

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Doris Ross Reddick Elementary School	District Name: Hillsborough County
Principal: J Thomas Roth	Superintendent: Mary Ellen Elia
SAC Chair: Justin Hutcherson	Date of School Board Approval:

Student Achievement Data:

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](#)

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

Highly Qualified Administrators

List your school's highly qualified 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	J Thomas Roth	Masters in Leadership, Certified Administration, Elementary Education K- 6 ESOL Endorsed	4	14	2008-2009 "C" AYP 79% 2009-2010 "B" AYP 87% 2010-2011 "A" AYP 87% 2011-2012 "B"
Assistant Principal	Michelle Carrick	Masters in Ed Leadership, Elementary Education K-6, Emotionally Handicapped K-12, ESOL endorsed	0 (2012-2013 is her 1 st year at Reddick)	6	2008-2009 "B" AYP 82% 2009-2010 "B" AYP 74% 2010-2011 "C" AYP 82% 2011-2012 "D" (This is Gibsonton Elementary's Data)

Highly Qualified Instructional Coaches

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List your school's highly qualified 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 AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading (K-5)	Cecile Nash	Master in Language Arts, Certified k-3, Elementary Ed 1-6, ESOL Edorsement	4	8	2008-2009 Reading 51% 3 and above 2009-2010 Reading 55% 3 and above 2010-2011 Reading 52% 3 and above K-3 Support 2011-2012 Reading 40% 3 and above
Reading (3-5)	Sintia Zuniga	Elementary Ed K-6 ESOL Endorsement	4	0	2008-2009 Reading 51% 3 and above 2009-2010 Reading 55% 3 and above 2010-2011 Reading 52% 3 and above 2011-2012 Reading 40% 3 and above
Science (K-5)	Colleen Rybak	Bachelors in Computer Based Management, EPI Certified, Certified Math K-12, Certified K-6	3.5	3.5	2008-2009 Science 15% 3 and above 2009-2010- Science 31% 3 and above 2010-2011 Science 20% 3 and above 2011-2012 Science 27% 3 and above

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Writing (1-5)	Michelle Migliaro	Bachelors in Elementary Education, Certified ESE, ESOL Endorsement	4	4	2008-2009 Writing 92% 4 and above 2009-2010 Writing 79% 4 and above 2010-2011 Writing 92% 4 and above 2011-2012 Writing 89% 3 and above
Technology PreK-5	Stacey Kaminski	Bachelors in Elementary Ed 1-6, Masters in Ed Leadership	4	3	2008-2009 "C" AYP 79% 2009-2010 "B" AYP 87% 2010-2011 "A" AYP 87% 2011-2012 "B"
Math K-5	Erin Steffen	Bachelors Degree in Industrial and Systems Engineering Masters Degree in Educational Leadership Certified Elementary Ed K - 6 and Math 6 - 12 National Board Certification	4	0	2008-2009 Math 63% 3 and above 2009-2010 Math 72% 3 and above 2010-2011 Math 76% 3 and above 2011-2012 Math 44% 3 and above

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Days	General Directors	June 2012	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	

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3. MAP	Supervisor of Data Analysis	July 2012	
4. Performance Pay	General Director of Federal Programs	July 2012	
5. Regular Meetings of New teachers with District mentors	AP, District Mentor	On-going	
6. Partnering New Teachers with Veteran Staff	AP	On-going	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
15 are not Highly Qualified	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> ● Completing classes need for certification and/or ESOL endorsement ● Provide coverage for the teachers to observe other teachers ● Discussion of what teachers learned during the observation(s) ● Pair not highly effective teachers with an on-site “mentor” <p><u>ELLTeacher</u></p> <ul style="list-style-type: none"> ● Provide support by discussing strategies for ELL students during PLC meetings ● Provide additional one-on—one support when needed. ● Provide a list of ESOL courses and assist with registering for these courses.

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Staff Demographics

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

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

Total Number of Instructional Staff	% of First Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
73	7% (5)	45% (33)	32% (23)	16% (12)	23% (17)	97% (71)	4% (3)	5.4% (4)	21% (58)

Teacher Mentoring Program

Please describe the school’s teacher mentoring program 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

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Marissa Means	Kayla Anderson	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Ms. Means will be meeting with Ms. Anderson (a second year teacher) 45 minutes a week. They will be working on planning, content and Instruction based on observation and the needs of the students.
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Marissa Means	Ashley Traynham	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Ms. Means will be meeting with Ms. Traynham (a first year teacher) 90 minutes a week. They will be working on planning, content and Instruction based on observation and the needs of the students.
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Marissa Means	Ashley Dabbs	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Ms. Means will be meeting with Ms. Dabbs (a first year teacher) 90 minutes a week. They will be working on planning, content and Instruction based on observation and the needs of the students.
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Marissa Means	Grecia Astacio-Brea	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Ms. Means will be meeting with Ms. Astacio-Brea (a first year teacher) 90 minutes a week. They will be working on planning, content and Instruction based on observation and the needs of the students.
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<p>Caroline Cooper</p>	<p>Michelle Solate</p>	<p>The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.</p>	<p>Since Mrs. Solate is a second year teacher, Ms. Cooper will meet with her 90 minutes over the course of two weeks. Sometimes 45 minutes a week, sometimes 90 minutes every two weeks. She will be working with her on completing the Teacher Induction Program, and reflecting on teaching as it relates to planning and preparation ; the classroom environmen</p>
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			t; instruction; and professiona l responsibili ties.
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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.

<u>Title I, Part A</u> Through Title, students receive additional remediation through after school programs, Saturday school , daytime tutors, quality teachers through professional development and content resource teachers.
<u>Title I, Part C- Migrant</u> The Migrant Advocate works closely with outside organizations to help provide support to our Migrant families. The Migrant Reading Teacher work with classroom teachers to give further reading and math instruction/support to the students.
Title I, Part D
Title II

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<u>Title III</u> The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
<u>Title X- Homeless</u> The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
<u>Supplemental Academic Instruction (SAI)</u> SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, reading resource teacher(s), math resource teacher, writing resource teacher, science resource teacher, reading daytime tutors and extended learning opportunity programs such as after school programs and Saturday School. Violence Prevention Programs
<u>Nutrition Programs</u> Free universal breakfast is offered to all students. Various incentives are used to motivate students to have breakfast. __
Housing Programs
<u>Head Start</u> The Federal Government provides funding for a Head Start Program at Reddick Elementary School. The State of Florida provides funding for a VPK program at Reddick.
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/Rti Team

Identify the school-based MTSS Leadership Team.

- Principal: J Roth
- Assistant Principal for Curriculum: Michelle Carrick
- Guidance Counselor : Shelley Herda
- School Psychologist: Alessandra Chiesa, Angela Perry
- Social Worker: Marilyn Terrelonge
- Academic Coaches
 - Reading Coach: Cecile Nash
 - Reading Resource: Sintia Zuniga
- ESE teacher: Shannon Martinez
- ESOL Teacher: Lucy Sharpe

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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 Leadership Team members meet weekly with each grade level at their PLC's.
- The MTSS Leadership Team helps analyze data by grade level and by teacher.
- The MTSS Leadership Team, using teacher input, prioritizes which students are Tier 1, and which students need to be moved to Tier 2.
- The MTSS Leadership Team supports the teachers by providing them with interventions they can implement with their Tier 2 and Tier 3 students.
- The MTSS Leadership Team creates, manages and updates the school's resource map.
- The MTSS Leadership Team creates a school-wide daily RTI schedule.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Tier 1

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math, Reading, Writing and Science Resource//AP
Baseline and Midyear District Assessments	Scantron Achievement Series EdLine Reports	Leadership Team, PLCs, individual teachers, Resource teachers
District generated assessments from the Office of Assessment and Accountability (math, reading and science formatives)	Scantron Achievement Series EdLine Reports	Leadership Team, PLCs, individual teachers, Resource teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science (math, reading, science formatives, Monthly Writes)	Scantron Achievement Series EdLine Reports PLC Logs	Leadership Team, PLCs, individual teachers, Resource Teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher, Individual teachers
CELLA	Sagebrush (IPT), CELLA reports	ELL Teacher, PSLT Representative, Individual teachers

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Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/ Leadership Team Member
DRA-2	Ed-Line	Individual Teacher, Reading Resource

Describe the plan to train staff on MTSS.

During Pre-Planning the PSLT will present the information to the staff regarding MTSS. Throughout the year, they will meet weekly with grade levels during PLCs to help staff members understand MTSS.

Describe plan to support MTSS.

The PSLT will meet with grade levels weekly during PLCs. They will support the staff by providing data and feedback when needed. When the need arises, training will be provided by the site-based MTSS staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
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Identify the school-based Literacy Leadership Team (LLT).

- Principal: J Roth
- Assistant Principal for Curriculum: Michelle Carrick
- Reading Coach: Cecile Nash
- Reading Resource Teachers:
 - Sintia Zuniga (3-5)
- AIS: Cecilia Moss
- Media Specialist: Joan Storey
- ESE: Shannon Martinez
- ELL: Lucille Sharpe
- Migrant: Judy Bonce
- MTSS Members (will attend meetings on an as needed basis)
 - Shelley Herda (Guidance)
 - Alessandra Chiesa (bi-lingual psychologist)

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

- Monthly Meetings
- Review and analyze recent reading data
- Present data to faculty
- Create and monitor a school-wide reading incentive plan

What will be the major initiatives of the LLT this year?

NCLB Public School Choice

- Supplemental Educational Services (SES) Notification

***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.

Reddick Elementary offers a VPK program and a Headstart program to members of the community.

At Reddick we offer several opportunities for children to visit kindergarten to help in the transition. To help recruit area children we have a Kindergarten Round Up which allows parents to pre-register their children and tour the classrooms. Before the first day of school we HOST the "Boo Hoo" Breakfast where students and parents are oriented to the school and kindergarten classes.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals	Problem-						
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	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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>I.1. -Lack of common planning time to create appropriate Grade Level Mini Assessments -Teachers new to the staff have not had Sem-R training.</p>	<p>I.1. Strategy Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the <u>Core Continuous Improvement Model</u> (C-CIM) with core curriculum and providing <u>Differentiated Instruction (DI)</u> as a result of the problem-solving model. <u>Action Steps</u> 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score</p>	<p>I.1 <u>Who</u> Principal. AP SAC Chair Reading Resource Reading Coach Grade Level Reading Teachers <u>How</u> • Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). • Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. • Monitoring data will be reviewed every nine weeks. • PLC Agendas and Logs will document strategy</p>	<p>I.1. -Teachers use the ED-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. -PLC documentation will be compiled and housed in the Guidance Suite.</p>	<p>I.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks) -SuccessMaker reports -Teacher made and CIM mini-assessments</p>		
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		<p>an 80% or above on each unit of instruction.)</p> <p>2. DRAs and Running Records will be used to help identify individual student's strengths and weaknesses. Students will receive Differentiated Instruction based on their needs.</p> <p>2. Teachers give a common assessment identified from the core curriculum material.</p> <p>Based on the data, teachers decide what skills need to be re-taught</p> <p>3. SEM-R reading program</p> <p>4. Mini-</p>	<p>discussion. _</p> <ul style="list-style-type: none"> • Reading Curriculum Committee Minutes will be submitted to SAC and Administration. _ • Monitor "Standards" documentation available on Ed-Line. _ 				
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		<p>Assessments will be created by teachers and/or grade level teams and used to help identify individual student's strengths and weaknesses</p> <p>Through Guided Reading Small groups, teachers will provide differentiated instruction based on the needs of the students</p> <p>3. The Reading Curriculum Committee (Grade levels K-5 represented) will meet monthly to discuss needed changes based on assessment data.</p>					
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<p><u>Reading Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 41% to 47%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>41%</p>	<p>47%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	<p>2.1.</p> <p>-Not enough training available to help teachers with Higher Level Questioning techniques.</p> <p>- Not enough reading training is provided for working with advanced students.</p> <p>-Training on how to motivate advanced students is not provided.</p>	<p>2.1</p> <p>Strategy: CRR activities will be used to help maintain a high level of reading.</p> <p>Teachers will ask High Level Questions.</p> <p>Activity:</p> <p>-Small groups will work participate in book studies.</p> <p>-PLCs will write SMART goals for lv 4-5 students and monitor progress.</p> <p>- Curriculum Committees will meet monthly to discuss the needs of higher level readers and to plan ways to meet the needs of these students.</p>	<p>2.1.</p> <p><u>Who</u></p> <p>Principal.</p> <p>AP</p> <p>SAC Chair</p> <p>Reading Resource</p> <p>Reading Coach</p> <p>Grade Level Reading Teachers</p> <p>Curriculum Committee Facilitators</p> <p><u>How</u></p> <ul style="list-style-type: none"> Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. Monitoring data will be reviewed every nine weeks. <p>PLC Agendas and Logs will</p>	<p>2.1.</p> <p>-Teachers use the ED-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.</p> <p>-PLC documentation will be compiled and housed in the Guidance Suite.</p>	<p>2.1.</p> <p><u>3x per year</u></p> <p>- FAIR</p> <p><u>During the Grading Period</u></p> <p>- Common assessments (pre, post, mid, section, end of unit, intervention checks)</p> <p>-SuccessMaker reports</p> <p>-Teacher made and CIM mini-assessments</p>		
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			<p>document strategy discussion. __</p> <ul style="list-style-type: none"> • Reading Curriculum Committee Minutes will be submitted to SAC and Administration. __ • Monitor “Standards” documentation available on Ed-Line. __ 				
<u>Reading Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 15% to 23%.							
	15%	23%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
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	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>B.1.</p> <p>-Teachers do not have enough planning time to work collaboratively.</p> <ul style="list-style-type: none"> • Training on HOT needs to be provided. <p>-Teachers have not been trained on FCIM.</p>	<p>B.1.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the FCIM strategy on identified tested benchmarks in reading and Language Arts classes.</p> <p><u>Action Steps</u></p> <p>1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. (Small group guided reading, ELP and SES)</p> <p>2. As a Professional Development activity in their PLCs, teachers</p>	<p>B.1.</p> <p>Principal</p> <p>-APC</p> <p>-Reading Coach</p> <p>-Reading Resource Teacher</p> <p>-Grade Level Reading Teachers</p> <p><u>How</u></p> <p>Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-Monitoring data will be reviewed during weekly PLCS as well as every nine weeks.</p> <p>-Evidence of HOT teaching will be documented on Classroom walk-through forms.</p>	<p>B.1.</p> <p>Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress towards the SMART Goal.</p> <p>—</p> <p><u>PLC/Department Level</u></p> <p>PLC unit assessment data will be recorded</p> <p>PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>Teachers will share</p>	<p>B.1.</p> <p><u>2-3x Per Year</u></p> <p>FAIR On-going Progress Monitoring in comprehension</p> <p>—</p> <p><u>During Grading Period</u></p> <p>Teacher Made</p> <p>Assessments and CIM Assessments</p> <p>—</p> <p>SuccessMaker progress monitoring</p> <p>- Waterford Progress monitoring</p> <p>-I-Station progress monitoring</p>		
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		<p>identify (using District resources and curriculum resources) and/ or develop mini lessons and mini assessments for benchmarks. PLCs will use a combination of District and school-generated mini assessments.</p> <p>3. Teachers implement the mini lessons and mini assessments.</p> <p>4. Teachers bring assessment data back to the PLCs. (Or share EdLine data)</p> <p>5. At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in the nine weeks. Based on, skills are moved to a maintenance or re-teaching schedule.</p> <p>6. PLCs record their work in logs.</p>		<p>data with the Reading Curriculum Committee and discuss ways to help meet the needs of students.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
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<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 65 points to 70 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>65</p>	<p>70</p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>B.1.</p> <p>-Teachers do not have enough planning time to work collaboratively.</p> <ul style="list-style-type: none"> • Training on HOT needs to be provided. • Not enough Low Level High Interest reading material available. <p>-Teachers have not been trained on FCIM.</p>	<p>B.1.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the FCIM strategy on identified tested benchmarks in reading and Language Arts classes.</p> <p><u>Action Steps</u></p> <p>1. Through data analysis of FCAT, baseline data, classroom assessments and student performance, PLCs identify essential tested benchmarks for their students that need reinforcement and/or remediation. (Small group guided reading, ELP and SES)</p> <p>2. As a Professional Development activity in their PLCs, teachers</p>	<p>B.1.</p> <p>Principal</p> <p>-APC</p> <p>-Reading Coach</p> <p>-Reading Resource Teacher</p> <p>-Grade Level Reading Teachers</p> <p><u>How</u></p> <p>Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-Monitoring data will be reviewed during weekly PLCS as well as every nine weeks.</p> <p>-Evidence of HOT teaching will be documented on Classroom walk-through forms.</p>	<p>B.1.</p> <p>Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress towards the SMART Goal.</p> <p>-</p> <p><u>PLC/Department Level</u></p> <p>PLC unit assessment data will be recorded</p> <p>PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>Teachers will share</p>	<p>B.1.</p> <p><u>2-3x Per Year</u></p> <p>FAIR On-going Progress Monitoring in comprehension</p> <p>-</p> <p><u>During Grading Period</u></p> <p>Teacher Made Assessments and CIM Assessments</p> <p>-</p> <p>SuccessMaker progress monitoring</p> <p>- Waterford Progress monitoring</p> <p>-I-Station progress monitoring</p>		
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	<p>identify (using District resources and curriculum resources) and/ or develop mini lessons and mini assessments for benchmarks. PLCs will use a combination of District and school-generated mini assessments.</p> <p>3. Teachers implement the mini lessons and mini assessments.</p> <p>4. Teachers bring assessment data back to the PLCs. (Or share EdLine data)</p> <p>5. At the end of each nine weeks, PLCs generate a nine-week review assessment that includes all mini skills covered in the nine weeks. Based on, skills are moved to a maintenance or re-teaching schedule.</p> <p>6. PLCs record their work in logs.</p> <p>7. Students in this category will receive additional small group reading</p>		<p>data with the Reading Curriculum Committee and discuss ways to help meet the needs of students.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
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		Instruction.					
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in Lowest 25% making learning gains on the 2013 FCAT Reading will increase from 62 points to 67 points.							
	62	67					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p><u>Reading Goal #5</u> : “As of 9/18/2012 No Data Available”</p>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. White: Black: <u>Hispanic:</u> Common Planning time is needed. Common time to plan strategies for providing students with the “background experiences” needed to help build a stronger literacy foundation. Teachers not trained in scaffolding techniques. Asian: American Indian:</p>	<p>5A.1. <u>Strategy</u> The purpose of this strategy is to strengthen the core curriculum. Students’ understanding of main idea, plot and Purpose will improve through the implementation of appropriately leveled instruction.as well as through the development of background knowledge. <u>Action Steps</u> PLCs will familiarize themselves with the content standards. PLCs will develop strategies for implementing appropriately leveled reading comprehension instruction. PLCs come to consensus on the use of common</p>	<p>5A.1. <u>Who</u> Principal APC Reading Coach Reading Resource Teacher Grade Level Reading Teachers <u>How</u> Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. Monitoring data will be reviewed every nine weeks.</p>	<p>5A.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain documentation of their students’ progress towards the SMART Goal developed in their PLC. -Teachers chart their students’ individual progress towards the SMART Goal. <u>PLC/Department Level</u> PLC unit assessment data will be recorded PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction. Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data</p>	<p>5A.1. <u>2-3x Per Year</u> FAIR On-going Progress Monitoring in comprehension <u>During Grading Period</u> Teacher Made Assessments and CIM Assessments SuccessMaker progress monitoring - Waterford Progress monitoring -I-Station progress monitoring</p>		
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		<p>assessments</p> <p>As a Professional Development activity, PLCs design specific scaffolded lessons essential in creating appropriate lessons.</p> <p>Teachers implement the scaffolded lessons.</p> <p>Teachers implement the common assessments.</p> <p>Teachers bring assessment data back to the PLCs. PLCs study students' responses to the scaffolded lessons.</p> <p>As a Professional Development activity, PLCs use data with the problem-solving process to determine next</p>		<p>for positive trends at a minimum of once per nine weeks.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
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		steps in their comprehension acquisition implementation. PLCs record their work in the PLC logs					
<p>Reading Goal #5A:</p> <p>In grades 3-5, 42% of the following ALL CURRICULUM (<u>Hispanic</u>) student subgroups will score level 3 or higher on the 2012 FCAT Reading or the percentage of non-proficient students will decrease by 6%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:</p> <p>Black:</p> <p>Hispanic: 36%</p> <p>Asian:</p> <p>American Indian:</p>	<p>White:</p> <p>Black:</p> <p>Hispanic: 42%</p> <p>Asian:</p> <p>American Indian:</p>					

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		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5A.1. Common Planning time is needed. Common time to plan strategies for providing students with the “background experiences” needed to help build a stronger literacy foundation. Teachers not trained in scaffolding techniques.</p>	<p>5A.1. <u>Strategy</u> The purpose of this strategy is to strengthen the core curriculum. Students’ understanding of main idea, plot and Purpose will improve through the implementation of appropriately leveled instruction.as well as through the development of background knowledge. <u>Action Steps</u> PLCs will familiarize themselves with the content standards. PLCs will develop strategies for implementing appropriately leveled reading comprehension instruction. PLCs come to consensus on the use of common</p>	<p>5A.1. <u>Who</u> Principal -APC -Reading Coach -Reading Resource Teacher -Grade Level Reading Teachers <u>How</u> Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.</p>	<p>5A.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain documentation of their students’ progress towards the SMART Goal developed in their PLC. -Teachers chart their students’ individual progress towards the SMART Goal. <u>PLC/Department Level</u> PLC unit assessment data will be recorded PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction. Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data</p>	<p>5A.1. <u>2-3x Per Year</u> FAIR On-going Progress Monitoring in comprehension <u>During Grading Period</u> Teacher Made Assessments and CIM Assessments SuccessMaker progress monitoring - Waterford Progress monitoring -I-Station progress monitoring</p>		
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		<p>assessments</p> <p>As a Professional Development activity, PLCs design specific scaffolded lessons essential in creating appropriate lessons.</p> <p>Teachers implement the scaffolded lessons.</p> <p>Teachers implement the common assessments.</p> <p>Teachers bring assessment data back to the PLCs. PLCs study students' responses to the scaffolded lessons.</p> <p>As a Professional Development activity, PLCs use data with the problem-solving process to determine next</p>		<p>for positive trends at a minimum of once per nine weeks.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
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		steps in their comprehension acquisition implementation. PLCs record their work in the PLC logs					
Reading Goal #5B: In grades 3-5, 44% of the following ALL CURRICULUM student subgroups (<u>Ec. Dis.</u>) will score level 3 or higher on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 6%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	38%	44%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

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		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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1.</p> <p>-Lack of common planning time.</p> <p>-Teachers at varying skill levels regarding the effective use of ELL Paraprofessionals.</p> <p>-ELLs at varying levels of English language acquisition.</p>	<p>5C.1.</p> <p>Strategy</p> <p>ELLs (LYs/LFs) reading comprehension will improve through core content teachers (Reading, Language Arts, Science, Social Studies) implementing the <u>ESOL Strategy Checklist</u></p> <p><u>Action Steps</u></p> <p>1. ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to effectively use the ESOL Strategy Checklist.</p> <p>2. Across all content areas, PLCs write ELL SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the <u>ELL</u> students will</p>	<p>5C.1.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-APC</p> <p>-ESOL Teacher</p> <p>-Reading Coach</p> <p>-Reading Resource Teacher</p> <p>-Grade Level Reading Teachers</p> <p><u>How</u></p> <p>-Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-Monitoring data will be reviewed every nine weeks. _</p>	<p>5C.1.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress towards the SMART Goal.</p> <p>—</p> <p><u>PLC/Department Level</u></p> <p>PLC unit assessment data will be recorded</p> <p>PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data</p>	<p>5C.1.</p> <p><u>2-3x Per Year</u></p> <p>FAIR On-going Progress Monitoring in comprehension</p> <p><u>During Grading Period</u></p> <p>Teacher Made Assessments and CIM Assessments</p> <p>—</p> <p>SuccessMaker progress monitoring</p> <p>- Waterford Progress monitoring</p> <p>-I-Station progress monitoring</p>		
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		<p>score an 80% or above on each unit of instruction.)</p> <p>At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>3. Teachers bring ELL assessment data back to the PLCs.</p> <p>4. Based on the data, teachers discuss strategies that were effective for ELL students.</p> <p>5. Based on the data, teachers decide what skills need to be re-taught to targeted students using DI techniques.</p> <p>6. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>7. PLCs record their work in logs.</p>		<p>for positive trends at a minimum of once per nine weeks.</p> <p>—</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
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<p>Reading Goal #5C:.</p> <p>In grades 3-5, 29% of the following ALL CURRICULUM (ELL) student subgroups will score level 3 or higher on the 2013 FCAT Reading or the percentage of non-proficient students will decrease by 7%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>29%</p>	<p>36%</p>					
	<p>–</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Not enough time for General Education teachers to plan with ESE teachers. General Education teachers not trained in Collaborative Teaching.</p>	<p>5D.1. Strategy SWDs reading comprehension will improve by connecting individual needs to instruction as outlined in the IEP. <u>Actions Steps</u> 1. General ed. and/or SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the General Ed and/or SWD teacher reviews students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Using student data, every nine weeks (along with the report card) SWD students</p>	<p>5D.1. <u>Who</u> -Principal -AP -School Psychologist -ESE Teachers -Reading Coach -Reading Resource Teachers -Grade Level Reading Teachers <u>How</u> Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks. _</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal. _</p> <p><u>PLC/Department Level</u> PLC unit assessment data will be recorded PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction. Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data</p>	<p>5D.1. <u>2-3x Per Year</u> FAIR On-going Progress Monitoring in comprehension <u>During Grading Period</u> Teacher Made Assessments and CIM Assessments _</p> <p>- SuccessMaker progress monitoring - Waterford Progress monitoring -I-Station progress monitoring</p>		
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		<p>will receive an Individual Education Plan Progress Report to inform parents of the students' progress toward mastering their IEP goals and strategies.</p> <p>4. Across all content areas, ESE and General Education Teachers will review SWD IEP goals based on each nine weeks of material</p>		<p>for positive trends at a minimum of once per nine weeks.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
<p><u>Reading Goal #5D:</u></p> <p>In grades 3-5, 25% of the following ALL CURRICULUM (SWD) student subgroups will score level 3 or higher on the 2012 FCAT Reading or the percentage of non-proficient students will decrease by 8%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	17%	25%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Comprehension	3-5/Reading	-Reading Coach -PLC Facilitators	-All teachers school-wide -PLCs	-Weekly PLCs: Ongoing	Administrators conduct targeted classroom walk-throughs to monitor Reading Comprehension Strategy implementation	-Principal -Assistant Principal

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End of Reading Goals

Elementary or Middle School Mathematics Goals

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

<p>Elementary School Mathematics Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1. Teachers are at varying levels at Higher Order Thinking techniques. The use of HOT questions requires more planning and preparation time than the use of Lower Level questioning.</p>	<p>1.1. <u>Strategy</u> Students' math ability will increase due to DI and teachers' use of Higher Order Thinking questions and problem solving activities. Teachers will focus on questions that require students to go beyond lower level thinking. These types of questions include open-ended questions and questions in which students must explain their reasoning. In addition, students will be asked to agree/disagree with other students' responses and expand on that. Teachers will use differentiated activities such as tiered lessons, when appropriate. <u>Action Steps</u> - Math resource teacher will model effective lessons using many of</p>	<p>1.1. <u>Who-Principal</u> -Assistant Principal -Team Lead -Math Resource -Tech resource -SAC Chair <u>How-PLC minutes</u> documented and available for reading. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p>	<p>1.1. -Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal.</p>	<p>1.1. <u>2x per year</u> District Baseline and Mid-Year Testing - <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.) -SuccessMaker reports -FASTMath reports</p>		
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		<p>the higher order thinking questions and problem solving activities.</p> <p>-Teachers will attend the Hot Talks, Cool Moves training as a faculty and will use the techniques learned on a regular basis.</p> <p>-Teachers will encourage the use of the New Common Core Standards of mathematical Practices when engaging students in problem solving activities.</p> <p>-Each Grade Level will participate in a lesson study with the Math Resource Teacher and other grade level teachers incorporating the HOT Talks, Cool Moves Strategies.</p>					
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<p><u>Mathematics Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 44% to 50%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>44%</p>	<p>50%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1.</p> <p>- Teachers are at varying skill levels with higher order questioning techniques.</p> <p>- Teachers are at varying abilities with differentiating instruction.</p>	<p>2.1.</p> <p><u>Strategy</u></p> <p>Students' math ability will increase due to DI and teachers' use of Higher Order Thinking questions and problem solving activities. Teachers will focus on questions that require students to go beyond lower level thinking. These types of questions include open-ended questions and questions in which students must explain their reasoning. In addition, students will be asked to agree/disagree with other students' responses and expand on that. Teachers will use differentiated activities such as tiered lessons, when appropriate.</p> <p><u>Action Steps.</u></p> <p>-Grade level PLCs will use the</p>	<p>2.1.</p> <p>Administrative Team</p> <p>Team Lead</p> <p>Math resource</p> <p>Tech resource</p> <p>SAC Chair</p> <p><u>How</u></p> <p>-PLC minutes will document discussions on Higher Level Questioning.</p> <p>-SMART Goals will be written for students based on the use of Higher Level Questions</p>	<p>1.1.</p> <p>-Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress towards the SMART Goal.</p>	<p>1.1.</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>-Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p> <p>-SuccessMaker reports</p> <p>-FASTMath reports</p>		
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		<p>new math Global Concept Guides to determine when to incorporate differentiated instruction into each concept.</p> <p>- Math resource Teacher works with teachers to model effective lessons using differentiated instruction and/or Higher Level Questioning strategies.</p> <p>-PLCs use common assessments to drive the differentiated instruction lessons.</p> <p>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching and modeling research-based differentiated instruction best-practices strategies. In addition, math teachers visit demonstration classrooms where DI is emphasized.</p>					
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<p><u>Mathematics Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 13% to 21%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>13%</p>	<p>21%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1.</p> <p>-Teachers not familiar with the Plan-Do-Check-Act model.</p> <p>-Teachers not familiar with the Backward design Model</p> <p>-Teachers not trained in Collaborative teaching.</p>	<p>B.1.</p> <p><u>Strategy</u></p> <p>Students' math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it?_ <p><u>Actions/Details</u></p>	<p>B.1.</p> <p>-Administrative Team</p> <p>-Math Resource</p> <p>-Math Curriculum Committee</p> <p>SAC Chair</p> <p><u>How</u></p> <p>-PLCS turn their logs into administration and/or coach after a unit of instruction is complete.</p> <p>-PLCs receive feedback on their logs.</p> <p>-Administrators and coaches attend targeted PLC meetings</p> <p>-Progress of PLCs discussed at Leadership Team</p> <p>-Administration shares the data of PLC visits with staff on a monthly basis.</p>	<p>B.1.</p> <p>Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress towards the SMART Goal.</p> <p>—</p> <p><u>PLC/Department Level</u></p> <p>PLC unit assessment data will be recorded</p> <p>PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>—</p> <p><u>Leadership Team Level</u></p>	<p>B.1.</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>-Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p> <p>-SuccessMaker reports</p> <p>-FASTMath reports</p>		
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		<p>-This year, the Math Curriculum Committee PLCs discuss common end-of-chapter assessments. The assessments will be identified/ generated prior to the teaching of the unit.</p> <p>-Grade level/ like-course PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log.</p>		<p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
<p><u>Mathematics Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Math will increase from 47 points to 52 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	47	52					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. -Lack of time for individual grade levels to plan with Math resource teacher -Teachers unfamiliar with Webb's Depth of Knowledge question hierarchy</p>	<p>4.1. <u>Strategy/Task</u> Students' math achievement improves through teachers' collaboration with the Math Resource Teacher <u>Actions/Details</u> <i>Math Resource Teacher</i> -The Math Resource Teacher and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. - The Math Resource Teacher rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis</p>	<p>4.1. <u>Who</u> Administration Math Resource Teacher SAC Chair <u>How</u> -Review of PLC minutes -Review Math Resource Teacher's log of support to targeted teachers. -Administrative walk-throughs of MRT working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4.1. Tracking of MRT's participation in PLCs. -Tracking of MRT's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs. -Administrator-Instructional MRT meetings to review log and discuss action plan for coach for the upcoming two weeks.</p>	<p>4.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.) -SuccessMaker reports -FASTMath reports</p>		
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	<p>on Webb’s Depth of Knowledge question hierarchy</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students</p> <p>-Using walk-through data, the Math Resource Teacher and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p><i>Leadership Team and Coach</i></p> <p>- the Math Resource Teacher meets with the principal/APC to map out a high-level summary plan of action for the school year.</p> <p>-At least once a month, the academic coach meets with the principal/APC to:</p> <p>--Review log and</p>					
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		work accomplished and --Develop a detailed plan of action for the next two weeks.					
<u>Mathematics Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in Lowest 25% making learning gains on the 2013 FCAT Math will increase from 45 points to 50 points.							
	45	50					
		4.2.	4.2.	4.2.	4.2.	4.2.	

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		4.3	4.3.	4.3.	4.3.	4.3.	
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							
“As of 9/18/2012 No Data Available”							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. White: Black: Hispanic: Students not receiving academic support outside of math classroom instruction. - Lack pre-requisite skills Asian: American Indian:</p>	<p>5A.1. <u>Strategy</u> -Student math scores will improve through small group “guided” instruction based on students’ needs. Small groups can be in the class or after school programs such as ELP and SES <u>Action Steps</u> 1. Identify students in lowest quartile and/or Level 1 2. Schedule students into appropriate intensive math course. 3. Utilize online tutorials and practice within these classes 4. Identify students who need practice with basic math facts. 5. Provide time for students to use the FasttMath computer program to improve basic number fact skills. 6. Provide extended Guided Math</p>	<p>5A.1. <u>Who</u> - Administration - Math resource Teacher - Math Teachers - PLC facilitators - SAC Chair <u>How</u> -Review of PLC minutes - FasttMath reports - SuccessMaker reports - ELP/SES attendance</p>	<p>5A.1. <u>Teacher Level</u> -Teachers maintain documentation of their students’ progress towards the SMART Goal developed in their PLC. -Teachers chart their students’ individual progress towards the SMART Goal. - <u>PLC/Department Level</u> PLC unit assessment data will be recorded PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction. Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>5A.1. <u>2x per year</u> District Baseline and Mid-Year Testing - <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.) -SuccessMaker reports -FASTTMath reports</p>		
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		<p>time to identified students.</p> <p>7. PLCs write SMART goals based on students' needs.</p>		<p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
<p><u>Math Goal #5A:</u></p> <p>In grades 3-5, 48% of the "Hispanic" All Curriculum Student subgroups will score a level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 6%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: Black: Hispanic:42% Asian: American Indian:	White: Black: Hispanic:48% Asian: American Indian:					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	<p>5B.1.</p> <p>- Students not receiving academic support outside of math classroom instruction.</p> <p>- Lack pre-requisite skills</p>	<p>5B.1.</p> <p>3 - Students' math skills will improve through the use of software designed to improve students' knowledge of basic skills.</p> <p>Small group teaching and remediation will continue to help meet the needs of the students.</p> <p><u>Action Steps</u></p> <p>1. Identify students needed additional support.</p> <p>2. Weekly, teams will collaborate and regroup students across the four teachers based on student need. Teachers will determine the math skills targeted for the weekly sessions based on student performance during the previous week.</p> <p>3. Students will attend either a re-</p>	<p>5B.1.</p> <p><u>Who</u></p> <p>AP</p> <p>Principal</p> <p>Team Leaders</p> <p>Math resource</p> <p>Technology resource</p> <p>SAC Chair</p> <p><u>How</u></p> <p>-PLC logs maintained and stored in a PLC binder available for reading. Administration provides feedback.</p> <p>-Team re-grouping of students by teacher and topic/lesson documented in lesson plans and/or PLC minutes</p> <p>-Classroom walk-throughs observing this strategy</p>	<p>5B.1.</p> <p>Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress towards the SMART Goal.</p> <p>PLC/Department Level</p> <p>PLC unit assessment data will be recorded</p> <p>PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>Leadership Team Level</p>	<p>5B.1.</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>During the Grading Period</u></p> <p>-Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p> <p>-SuccessMaker reports</p> <p>-FASTMath reports</p>		
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		<p>teach or enrichment session.</p> <p>4. Re-teach sessions will be assessed with a mini-assessment to demonstrate mastery.</p>		<p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
<p><u>Mathematics Goal #5B:</u></p> <p>In grades 3-5, 49% of the “Economically Disadvantaged” All Curriculum Student subgroups will score a level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 6%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>43%</p>	<p>49%</p>					

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		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. -ELLs at varying levels of English language acquisition -ELL “CALP” in math vocabulary is limited.</p>	<p>5C.1. <u>Strategy</u> ELLs (LYs/LFs) math skills will improve through math teachers incorporating daily math vocabulary into the math lessons. <u>Action Steps</u> 1.ESOL Resource Teacher (ERT) provides “CALP” math vocabulary information to all teachers. 2. ERT models lessons using ESOL Strategies. 3. . Math PLCs write ELL SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the ELL students will score an 80% or above on each unit of instruction.) 4. As a Professional Development</p>	<p>5C.1. <u>Who</u> -Principal/AP -Math Resource Teacher -ESOL Resource Teacher -SAC Chair <u>How</u> -Administrative and ERT walk-throughs -Lesson plans document instruction of math vocabulary. -PLC minutes documentation</p>	<p>5C.1. <u>Teachers</u> -Teachers maintain documentation of their students’ progress towards the SMART Goal developed in their PLC. -Teachers chart their students’ individual progress towards the SMART Goal. <u>PLC/Department Level</u> PLC unit assessment data will be recorded PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction. Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>5C.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.) -SuccessMaker reports -FASTMath reports</p>		
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	<p>activity teachers will share and model ESOL strategies</p> <p>5.. Math teachers instruct students using the core curriculum, incorporating ESOL strategies from their PLC discussions.</p> <p>6. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>7. Teachers bring ELL assessment data back to the PLCs.</p> <p>8. Based on the data, teachers discuss strategies that were effective for ELL students.</p> <p>9. Based on the data, teachers decide what skills need to re-taught to targeted students using DI techniques.</p> <p>10. Teachers provide Differentiated</p>		<p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
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		Instruction to targeted students (remediation and enrichment). 11. PLCs record their work in logs.					
<u>Mathematics Goal #5C:</u> In grades 3-5, 42% of the “ELL” All Curriculum Student subgroups will score a level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 6%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	36%	42%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. -Understanding data and the students' disability to make instructional decisions -For general education teachers, understanding the IEP and instructional accommodations -Lack of common planning time between general education and ESE teachers.</p>	<p>5D.1. Strategy SWDs math skills will improve by connecting individual needs to instruction as outlined in the IEP. (Reading and Math IEP goals will be taken into consideration.) <u>Actions Steps</u> 1. Math General Ed and SWD teachers will familiarize themselves with each student's IEP goals, strategies and accommodations. 2. Every nine weeks the Math General Ed and SWD teacher review students' IEPs to ensure that all students' IEP goals, strategies and accommodations are being implemented with fidelity. 3. Math PLCs write SWD SMART</p>	<p>5D.1. <u>Who</u> Principal Assistance Principal ESE Teacher Math Teacher Math Resource Teacher <u>How-</u> IEP Progress Reports reviewed by AP. -Specific SWD strategies will be documented in lesson plans.</p>	<p>5D.1. <u>Teacher Level</u> -Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal. <u>PLC/Department Level</u> PLC unit assessment data will be recorded PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction. Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>5D.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.) -SuccessMaker reports -FASTMath reports</p>		
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	<p>goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the SWD students will score an 80% or above on each unit of instruction.)</p> <p>4. As a Professional Development activity in their PLCs, teachers discussing implementation of IEP strategies and modifications- Benchmark mini assessments</p> <p>-Unit and/ or Segment assessments</p> <p>5. PLC teachers instruct students implementing IEP strategies and accommodations.</p> <p>6. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>7. Based on the data, teachers discuss techniques</p>		<p><u>Leadership Team Level</u></p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>			
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		<p>that were effective for SWD students.</p> <p>8. Based on the data, teachers decide what skills need to be re-taught to targeted students using DI techniques.</p> <p>9. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>10. PLCs record their work in logs.</p>					
<p><u>Mathematics Goal #5D:</u></p> <p>In grades 3-5, 38% of the “SWD” All Curriculum Student subgroups will score a level 3 or higher on the 2013 FCAT Math or the percentage of non-proficient students will decrease by 7%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>31%</p>	<p>38%</p>					

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

**Mathematics 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ESOL Strategies/Math	3-5	PLC Leader	All 3-5 Teachers	First Nine Weeks	Review ESOL Strategies Checklist	ELL Teachers, Math resource Teacher
“HOT Talk Cool Moves”	K-5	District Math Trainer	All Teachers	Sept. 18 & 19	Review lesson plans which include Higher Order Thinking skills	Math Resource Teacher

End of Mathematics Goals

Elementary and Middle School Science Goals

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1. Teachers are at varying skill levels in the use of Science Notebooks and the rigor expected at their grade level.</p>	<p>1.1. Strategy</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through the use of the Student Science Notebooks.</p> <p><u>Action Steps</u></p> <p>1. Teachers will be trained on How to implement Effective Notebook Strategies in the classroom.</p> <p>2. Science Resource Teacher will serve as a facilitator to work with individual teachers in coaching cycles to improve usage</p>	<p>1.1.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> -Administration Team -Science Resource -SAC Chair <p><u>How</u></p> <ul style="list-style-type: none"> -PLC logs maintained and available to read-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. Specific strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty 	<p>1.1.</p> <ul style="list-style-type: none"> -Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress towards the SMART Goal. <p><u>PLC/Department Level</u></p> <ul style="list-style-type: none"> - PLC unit assessment data will be recorded - PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction. - Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> -PLC facilitator/ Subject 	<p>1.1.</p> <p><u>2-3x Per Year</u></p> <ul style="list-style-type: none"> - District-level baseline and mid-year tests baseline and two additional progress exams. <p><u>During Grading Period</u></p> <ul style="list-style-type: none"> - Mini Assessments -Unit assessments 		
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		and content of Student Science Notebooks. 3. Notebooks & strategies will be discussed in PLC meetings.		Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction			
<u>Science Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 27% to 39%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	27%	39%					

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		<p>2. Not enough science content reading taking place during the school day.</p>	<p>3. Strategy is to use a variety of nonfiction text across the curriculum to expand student vocabulary and content knowledge while also reinforcing reading skills.</p> <p><u>Action Steps</u></p> <p>-Incorporate the use of National Geographic magazine articles, Nat Geo textbook “Become An Expert” sections, and other Science related text in to appropriate areas of the Reading Block and RTI – Remediation and Enrichment.</p>	<p>1.2. <u>Who</u></p> <p>-Administration Team</p> <p>-Reading Resource</p> <p>- Science Resource</p> <p>-SAC Chair</p> <p><u>How</u></p> <p>-PLC logs maintained and available to read-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-Classroom walk-throughs observing this strategy. Specific strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty</p>	<p>1.2.</p> <p>-Teachers maintain documentation of their students’ progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students’ individual progress towards the SMART Goal.</p> <p><u>PLC/Department Level</u></p> <p>PLC unit assessment data will be recorded</p> <p>PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per</p>	<p>1.2. <u>2-3x Per Year</u></p> <p>- District-level baseline and mid-year tests baseline and two additional progress exams.</p> <p><u>During Grading Period</u></p> <p>- Mini Assessments</p> <p>-Unit assessments</p>	
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					<p>nine weeks.</p> <p>—</p> <p>Leadership Team Level</p> <p>—PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>—Data will be used to plan for future supplemental instruction</p>		
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		<p>1.3. Not all teachers plan for higher order questions prior to teaching the lesson.</p> <p>-Not all teachers know how to ask higher order/ open-ended questions during instruction.</p> <p>-Not all teachers are able to attend HOTS trainings.</p> <p>-Not all teachers involve students in leading discussions.</p> <p>-Not all teachers anticipate expectations to determine if a child is at the level in science to be enriched, re-teach or taught at the core level.</p>	<p>1.3. Students' comprehension of course content/ standards increases through participation in higher order thinking / questioning techniques to promote critical thinking and problem-solving skills. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition.</p> <p><u>Action Steps</u></p> <p>-The Science Resource Teacher provides support in higher order strategies during team planning and PLCs.</p> <p>-Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.</p> <p>-Teachers design higher order questions to increase rigor in lesson plans and promote student accountable</p>	<p><u>1.3. Who</u></p> <p>-Administration Team</p> <p>-Reading Resource</p> <p>- Science Resource</p> <p>-SAC Chair</p> <p><u>How</u></p> <p>-PLC logs maintained and available to read-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-Classroom walk-throughs observing this strategy. Specific strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty</p>	<p>1.3.</p> <p>-Teachers maintain documentation of their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress towards the SMART Goal.</p> <p>-</p> <p><u>PLC/Department Level</u></p> <p>PLC unit assessment data will be recorded</p> <p>PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per</p>	<p><u>1.3. 2-3x Per Year</u></p> <p>-</p> <p>District-level baseline and mid-year tests baseline and two additional progress exams.</p> <p><u>During Grading Period</u></p> <p>- Mini Assessments</p> <p>-Unit assessments</p>	
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			<p>talk.</p> <p>-Within PLCs, teachers plan and write for higher order questions in upcoming lessons.</p> <p>-During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner.</p> <p>-During the lesson, teachers successfully engage all students in the discussion.</p> <p>-Students formulate many of the high-level questions and ensure that all voices are heard.</p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective.</p>		<p>nine weeks.</p> <p>—</p> <p>Leadership Team Level</p> <p>-PLC facilitator/ Subject Area Leader/ Department Heads shares data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction</p>		
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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. -Lack of classroom time for students to research science topics and “publish” their findings.</p>	<p>2.1. The Science Curriculum Committee will meet monthly to discuss ways to help students complete “Closed Reading” research papers. <u>Action Steps</u> 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. Teachers implement the use of the Closed Reading Model and targeted higher order questioning strategies in</p>	<p>2.1. <u>Who</u> -Administration -Science teachers -Science Resource <u>How</u> -Science Curriculum Committee meeting minutes will be turned into administration. -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy. Specific strategy. PSLT will create a walk-through fidelity monitoring tool that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty.</p>	<p>2.1. -Teachers maintain documentation of their students’ progress towards the SMART Goal developed in their PLC. -Teachers chart their students’ individual progress towards the SMART Goal. <u>PLC/Department Level</u> PLC unit assessment data will be recorded PLCs will review unit assessments and document the increase in the number of students reaching at least 80% mastery on units of instruction. Grade level PLCs will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. <u>Leadership Team Level</u> -PLC facilitator/ Subject</p>	<p>2.1. <u>2-3x Per Year</u> - District-level baseline and mid-year tests baseline and two additional progress exams. <u>During Grading Period</u> - Mini Assessments -Unit assessments</p>		
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		their lessons. 3. Teachers implement the common assessments.		Area Leader/ Department Heads shares data with the Problem Solving Leadership Team. -Data will be used to plan for future supplemental instruction			
<u>Science Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 5% to 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	5%	10%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader PD Facilitator	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Science Notebooks	K-5		K-5 Teachers	Monday, 10/22	Review of students' Science Notebooks	Science Resource

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts	Problem- Solving						

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

Goals	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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. Lack of time to conference individually with students on weekly bases. Lack of time for students to reflect on their own writing. Teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>1.1. <u>Strategy</u> Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. <u>Action Steps</u> 1. Based on baseline data, PLCs write SMART goals for each nine weeks. (For example, during the first nine weeks, 50% of the students will score 3.0 or above on the monthly writing prompt.) 2. As a Professional Development activity PLCs participate in discussions that share PLC data, trends, and best-practice instructional</p>	<p>1.1. <u>Who</u> -Principal -AP -Writing resource -Classroom Teacher -SAC Chair__ <u>How</u> - PLC logs turned into administration. Administration provides feedback. - Classroom walk-throughs observing evidence of student portfolios, embedded assessments, daily learning activity tied to instruction, use of formative assessments, and student engagement in reflection. - Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -HCPS Informal Observation Pop-In Form (EET tool).</p>	<p>1.1 <u>Teacher Level</u> Collect data on student writing. Share and discuss data during weekly PLCs - <u>PLC/Department Level</u> PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring at or above proficiency as determined by the assignment rubric. PLCs will chart the increase in the number of students reaching 3.0 or above on the monthly writing prompt. - <u>Leadership Team Level</u> PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p>	<p>1.1. <u>2-3x Per Year</u> "Hillsborough Writes" <u>During Grading Period</u> Monthly "Reddick Writes"</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>strategies.</p> <p>3. Teachers and students will maintain writing portfolios to demonstrate student engagement in all stages of the writing process.</p> <p>4. Teachers and students will reflect on the days writing assignment and discuss what the students can do to enhance their writing. This can be done as a group discussion or when the classroom teacher conferences with students individually.</p> <p>5. As a Professional Development activity, PLCs meet and discuss data in order to implement effective teaching strategies and lesson plans targeted to meet the needs of students.</p> <p>6. PLCs review</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		nine week data, set a new goal for the following nine weeks. 7. PLCs record their work in the PLC logs.					
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Writing will increase from 89% to 94%.							
	89%	94%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

Professional Development

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

(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 facilitator	PD Participants (e.g. , PLC, subject, grade level, or school-wide) ALL K-5 teachers	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) When provided by Professional Development	Strategy for Follow-up/Monitoring Teachers submit Inservice documentation to Administration	Person or Position Responsible for Monitoring Administration, Writing Resource
New Scoring Rubric	K-5					

End of Writing Goals

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

Attendance Goal(s)

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1. Attendance</p>	<p>1.1. - Parents do not have working phones to call the attendance line. - Many of our parents are illiterate and cannot write notes explaining absence. - Attendance Committee cannot always speak with the parent when home visits are attempted. - Parents cannot get doctors' notes because they cannot afford to take their children to the doctor.</p>	<p>1.1. - The Administration Team along with other appropriate staff will meet every 20 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives</p>	<p>1.1. Social Worker: Home visits and phone calls to parents when necessary. Provide parents with information needed to help get medical care when necessary. Guidance Counselor</p>	<p>1.1. Administration Team and subset of PSLT will examine data monthly</p>	<p>1.1. Attendance Report Tardy Report Attendance Plan</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>Attendance Goal #1:</p> <p>1. The attendance rate will increase from 95.14% in 2011-2012 to 97% in 2012-2013.</p> <p>2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will remain 0.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>95.14%</p>	<p>97%</p>					
	<p><u>2012 Current Number of Students with Excessive Unexcused Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive unexcused Absences (10 or more)</u></p>					

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	114	100					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive Tardies</u> <u>(10 or more)</u>					
	0	0					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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 and Schedules (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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End of Attendance Goals

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Suspension Goal(s)

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1. Suspension</p>	<p>l.1. -Lack of medical follow-up outside of the school system for students whose behaviors is consistent with those of students with medical diagnosis related to behavior.</p>	<p>l.1. <u>Tier 1</u> -Students displaying Positive Behavior will be highlighted on the Morning Show. A reward system will implemented to reinforce school-wide expectations and rules. Training will be provided to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules</p>	<p>l.1 PSLT “behavior” subgroup</p>	<p>l.1 PSLT “behavior” subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.</p>	<p>l.1 Crystal Report ODR and suspension data cross-referenced with mainframe discipline data</p>		
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<p><u>Suspension Goal #1:</u></p> <p>The total number of In-School Suspensions was 0 during the 2011-2012 school year and will remain 0 during the 2012-2013 school year.</p> <p>The total number of Out of School Suspensions will decrease from 6 to 2 during the 2012-2013 school year.</p>	<p><u>2012 Total Number of</u> <u>In-School Suspensions</u></p>	<p><u>2013 Expected Number of</u> <u>In-School Suspensions</u></p>					
	0	0					
	<p><u>2012 Total Number of Students Suspended</u> <u>In-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u> <u>In-School</u></p>					
	0	0					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of</u> <u>Out-of-School Suspensions</u></p>					
	6	2					

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	<u>2012 Total Number of Students Suspended</u> <u>Out-of-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>Out-of-School</u>					
	3	1					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

School-Wide Discipline PreK-5, ESE Plan
 PLC Leaders, School Wide Team Leaders

August 2012

Monthly data review with support Principal and assistant principal. PSLT will review behavior data on a weekly basis, provide mentoring to students, and establishing ongoing contact with parents.

End of Suspension Goals

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1. Parent Involvement</p> <p><u>Parent Involvement Goal #1:</u></p>	<p>1.1.</p>	<p>1.1.</p> <p>See the Red dick Parent Inv olve ment Plan</p>	<p>1.1.</p>				
<p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current level of Parent Involvement:*</u></p>	<p><u>2013 Expected level of Parent Involvement:*</u></p>					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. Parent Involvement	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Parent Involvement Goal #2:</u>							
Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					

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		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

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 and Schedules (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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End of Parent Involvement Goal(s)

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

Health and Fitness 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p>1. Health and Fitness Goal</p>	<p>1.1. 1. Students with physical disabilities or students waived from participation in PE are included in assessment scores 2. Classroom Teachers are unfamiliar with the HFZ Pacer Assessment.</p>	<p>1.1. 1. Elementary students will engage in 150 minutes per week of physical education each week in grades kindergarten through 5th grade. 2. Two – thirty minute classes per week of physical education with a certified physical education teacher</p>	<p>1.1. <u>Who</u> Principal AP PE Teacher Classroom Teachers <u>How</u> Classroom Teacher lesson plans will document 90 minutes per week of Teacher Directed PE PE Teacher lesson plans will document 60 minutes of PE per week for grades 1-5.</p>	<p>1.1. Teacher lesson plans will be checked. Teacher’s PE Specials schedule will be checked</p>	<p>1.1 End of Year PACER data</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<p>During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 20% on the Pretest to 41% on the Posttest; an increase of 20%</p>							
	20%	41%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

Professional Development
 Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

(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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>1. Continuous Improvement Goal</p>	<p>1.1. -Lack of time to develop cross grade level "collegiality." -PLCs do not provide time for grade level or vertical team building.</p>	<p>1.1. -Vertical Team curriculum committees will take place monthly. - Cross Grade Level Team "Themed Scavenger Hunt" competitions</p>	<p>1.1. <u>Who</u> -Administration -Curriculum Committee Facilitators <u>How</u> Minutes from curriculum meetings will be submitted to administration.</p>	<p>1.1. -Curriculum team meeting minutes will be logged -Number of scavenger hunt participants will be monitored</p>	<p>1.1. End of Year Climate Survey (2013)</p>		

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<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
The percentage of teachers who strongly agree with the indicator that “The school has a culture of collegiality and trust (under Commitment to Continuous Improvement) will increase from 29% in 2012 to 44% in 2013.							
	29%	44%					
	-	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement 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

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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 and Schedules (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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End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1. -Physical disabilities making it difficult for the students to attend school regularly.</p>	<p>A.1. See Reading Goal 5D</p>	<p>A.1.</p>			
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<u>Reading Goal A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
The percentage of students scoring proficient in reading on the 2013 FAA will remain the same..	100% (2)	100 (2)	A.2.	A.2.	A.2.	A.2.
		A.3.	A.3.	A.3.	A.3.	A.3.

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<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	<p>B.1. Physical disabilities making it difficult for the students to attend school regularly.</p>	<p>B.1. See Reading Goal 5D</p>	<p>B.1.</p>			
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<u>Reading Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
The percentage of students making learning gains in reading on the 2013 FAA will maintain or increase by 100%.	50% (1)	100% (2)				
		B.2.	B.2.	B.2.	B.2.	B.2.
		B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving					
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	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	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1. See ELL Reading Goal 5C.1.	1.1.			

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<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 37% to 42%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read in English at grade level text in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>D. Students scoring proficient in Reading.</p>	<p>2.1.</p>	<p>2.1.</p> <p style="text-align: center;">See ELL Reading Goal 5C.1.</p>	<p>2.1.</p>			
<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 26% to 31%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		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	Fidelity Check	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
E. Students scoring proficient in Writing.	2.1.	2.1.	2.1.			
		See Writing Goal 1.1				

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<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 21% to 26%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	
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<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>F.1.</p>	<p>F.1.</p> <p style="text-align: center;">See Math Goal 5D</p>	<p>F.1.</p>			
<p>Mathematics Goal F:</p> <p>The percentage of students scoring proficient in math on the 2013 FAA will remain the same.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				

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	100%	100%				
	(2)	(2)				
		F.2.	F.2.	F.2.	F.2.	F.2.
		F.3.	F.3.	F.3.	F.3.	F.3.

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	<p>G.1.</p>	<p>G.1.</p> <p>See Math Goal 5D</p>	<p>G.1.</p>			
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<u>Mathematics Goal</u> <u>G:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
The percentage of students making learning gains in math on the 2013 FAA will maintain or increase by 100%.	50%	100%				
	(1)	(2)				
		G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.

NEW Science Florida Alternate Assessment Goal

Hillsborough 2012
 Rule 6A-1.099811
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Elementary, Middle and High 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.			

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<p><u>Science Goal J:</u></p> <p>We have NO ESE 5th grade students taking the science FAA this year. Our 2 students taking the FAA are in 3rd and 4th grade.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>				
		J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	J.3.	J.3.	J.3.	J.3.

NEW Writing Florida Alternate Assessment Goal

<p>Writing Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>					
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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p>	<p>M.1. -Due to the student’s physical disability, there is a high absentee rate.</p>	<p>M.1. See Writing Goal 1.1</p>	<p>M.1.</p>			

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<p><u>Writing Goal M:</u></p> <p>Last year 0 students took the FAA writing assessment. 1 student will take it and score between level 4 and 0.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p>0% (0)</p>	<p>100% (1)</p>				
		<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>
		<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>

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

<p>STEM Goal(s)</p>	<p>Problem-Solving Process to Increase Student Achievement</p>				
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Implement/Expand inquiry-based experiences for students in math and science through the 5E model.</p>	<p>1.1.</p> <p>-Teachers not familiar with the 5E model for math and science.</p>	<p>1.1.</p> <p>-Math and Science Curriculum Teams will review/discuss the 5E strategies for math and science.</p> <p>-Grade level curriculum representatives will share information in PLCs.</p> <p>-PLCs will create a strategy for incorporating 5E methods into the classroom.</p>	<p>1.1.</p> <p><u>Who</u></p> <p>-Math and Science Curriculum Facilitators</p> <p>-PLC Facilitators</p> <p>-Math and Science resource teachers</p> <p><u>How</u></p> <p>Curriculum Committee and PLC meetings will document 5E discussions. Minutes will be recorded and placed in a binder.</p>	<p>1.1.</p> <p>Teacher lesson plans will document use of the 5E method for math and Science.</p>	<p>1.1.</p> <p>-Mid-Year Math and Science Tests</p> <p>-E.O.Y. Math and Science tests</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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**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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
5E Model	2-5 Science/ Math	PLC Leader	All 2-5 Grade Science/Math teachers	October Curriculum PLCs	Curriculum PLC logs	Administration

End of STEM Goal(s)

NEW Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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<p><u>CTE Goal #1</u></p> <p>Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/ events from <u>2</u> in 2011-2012 to <u>4</u> in 2012-2014</p>	<p>1.1.</p> <p>-Lack of Funding for Field trips</p> <p>- Lack of Approved Guest Speakers</p>	<p>1.1.</p> <p>-Implement special speakers to visit and share with students about CT careers throughout the year and during the Great American teach-In.</p> <p>-JA BizTown for 5th grade students</p>	<p>1.1.</p> <p><u>WHO</u></p> <p>Technology Resource</p> <p>AP</p> <p><u>How</u></p> <p>SafeNet Sign In data will be monitored for guest speakers.</p> <p>Copies of Speaker requests</p> <p>Teach-In Sign in</p>	<p>1.1.</p> <p>Students will be surveyed after speakers</p>	<p>1.1.</p> <p>-Log of number of guest speakers</p> <p>-Log of the number of students at each presentation.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

Professional Development (PD) aligned with Strategies through

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SERVE Speaker Request	ALL	PLC Leader	ALL teachers	October, 2012	Log number of SERVE speakers	SAC Chair

End of CTE Goal(s)

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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		
Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

The school will continue to work towards balancing both the ethnicity and non-school board employees of the School Advisory Council to reach compliance.

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Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Team leads tie in to all reading, math, writing and science goals	Purchase of 2 team leads @ 862.50 each. They coordinate with administration to provide necessary materials and training needed to meet the SIP goals.	\$1725.00	
SI Coordinator ties in to the SIP through our parent involvement plan, Climate surveys, (This will be set in place AFTER team leads have been paid.)	Purchase 1 SI Coordinator @ \$24.50 per hour for no more than 30 hours.	\$735.00	
Final Amount Spent			