	
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Students' lack of fluency with the English language makes expressing ideas in writing more difficult.	2.1. Provide more opportunities for students to discuss their ideas orally before putting them in writing.	2.1. Principal, Reading Coach, Reading Leadership Team, CRT, CCT and all classroom teachers.	2.1. Reading Leadership Team meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	2.1. Classroom Walk-through, writing samples, student observations, writing scale/rubric.
CELLA Goal #3: In June 2012, 6% of all ELL students scored proficient in writing on the CELLA.	2012 Current Percent of Students Proficient in Writing : 6% [2]					
		2.2. Students lack knowledge of the conventions of writing in English.	2.2. Use interactive writing strategies to provide students with guided practice using the conventions of writing in English.	2.2. Principal, Reading Coach, Reading Leadership Team, CRT, CCT and all classroom teachers.	2.2. Reading Leadership Team meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	2.2. Classroom Walk-through, writing samples, student observations, writing scale/rubric.
		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
Provide SIPPS instruction in small groups to 1st and 2nd grade students. Use SIPPS strategies in kindergarten to improve phonemic awareness.	SIPPS instructional materials		
Classroom teachers will use Making Meaning to help build all students' vocabulary.	Making Meaning instructional materials		
			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:\$0
			Total:\$0

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. Students scoring at least 70% or higher on the enVision Math Diagnosis and Intervention System in mathematics			1A.1. Deliberate and intentional progress monitoring of student mastery of objectives and fluency in math operations	1A.1. Develop and implement a plan to determine mastery and non-mastery of objectives and fluency in math operations to assess, re-teach and enrich instructional objectives	1A.1. Principal, Teachers, CRT/LRT, Math Coach,	1A.1. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Monthly Data/progress monitoring conferences - Student observations	1A.1. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - unit assessments
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In June 2012 - 73% of kindergarteners scored at least 70% or higher on the enVision Math assessment Form B - 93% of 1st graders scored at least 70% or higher on the enVision Math assessment form B - 82% of 2nd graders scored at least 70% or higher on the enVision Math assessment form B -83% of Grand Avenue students scored at or above the expected level on the enVision Math assessment	<i>K- 73% (48/66) 1st-93% (62/67) 2nd 83% (47/56) All Students 83% (156/189)</i>	<i>K- 76% (51/68) 1st-96% (83/86) 2nd- 86% (56/65) All Students 87% (190/219)</i>					
			1A.2. Using common assessments that are aligned with the objectives being taught	1A.2. Math coach will provide support to help teams develop developmentally appropriate common assessments	1A.2. Principal, Classroom teacher, Math coach, CRT	1A.2. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Monthly Data/progress monitoring conferences - Student observations	1A.2. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - unit assessments
			1A.3. Student mastery of objectives being taught	1A.3. Create centers that will allow for additional practice or follow-up of lesson and math operation fluency Reinforce math instruction with small group and individualized instruction	1A.3. Principal, Classroom teacher, Math coach, CRT	1A.3. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Monthly Data/progress monitoring conferences - Student observations - Assessing student progress	1A.3. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - unit assessments

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal</u> #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal</u> #2B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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	this box.	this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. Percentage of students making learning gains in mathematics as defined by enVision Math Form B assessment.			3A.1. Deliberate and intentional progress monitoring of student mastery of objectives and math operations fluency	3A.1. - Develop and implement a plan to determine mastery and non-mastery of objectives and math operations fluency to assess, re-teach and enrich instructional objectives	3A.1. Principal, Teachers, CRT/LRT, Math Coach,	3A.1. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Monthly Data/progress monitoring conferences - Student observations	3A.1. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - unit assessments
Mathematics Goal #3A: In June 2012, 91% of all students made learning gains as defined by enVision Math Diagnosis and Intervention system Form B.	2012 Current Level of Performance:* 91% 150/164	2013 Expected Level of Performance:* 100% 219/219					
			3A.2. Using common assessments that are aligned with the objectives being taught	3A.2. -Math coach will provide support to help teams develop developmentally appropriate common assessments	3A.2. Principal, Classroom teacher, Math coach, CRT	3A.2. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Monthly Data/progress monitoring conferences - Student observations	3A.2. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - unit assessments
			3A.3. Student mastery of objectives being taught	3A.3. - Continue to use centers that will allow for additional practice or follow-up of lesson - Reinforce math instruction with small group and individualized instruction	3A.3. Principal, Classroom teacher, Math coach, CRT	3A.3. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Monthly Data/progress monitoring conferences - Student observations - Assessing student progress	3A.3. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - unit assessments
			3A.4. Learning and implementing Common Core State Standards	3A.4. -Black belt team will provide support to help kindergarten and first teachers understand and implement CCSS -Teachers will update standards in enVision TE to align with CCSS	3A.4. Principal, Classroom teacher, Math coach, CRT, Math Blackbelt team	3A.4. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Monthly Data/progress monitoring conferences - Student observations - Assessing student progress	3A.4. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - unit assessments

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Student mastery of objectives being taught	4A.1. Create centers that will allow for additional practice or follow-up of lesson and math operations fluency Reinforce math instruction with small group and individualized instruction	4A.1. Principal, Classroom teacher, Math coach, CRT	4A.1. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Monthly Data/progress monitoring conferences - Student observations - Assessing student progress	4A.1. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - unit assessments
Mathematics Goal #4: In June 2012, 75% of the lowest 25% of students made learning gains on the envision math assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>75% of the lowest 25% made learning gains 41/55</i>	<i>78% of lowest 25% will make learning gains</i>					
			4A.2. Time for students to apply and explain concepts taught	4A.2. Small group instruction for struggling students based on needs	4A.2. Principal, Classroom teacher, Math coach, CRT	4A.2. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Monthly Data/progress monitoring conferences - Student observations - Assessing student progress	4A.2. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - unit assessments
			4A.3	4A.3	4A.3	4A.3	4A.3

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
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5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		86% of all students performed at or above the expected proficiency level on the math assessment	89% of all students will perform at or above the expected proficiency level on the math assessment	92% of all students will perform at or above the expected proficiency level on the math assessment	95% of all students will perform at or above the expected proficiency level on the math assessment	98% of all students will perform at or above the expected proficiency level on the math assessment	100% of all students will perform at or above the expected proficiency level on the math assessment
Mathematics Goal #5A: By 2018, 100% of students will perform at proficiency in math for the grade level.								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
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:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						

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Enter narrative for the goal in this box.	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 mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
5D.3.			5D.3.	5D.3.	5D.3.	5D.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
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
100% of our students are economically disadvantaged.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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In June 2012 -9% of economically disadvantaged students did not make satisfactory progress.		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: Enter narrative for the goal in this box.	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.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of	Enter numerical data for expected level of					

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	performance in this box.	performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.

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Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic:					

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	Asian: American Indian:	Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017														
3A. In six years, school will reduce their achievement gap by 50%. <u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011																					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool															
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. <u>Algebra 1 Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.															
<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td><i>Enter numerical data for current level of performance in this box.</i></td> <td><i>Enter numerical data for expected level of performance in this box.</i></td> </tr> <tr> <td>White:</td> <td>White:</td> </tr> <tr> <td>Black:</td> <td>Black:</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </table>			2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	White:	White:	Black:	Black:	Hispanic:	Hispanic:	Asian:	Asian:	American Indian:	American Indian:	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																					
<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>																					
White:	White:																					
Black:	Black:																					
Hispanic:	Hispanic:																					
Asian:	Asian:																					
American Indian:	American Indian:																					
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.															

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012					
Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional 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
Create and use common assessments for progress monitoring	K-2	Math Coach and CRT	All grade levels and resource teachers	October 2012	CWT, data/progress monitoring data conferences, grade level team meetings	Math Coach, Principal and Resource teachers
Implement CCSS	K-1	Math Coach and CRT	Kindergarten and first grade teachers	August 2012	CWT, data/progress monitoring data conferences, grade level team meetings	Math Coach, Principal and Resource teachers
Progress monitoring	K-2	Math Coach and CRT	All grade levels and resource teachers	October 2012	CWT, data/progress monitoring data conferences, grade level team meetings	Math Coach, Principal and Resource teachers
Maintain focus and consistency through the use of the Continuous Improvement Model.	K-2	Math Coach and CRT	All grade levels and resource teachers	Ongoing June 1, 2013	CWT, data/progress monitoring data conferences, grade level team meetings	Math Coach, Principal and Resource teachers
- Assess students in the form of screenings, monitoring, diagnosis and checks for desired outcomes (enVision Math and	K-2	Math Coach and CRT	All grade levels and resource teachers	Ongoing June 1, 2013	CWT, data/progress monitoring data conferences, grade level team meetings	Math Coach, Principal and Resource teachers

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some components of Everyday Counts (kindergarten),						
-Provide on-going professional development/training in using common assessments	K-2	Math Coach and CRT	All grade levels and resource teachers	Ongoing June 1, 2013	CWT, data/progress monitoring data conferences, grade level team meetings	Math Coach, Principal and Resource teachers
- Effectively use data to drive instructional focus	K-2	Math Coach and CRT	All grade levels and resource teachers	Ongoing June 1, 2013	CWT, data/progress monitoring data conferences, grade level team meetings	Math Coach, Principal and Resource teachers
Offer Family Math Night	K-2	Math Coach and CRT	School-wide and families	November 2012	CWT, data/progress monitoring data conferences, grade level team meetings	Math Coach, Principal and Resource teachers

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
enVision Math program	enVision Math materials	General budget	\$0
Everyday Counts as a supplement (Kindergarten only)	Everyday Counts	General budget	\$0
			Subtotal:\$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
Using technology to reinforce objectives	Smart boards/Promethean boards	General Budget	\$0
Using technology to reinforce concepts	Moby Math	General Budget	\$0
Using technology to reinforce objectives	Projector for smart board/promethean boards	Title I	\$0
			Subtotal:\$0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:\$0
	Total:\$0

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. Students demonstrating grade level proficiency in science according to the NGSSS			IA.1. Having adequate resources/materials for hands-on activities	IA.1. -Resource teachers will inventory science materials in the resource room -Implement a science room for lessons -Teachers will be able to check out additional materials from room 204 to be used for lessons -Science contact will support teachers with locating items as needed -Grade level field trip to Orlando Science Center	IA.1. Principal, Teachers, CRT, Science Lead Teacher	IA.1. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Student observations	IA.1. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - teacher made assessments -science journals
Science Goal #1A: In June 2012, -100% of kindergarteners demonstrated grade level proficiency in science according to the Next Generation Sunshine State Standards - 83% of 1st graders demonstrated grade level proficiency according to the Next Generation Sunshine State Standards; -88% of 2nd graders demonstrated grade level proficiency according to the Next Generation Sunshine State Standards.	2012 Current Level of Performance:* -K 100% (66/66) -1 st 83% (56/67) -2 nd 90% (50/56)	2013 Expected Level of Performance:* -K 100% (68/68) -1 st 86% (74/86) -2 nd 90% (59/65)	IA.2. - Student mastery of objectives	IA.2. -Continue to use the Next Generation Sunshine State Standards by using the OCPS Essential Labs and Engineering Design Challenges which are found on the OCPS Science Curriculum -Incorporate science concepts into reading, writing and math -Incorporate hands-on science activities including centers based upon the Next Sunshine State Standards using the OCPS Essential Labs and Engineering Design Challenges -Continue to use science notebooks/journals and develop a plan and process to implement school-wide for all inquiry based activities and writing extension activities for science content -Strengthen students' areas of weakness in small group settings.	IA.2. Principal, Teachers, CRT, Science Lead Teacher, District resource teachers	IA.2. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Student observations	IA.2. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - teacher made assessments -science journals

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			-Monitor student understanding of key concepts			
		1A.3. To learn and implement the new science program Fusion	1A.3. -Provide professional development using the new materials -Attend trainings provided by district -Utilize on-line support provided by Think Central	1A.3. Principal, Teachers, CRT, Science Lead Teacher, District resource teachers	1A.3. - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Student observations	1A.3. - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - teacher made assessments -science journals
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>				
			1B.2.	1B.2.	1B.2.	1B.2.
			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.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: 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.	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.

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		2.3.	2.3.	2.3.	2.3.	2.3.
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End of Florida Alternate Assessment High School Science Goals

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

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

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

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		2.3.	2.3.	2.3.	2.3.	2.3.
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End of Biology I EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continue creating common assessments	K-2	Science Coach/ Science Lead Teacher	All teachers and resource teachers	October 2012	CWT, student assessments, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teachers
Implement new science curriculum Science Fusion by Houghton Mifflin	K-2	Science Coach/ Science Lead Teacher	All teachers and resource teachers	September 2012	CWT, student assessments, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teachers
Incorporating technology in science lessons	K-2	Science Coach and Science Lead Science Teacher	All teachers and resource teachers	September 2012	CWT, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teacher
Continue to implement the Next Generation Sunshine State Standards by using the OCPS Essential Labs and Engineering Design Challenges which are found on the OCPS Science Curriculum	K-2	Science Coach/ Science Lead Teacher	All teachers and resource teachers	Ongoing June 2013	CWT, student assessments, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teachers
Reference the OCPS Science curriculum services website for pacing, best practices, and resources	K-2	Science Coach and Science Lead Science Teacher	All teachers and resource teachers	Ongoing June 2013	CWT, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teacher
Science Coach and Science Lead Teacher will provide relevant information and support to teachers when needed.	K-2	Science Coach/ Science Lead Teacher	All teachers and resource teachers	Ongoing June 2013	CWT, student assessments, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teachers

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Teachers will participate in professional learning	K-2	Science Coach/ Science Lead Teacher	All teachers and resource teachers	Ongoing June 2012	CWT, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teacher
Assess students and disseminate information to appropriate staff members (teachers, coaches, etc.) and families-ongoing.	K-2	Science Coach and Science Lead Science Teacher	All teachers and resource teachers	Ongoing June 2013	CWT, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teacher
Create and follow the Instructional Focus Calendar.	K-2	Science Coach/ Science Lead Teacher	All teachers and resource teachers	August 17,2012	CWT, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teacher
Monitor student understanding of key concepts	K-2	Science Coach and Science Lead Science Teacher	All teachers and resource teachers	Ongoing June 2013	CWT, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teacher
Follow Marzano's High Yield Strategies.	K-2	Science Coach/ Science Lead Teacher	All teachers and resource teachers	Ongoing June 2013	CWT, student observations, data/progress monitoring conferences	Principal, Science Coach and Science Lead Teacher, Resource teacher

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Expose students to hands-on science experiences K-2	Orlando Science Center	United Arts Grant	\$1,231.00
Reinforce science concepts by using new science resources	Houghton Mifflin Science Fusion	District funded	\$0
			Subtotal: \$1,231.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Bringing Science to the classroom through technology	Using smart boards/promethean boards	General Budget	\$0
			Subtotal: \$0
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
How to implement New science curriculum	Using Science Fusion curriculum	District funded	\$0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Students will continue to participate in planting and caring for classroom gardens	Grand Avenue student and community garden	City of Orlando Mayors Grant	\$1,200.00
			Subtotal: \$1,200.00
			Total: \$2,431.00

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Develop and use of the effective writing rubrics aligned to Common Core to evaluate student writing. using this data to both drive instruction and monitor student achievement.	1A.1. Grade level will create, edit, and/or revise current rubrics to align assessment and instruction to the new CCSSS. A close examination of Common Core exemplars in writing will be used when designing grade level appropriate rubrics. Second grade will continue to use the rubric provided by OCPS.	1A.1. Principal, Reading Coach, Reading Leadership Team, CRT and all classroom teachers.	1A.1. Reading Leadership Team meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings, PLCs	1A.1. Classroom Walk-through, writing samples, student observations, writing scale/rubric.
Writing Goal #1A: In June 2012, 68% of second grade students at Grand Avenue Primary Learning Center performed at the expected proficiency range on the end of the year writing assessment as defined by the OCPS Second Grade Writing Rubric.	2012 Current Level of Performance:* 68% of second grade students performed at proficiency in writing. (38/56)	2013 Expected Level of Performance:* 71% of second grade students performed at proficiency in writing. (46/65)	1A.2. Students knowing and applying the components of the writing process effectively in their writing and during writing for various purposes and audiences as defined by Common Core Standards.	1A.2. Students will be assessed at various points to evaluate if they are applying the writing strategies. Teachers will participate in various professional development opportunities in writing aligned to CCSSS.	1A.2. Principal, Reading Coach, Reading Leadership Team, CRT and all classroom teachers.	1A.2. Reading Leadership Team meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings.	1A.2. Classroom Walk-through, writing samples, student observations, writing scale/rubric.
			1A.3. Students completing various writing pieces including personal narrative, nonfiction, opinion pieces, and research projects.	1A.3. Students will use a writing notebook that will help them keep their writing organize. Students will participate in Young Authors Conference where they will share finished pieces. Teachers will participate in various professional development opportunities in writing aligned to CCSSS.	1A.3. Principal, Reading Coach, Reading Leadership Team, CRT and all classroom teachers.	1A.3. Reading Leadership Team meetings, Monthly Data Meeting, Team Leader Meetings, Grade Level Meetings.	1A.3. Classroom Walk-through, writing samples, student observations, writing scale/rubric.
			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.							

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Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Assessments: Rubrics, Scales and Common Core	All Grades	Reading Coach and CRT	Teachers from all grade levels	October 2012 December 2012 March 2013 PLC Meetings	CWT, student observation, student assessment	Principal, Reading Coach, CRT
Implementing Common Core Standards	All Grades	Reading Coach and CRT	Teachers from all grade levels	Ongoing throughout the year, including book study, lesson study, and early release days	CWT, student observation, student assessment, school-based professional development evaluation	Principal, Reading Coach, CRT
Being a Writer Support with Common Core Standards	K-2	Sue Wilder	All grade levels and resource teachers	November 2012	CWT, student observation, student assessment	Principal, Reading Coach
Being a Writer alignment to Common Core (DSC Conference)	Reading Coach	DSC Representatives	Reading Coach, CRT, Principal	October 2012	CWT, student observation, student assessment, school-based professional development evaluation	Principal, Reading Coach, CRT
Establish curriculum timelines and instructional focus calendar for teaching objectives on a quarterly basis based on CCSS	K-2	Team leader	All grade levels	August 2012	CWT, student observation, student assessment	Principal, CRT, Teachers

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
Being a Writer Trade Books	Trade Books for Mentor Text and Text Exemplars	Title I	\$300

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Subtotal: \$300			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Alignment	Professional Development and Coaching	N/A	N/A
Writing for Different Purposes and Audiences	Professional Development and Coaching	N/A	N/A
Writing Assessment: Aligning Curriculum, Instruction, Assessment with CCSS	PLCs	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$300.00			

End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1 Inconsistency by parents/guardians in providing written documentation to school for each student absence.	1.1 Participation in the Early Truancy Intervention program (ETI) through the local law enforcement agency or state attorney's office.	1.1 Guidance Counselor, School Social Worker, Registrar, Family Intervention Specialist	1.1 Meeting Notes, Teacher feedback and Tracking Data	1.1 Official Attendance Record
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	Enter numerical data for current attendance rate in this box.	Enter numerical data for expected attendance rate in this box.					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box.	Enter numerical data for expected number of absences in this box.					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box.	Enter numerical data for expected number of students tardy in this box.					
			1.2 Lack of understanding of school attendance state mandates/laws.	1.2 Attendance policy is provided in written form in the student agenda which every student receives on their first day of school.	1.2 Guidance Counselor, Social Worker, Registrar, Family Intervention Specialist	1.2 SMS Weekly Attendance Reports	1.2 Official Attendance Record

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		1.3 Housing and transportation challenges.	1.3 Increase awareness of the McKinney-Vento Homeless Education Program by distributing information at PTA meetings and sending home informative flyers to all families 2X a year.	1.3 Guidance Counselor, School Social Worker, Family Intervention Specialist	1.3 Tracking/documentation of students coded as "Homeless".	1.3 SMS Report
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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	Pre-K-2	Guidance Counselor and Family Intervention Specialist	Classroom Instructional Staff	Quarterly at grade level team meetings	Sign-In Sheets	Guidance Counselor and Family Intervention Specialist
Attendance Policy Information Session	Pre-K-2	School Social Worker and , Family Intervention Specialist	Parents/Guardians	2X annually during PTA, SAC, and PLC monthly meeting; once at the beginning of the school year and again around mid-year during Great Starts breakfast meetings.	Sign-In Sheets	School Social Worker, Guidance Counselor and Family Intervention Specialist

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:

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Ensuring that families of students with behavioral and medical concerns receive the resources and interventions needed to be successful.	1.1. Explain to parents the importance of following through with prescribed treatments. Offer support with setting up doctor appointments and helping with transportation to appointments if needed.	1.1. Barbara Barry Katundra Maddox Barbara Reynolds Shaun Kelley	1.1. Monthly review of Educational Data Warehouse (EDW) and/or IMS (Information Management System) Effective School Survey	1.1. Educational Data Warehouse (EDW) and/or IMS (Information Management System)
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
In July of 2012, 10% (27) of the students at Grand Avenue Primary Learning Center received out of school suspension. By July 2013, 7% (18) of students Grand Avenue PLC will have received out of school suspension.	2	2					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	2	2					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	40	33					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	27	20					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Re-visit Ruby Payne	Pre-K-2	Team Leaders	All Instructional Staff	December 2012 Weekly Meetings during grade level planning	Team Notes, sharing session, CWT	Team Leaders, Resource Teachers and Principal
Revisit Teaching With Poverty In Mind	Pre-K-2	Team Leaders	Instructional Staff	December 2012 Weekly Meetings during grade level planning	Team Notes, sharing session, CWT	Team Leaders, Resource Teachers and Principal

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Building classroom and school-wide community/social skills.	Caring School Community Program	School Budget	0.00
Building classroom and school-wide community/social skills.	Making Meaning	School Budget	0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Provide resources for teachers on Classroom Management	PD360	Orange County Public Schools	0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide academic interventions by utilizing resource teachers.	SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)	School Budget	0.00
Book Study	Whatever it Takes by Paul Tough	School Budget	0.00
			Subtotal:

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention			
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1. Dropout Prevention						
Dropout Prevention Goal #1: To provide early interventions for dropout prevention of our Pre-K through 2 nd grade students.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*	1.1. To develop a systematic approach that addresses the complex needs of families whose school experience was negative and/or dropped out of school.	1.1. GED opportunities offered on campus. Post secondary education community partnerships Parents support groups that address prior negative experiences toward education, and current barriers that impact the academic success of their children.	1.1. Family Intervention Specialist, School Counselor, Administrative Team	1.1. Parent interviews/feedback, parent attendance, progress monitoring of GED success, and technical school and college enrollment
	Enter numerical data for dropout rate in this box.	Enter numerical data for expected dropout rate in this box.				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	Enter numerical data for graduation rate in this box.	Enter numerical data for expected graduation rate in this box.				
			1.2. When children lack prior knowledge and skills for school success. Lack of access to literacy materials aligned with student's ability level.	1.2. Intensive classroom instruction, guidance support, tutoring, parent conferences, behavioral/academic assessments for more specialized services, literacy nights, access to parent resource center options, book giveaways, and mentoring.	1.2. Classroom Teachers, School Counselor, Media Specialist, Family Intervention Specialist, Staffing Specialist, Community Volunteers, Administrative Team	1.2. Teacher data collection and observation; attendance and discipline records.
			1.3. Exposure to higher education options	1.3. Post secondary education community partnerships Participate in Teach-In- 2012	1.3. Family Intervention Specialist, School Counselor, Classroom Teacher, Administrative Team	1.3. Student writings/reflections, parent responses/participation, career awareness classroom guidance lessons.
						1.1. Sign in sheets, parent interviews and surveys, and TABE/GED scores
						1.2. School-wide assessment tools, parent/student compact, school report cards, sign in sheets
						1.3. Writing rubric, attendance sheets, individual guidance lessons, academic assessments

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Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Re-visit Ruby Payne	Pre-K-2	Team Leaders	All Instructional Staff	December 2012 Weekly Meetings during grade level planning	Team Notes, sharing session, CWT	Team Leaders, Resource Teachers and Principal
Revisit Teaching With Poverty In Mind	Pre-K-2	Team Leaders	Instructional Staff	December 2012 Weekly Meetings during grade level planning	Team Notes, sharing session, CWT	Team Leaders, Resource Teachers and Principal

Dropout Prevention Budget (Insert rows as needed)

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

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Expose students to career opportunities	Teach-In 2012	N/A	N/A
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement			
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
1. Parent Involvement			1.1. To find new and creative ways to reach families whose economic instability affects student learning.	1.1. Increase parent/staff awareness of McKinney Vento Act rights for students/families. Community partnership with social services agencies	1.1. Family Intervention Specialist, School Counselor, Administrative Team	1.1. Monitor student attendance data and student withdrawal data.
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
Increase parental involvement in PTA, PLC, SAC, Great Starts Parent Breakfast/Discussion Group, Great Ending Parent and Child Developmental Program, Homeside Activities, GED classes, Family Stability Initiative Groups, Blessings in a Backpack program, and Literacy Night to 78% as measured by sign-in sheets	Parental involvement at PTA, PLC, SAC, Great Starts Parent Breakfast/Discussion Group, Great Ending Parent and Child Developmental Program, Homeside Activities, GED classes, Family Stability Initiative Groups,	Parental involvement in PTA, PLC, SAC, Great Starts Parent Breakfast/Discussion Group, Great Ending Parent and Child Developmental Program, Homeside Activities, GED classes, Family Stability Initiative Groups,				1.1. Parent surveys, Student Information Management System

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	Blessings in a Backpack program, and Literacy Night is at 75%	Blessings in a Backpack program, and Literacy Night to 78%					
			1.2.Literacy and Language	1.2.Provide information in multiple languages via newsletters, flyers, and Connect Orange messages.	1.2.Family Intervention Specialist, Administrative Team, Classroom Teacher, Community Volunteers	1.2.Compare attendance data and school-wide academic assessment data.	1.2. Student Academic Growth Assessment data and attendance records
			1.3.Work schedule conflicts	1.3. Provide school sponsored activities at various times of the day.	1.3. Family Intervention Specialist, Administrative Team, School Counselor	1.3. Compare attendance data and school-wide academic assessment data.	1.3. Sign in sheets, Parent Surveys, School Climate Measures, Student Academic Growth Assessments, and attendance data.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Re-visit Teaching with Poverty in Mind and Ruby Payne -Increase awareness of poverty issues that impact academics and parental involvement.	Pre K through 2nd	Administrative Team, Instructional Staff	Professional Learning Community	August 2012 through December 2012 Weekly	Peer Review, Peer Coaching	Administrative Team, Team Leaders
-Increase parental and community involvement throughout the school	Pre K through 2nd	Administrative Team	Professional Learning Community	August 2012 through June 2013 Weekly	Sign In Sheets, Parent Surveys	Administrative team
-Teaching with Poverty in Mind -Increase awareness of poverty issues that impact academics and parental involvement.	Pre K through 2nd	Administrative Team, Instructional Staff	Professional Learning Community	August 2011 through December 2011 Weekly	Peer Review, Peer Coaching	Administrative Team, Team Leaders
Meet the Teacher	Pre K through 2nd	Administrative Team	Professional Learning Community	August 2012	Sign In Sheets, Parent Surveys	Administrative Team
Family Literacy/Curriculum Night	Pre K through 2nd	Administrative Team, Parent Intervention Specialist, School Counselor	School Wide	October 2012 through May 2013 Quarterly	Sign In Sheets, Parent Surveys	Administrative Team, Parent Intervention Specialist, School Counselor
Great Endings Parent and Child Development Group	Pre K through 2nd	Administrative Team, Parent	School Wide	September 2012 through June 2013	Sign In Sheets, Parent Surveys	Administrative Team, Parent Intervention Specialist, School Counselor

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		Intervention Specialist, School Counselor		Weekly		
Open House- Family Portrait Night and Community Resource Fair	Pre K through 2nd	Administrative Team, Parent Intervention Specialist, School Counselor	School Wide	September 2012	Sign In Sheets, Parent Surveys	Administrative Team, Parent Intervention Specialist, School Counselor
PTA/SAC/PLC	Pre K through 2nd	Administrative Team, Committee presidents, Community partners, classroom teachers	School Wide	August 2012 through May 2013 Monthly	Sign In Sheets, Parent Surveys	Administrative Team, Committee presidents, Community partners,
New School Year Parent Orientation Breakfast	Pre K through 2nd	Administrative Team, Parent Intervention Specialist, School Counselor, Community partners/volunteers, classroom teachers	School Wide	August 2012	Sign In Sheets, Parent Surveys	Administrative Team, Parent Intervention Specialist, School Counselor, Community partners/volunteers, classroom teachers
Parent/Classroom Vegetable Garden Project	Pre K through 2nd	Administrative Team, Parent Intervention Specialist, School Counselor, Community partners/volunteers, classroom teachers	School Wide	August 2012 through May 2013 Continuous throughout the year	Photographs and Graphing of student/parent use and vegetable production/distribution.	Administrative Team, Parent Intervention Specialist, School Counselor, Community partners/volunteers, classroom teachers
GED Program	Pre K through 2nd	Administrative Team, Parent Intervention Specialist, School Counselor, Community partners/volunteers, classroom teachers	School Wide	August 2012 through May 2013 Weekly	Sign In Sheets, Parent Surveys	Administrative Team, Parent Intervention Specialist, School Counselor, Community partners/volunteers, classroom teachers
Home side Activities	Pre K through 2nd	Administrative Team, Parent Intervention Specialist, School Counselor, classroom teachers	School Wide	August 2012 through May 2013 Monthly	Record of individual responses	Administrative Team, Parent Intervention Specialist, School Counselor, classroom teachers
Family Stability Initiative	Pre K through 2nd	Administrative Team, Parent Intervention	School Wide	October 2012 through April 2013 Weekly	Sign In Sheets, Parent Surveys	Administrative Team, Parent Intervention Specialist, School Counselor, Community

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		Specialist, School Counselor, Community partners/volunteers				partners/volunteers,
Blessings in a Backpack program	Pre K through 2nd	Administrative Team, Parent Intervention Specialist, School Counselor, Community partners/volunteers, classroom teachers	School Wide	September 2012 through May 2013	Parent, Child, and Teacher Effectiveness Surveys	Administrative Team, Parent Intervention Specialist, School Counselor, Community partners/volunteers, classroom teachers
Love Pantry	Pre K through 2nd	Administrative Team, Parent Intervention Specialist, School Counselor, Community partners/volunteers, classroom teachers	School Wide	August 2012 through June 2013	Food Distribution Tracking Form, Parent Surveys	Administrative Team, Parent Intervention Specialist, School Counselor, Community partners/volunteers, classroom teachers
Great Start Parent Breakfast/Discussion Group	Pre K through 2nd	Administrative Team, Parent Intervention Specialist, School Counselor	School Wide	September 2012 through May 2013 Weekly	Sign In Sheets, Parent Surveys	Administrative Team, Parent Intervention Specialist, School Counselor

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Caring School Community Curriculum/incorporate parent input to extend learning beyond the classroom	Caring School Community Kit	School Budget (we already have kits on campus)	\$0
			Subtotal:\$0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Incorporate new strategies to increase parental involvement in student achievement.	Annual Title I Parental Involvement Conference	Title I	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase communication	Student agendas	Title I	\$917.50
			Subtotal: \$917.50
			Total: \$1,117.00

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
<p><u>STEM Goal #1:</u></p> <p><i>By June 2013, 75% of second grade students will demonstrate an understanding of the scientific method through the integration of science, math and technology while conducting hands-on research projects.</i></p>	<p>1.1. Integrating STEM across all content areas and having adequate resources/materials</p>	<p>1.1 Resource teachers will inventory science materials in the resource room</p> <ul style="list-style-type: none"> -Implement a science room for lessons/hands-on research projects -Teachers will be able to check out additional materials from room 204 to be used for lessons -Science contact will support teachers with locating items as needed -Grade level field trip to Orlando Science Center 	<p>1.1 Principal, Teachers, CRT, Science Lead Teacher/coach</p>	<p>1.1.</p> <ul style="list-style-type: none"> - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Student observations 	<p>1.1.</p> <ul style="list-style-type: none"> - Student assessments - Student work samples/journals - New Teacher Evaluation formal/informal observations -checklists - teacher observations - teacher made assessments -science journals
	<p>1.2. Students making a connection between science, math and technology</p>	<p>1.2. Providing students the opportunity to expand their understanding by participating in Science and math based design challenges</p>	<p>1.2. Principal, Teachers, CRT, Science Lead Teacher/coach</p>	<p>1.2.</p> <ul style="list-style-type: none"> - Classroom Walkthroughs - Eight Step Process of Continuous Improvement Model - Student observations 	<p>1.2.</p> <ul style="list-style-type: none"> - Student assessments - Student work samples - New Teacher Evaluation formal/informal observations -checklists - teacher observations - teacher made assessments -science journals
	<p>1.3.</p>	<p>1.3.</p>			

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STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM: what is it and how it fits in the classroom	K-2	Resource teachers, Science Coach and lead teacher	All classroom and resource teachers	On-going June 2013	CWT, student observations, data/progress monitoring conferences and activities	Principal, Science Coach/ Science Lead Teacher and Resource teachers
Facilitating Scientific understanding across the school day	K-2	Resource teachers, Science Coach and lead teacher	All classroom and resource teachers	On-going June 2013	CWT, student observations, data/progress monitoring conferences and activities	Principal, Science Coach/ Science Lead Teacher and Resource teachers

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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
Expose students to hands-on science experiences K-2	Orlando Science Center	United Arts Grant	\$1,231.00
			Subtotal:\$1,231.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Bringing Science to the classroom through technology	Using smart boards/promethean boards	N/A	N/A
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
How to include STEM across the content areas	OCPS on-line curriculum services support	N/A	N/A
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:\$1,231.00

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Intense focus on student achievement			1.1. Maintain High Fine Arts Enrollment Percentage - Being to support Fine Arts enrollment percentage	1.1. All students K-2 will continue to participate in Fine Arts through the special area rotation which includes art and music	1.1. Principal, classroom teachers, special area teachers	1.1. -Classroom Walkthroughs - Student observations - Assessing student progress	1.1. Classroom Walk-through, student observation, Teacher made assessments and tests.
Additional Goal #1: -Increase by 3 to 5% - The Percent of VPK Students Who Will Enter Elementary School Ready Based on FLKRS Data (score 70% and above) -Increase by 3 to 5% - Students Who Read on Grade Level by Age 9 – (addressed in reading goal) - Address reading progress monitoring for K-2 in action plan – addressed in reading goal) -Increase by 3 to 5% - Students Who Become Fluent in Math Operations – (addressed in math goal) - Address math progress monitoring for K-3 in action plan –(addressed in math goal) -Decrease the Achievement Gap for Each Identified Subgroup by 10% by June 30, 2016 (addressed in both the reading and math goal) -Maintain High Fine Arts Enrollment Percentage	2012 Current Level :* <i>Enter numerical data for current goal in this box.</i>	2013 Expected Level :* <i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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-Increase College and Career Awareness (i.e., Destination College, AVID, schoolwide activities) – (addressed in Dropout Prevention goal) -Decrease Disproportionate Classification in Special Education – (addressed in the Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) section)						
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Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	
	Total:\$5,874.00
CELLA Budget	
	Total:\$0
Mathematics Budget	
	Total:\$0
Science Budget	
	Total:\$2,431.00
Writing Budget	
	Total:\$300.00
Civics Budget	
	Total:\$0
U.S. History Budget	
	Total:\$0
Attendance Budget	
	Total:\$0
Suspension Budget	
	Total:\$0
Dropout Prevention Budget	
	Total:\$0
Parent Involvement Budget	
	Total:\$1,117.00
STEM Budget (see science budget)	
	Total:
CTE Budget	
	Total:\$0
Additional Goals	
	Total:

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Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? ☐ Yes ☐ No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☒ Yes ☐ No

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

Describe the activities of the SAC for the upcoming school year.

The Grand Avenue School Advisory Council (SAC) will meet the fourth Tuesday of each month. Meetings will be held to discuss plan and implement the necessary changes needed to enhance the academic success of the students and improve the atmosphere of the school campus. The committee will review and approve the School Improvement Plan along with the Parental Involvement Plan. Additionally, the committee will support the school efforts of fully implementing interventions by purchasing additional SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) materials to be used for first and second grade SIPPS intervention groups and eventually provide SIPPS intervention for struggling kindergarteners.

Describe the projected use of SAC funds.

Purchase SIPPS materials for intervention groups

Amount

\$1,003.21

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