

FLORIDA DEPARTMENT OF EDUCATION



Shaw Last Edited 2.15.13

School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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| | |
|------------------------------|---------------------------------|
| School Name: Shaw Elementary | District Name: Hillsborough |
| Principal: Lisa Maltezos | Superintendent: Mary-Ellen Elia |
| SAC Chair: Kevin Kastner | 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](#)

[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 | Lisa Maltezos | Degree(s) B.S. Elementary Education M.S. Educational Leadership Certifications School Principal Educational Leadership Elementary Education | 1 | 22 | 2011-2012- Grade –B 2011-2012 AYP (no data available) Reading Learning Gains-50 points Math Learning Gains-61 points Reading Lowest 25% - 67 points\ Math Lowest 25%- 79 points <u>Claywell</u> 2010-2011- Grade A AYP- 85% Reading Learning Gains- 71% Math Learning Gains- 66% Reading Lowest 25%- 61% Math Lowest 25%- 58% Claywell 2009-2010- Grade A |

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|---------------------|-----------------|--|---|---|---|
| | | | | | <p>AYP- 97% Reading Learning Gains- 70% Math Learning Gains- 69% Reading Lowest 25%- 63% Math Lowest 25%- 67% 2008-2009- Grade A AYP-95% Reading Learning Gains- 74% Math Learning Gains- 73% Reading Lowest 25%- 68% Math Lowest 25%- 66%</p> |
| Assistant Principal | Angela Veiga | M.A. in Education Administration B.S. in Elementary Education ESOL Endorsement | 1 | 1 | <p>11/12: B, 2011-2012 AYP (no data available) Reading Learning Gains-50 points Math Learning Gains-61 points Reading Lowest 25% - 67 points\ Math Lowest 25%- 79 points 10/11: B, R- 65%, M - 79%, W- 97%, S - 43%, 90% AYP Cleveland 09/10:A R- 85%, M- 85%, W -92%, S - 68%, 79% AYP Hunter's Green 08/09: A, R - 89%, M- 86%, W - 95%, S - 69%, 97% AYP Hunter's Green</p> |
| Admin Resource | Gwendolyn Adams | M.Ed. in Educational Leadership BS in Behavior Disorders | 2 | 2 | <p>2011-2012 AYP (no data available) 11/.12: B Reading Learning Gains-50 points Math Learning Gains-61 points Reading Lowest 25% - 67 points\ Math Lowest 25%- 79 points 10/11:A, R-68%, M-65%, W-97%, S-35%, 90% AYP Shaw 09/10: C, R-50%; M-70%; 72% AYP Riverhills 08/09: C, R- 69%; M-53%; 79% AYP Riverhills</p> |

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 Resource | Jill Bever | B.S. Elementary Education -M.A. Educational Leadership -ESOL Endorsement | 5 | 9 | 2011-2012 AYP (no data available) Reading Learning Gains-50 points Math Learning Gains-61 points Reading Lowest 25% - 67 points\ Math Lowest 25%- 79 points 10/11:A, R-68%, M-65%, W-97%, S-35%, 90% AYP Shaw 09/10: C, R-54%; M-55%; 67% AYP Shaw 08/09: C, R-62%;M-86%; 97% AYP Shaw |
| Reading Coach | Peggy Swank | MS in Ed Leadership; BA Elem Ed (K-6), ESOL Endorsement | 10 | 10 | 2011-2012 AYP (no data available) Reading Learning Gains-50 points Math Learning Gains-61 points Reading Lowest 25% - 67 points\ Math Lowest 25%- 79 points 10/11:A, R-68%, M-65%, W-97%, S-35%, 90% AYP Shaw 09/10: C, R-54%; M-55%; 67% AYP Shaw 08/09: C, R-62%;M-86%; 97% AYP Shaw |
| Writing Resource | Lindsey Beldt | B.S. Multi National Business Operations | 5 | 2 | 2011-2012 AYP (no data available) Reading Learning Gains-50 points Math Learning Gains-61 points Reading Lowest 25% - 67 points\ Math Lowest 25%- 79 points 10/11:A, R-68%, M-65%, W-97%, S-35%, 90% AYP Shaw 09/10: C, R-54%; M-55%; 67% AYP Shaw 08/09: C, R-62%;M-86%; 97% AYP Shaw |
| Reading Coach | Kimberly Smith | | 0 | 0 | 2011-2012 AYP (no data available) |
| Technology Resource | Matthew Lipinczyk | B.S. Elementary Ed Elem Ed (1-6) | 2 | 6 | 2011-2012 AYP (no data available) Reading Learning Gains-50 points Math Learning Gains-61 points Reading Lowest 25% - 67 points\ Math Lowest 25%- 79 points 10/11:A, R-68%, M-65%, W-97%, S-35%, 90% AYP Shaw 09/10: A, R-57%; M-81%; 79% AYP Dickenson 08/09: A, R-82%; M-68%; 95% AYP Dickenson |

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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. Recruitment Fairs | Supervisor of Teacher Recruitment | Ongoing | |
| 3. Performance Pay | General Director of Federal Programs | July 2012 | |
| 4. Regular meetings of new teachers with Administration | Administration | Ongoing | |
| 5. Partnering new teachers with veteran staff | Administration | Ongoing | |

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

| Name | Certification | Teaching Assignment | Professional Development/Support to Become Highly Qualified |
|------------------|---|---------------------|---|
| Patrice Kennedy | Elem. Education (K-12) | Grade 1 | |
| Christina Dawson | Elem. Education (K-12) | Grade 1 | |
| Alexis Kendall | Elem. Education (K-12) Music (K-12) | Grade 3 | |
| Hilary Clark | ESOL; Reading Endorsement; Exceptional St. Ed (K-12) | VE | |

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)).

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| 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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 60 | 7%_(4) | 27%_(16) | 45% (27) | 25% (15) | 45% (27) | 92% (55) | 100% (60) | 5% (3) | 63% (38) |

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 |
|--------------|-----------------|---|---|
| Holly Gayden | Nicole Angelo | Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.) | <p>This support includes:</p> <ul style="list-style-type: none"> • Observing- Mentors will conduct informal observations using a variety of instruments. These include anecdotal records, observation tools from the New Teacher Center and other observation templates based on Charlotte Danielson’s Framework. • Conferencing- Mentors will conference with the new teacher after the informal observation or formal observation process to develop future next steps to increase student achievement. • Co-teaching- Mentors can work together with the new teacher to develop lessons and then together deliver the instruction for whole group lessons or small group lessons. • Modeling lessons- Mentors can prepare lessons with the new teacher or individually to model a lesson, technique, tool or strategy. • Lesson Planning-Mentors will support the new |

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| | | | <p>teacher to develop backwards lesson plans by using templates found within the new teacher tools.</p> <ul style="list-style-type: none"> • Analyzing student work- Mentors will guide new teachers to analyze student work in order to use the data to plan for future differentiated instruction and to help to increase student achievement. • Working with support staff- Mentors will work with administration and support staff in order to guide the new teacher with resources needed, school and county communication links and by helping to provide connections to School and Community resources. • The Mentor will also assist the new teachers with relationships with administration, support staff and department/team. • TIP (Teacher Induction Program)- Mentors will guide and support new teachers to take trainings within the TIP program in order to meet their first and second year requirements for their certification. Mentors will be responsible for documenting all new teacher Inservice records on TIP documentation. Teachers will be responsible for communicating the courses taken in a timely fashion to complete the necessary reflection pieces. • Parent Communication- Mentors will guide the new teachers with best practices on how to communicate with parents by role playing and problem solving. • Support with site based requirements- Mentors will support new teachers with report cards (reviews), RTI packets, progress alerts, Cum folders. |
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| | | | <ul style="list-style-type: none"> • Goal Setting- Mentors will support the new teacher to reflect on their practice guiding them to set next steps for future goals to increase student achievement. • Resource Provider- Mentors will provide resources to new teachers in areas of need. |
| Holly Gayden | Jennifer Barrett | Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.) | See above |
| Holly Gayden | Jessenia French | Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.) | See above |
| Holly Gayden | Jennifer Mines | Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.) | See above |

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| Holly Gayden | Ariana Davis | Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.) | See above |
| Holly Gayden | Christine Mccrorey | Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.) | See above |
| Holly Gayden | Hilary Clark | Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.) | See above |
| Holly Gayden | Mary Robards | Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even | See above |

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| | | trainings of the Mentor.) | |
| Holly Gayden | Wayne Niebel | Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.) | See above |
| Holly Gayden | Sarah Stevens | Mentors will provide weekly support to new teachers. Mentors are expected to work with first and second year teachers supporting the teacher during conferences each week and/or observing a teacher-initiated component in the classroom. For first year teachers this totals 90 minutes each week (2 times a week). For second year teachers, this is once a week, or 45 minutes. (This time frame may be altered during periodic times of the school year. Ex: shortened school weeks due to holidays, early release or half days, swap observation periods, or even trainings of the Mentor.) | See above |

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.

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| Title I, Part A: services are provided in the Title I school-wide program to ensure that students receive additional support through: highly qualified classroom teachers, educational supplies, extended learning programs, tutoring, mentors, resource teachers and coaches. Title I Part A coordinates with Title II and Title III in meeting professional development needs. |
| Title I, Part C- Migrant: N/A |

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| Title I, Part D: The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice. |
| Title II: 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. |
| Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. |
| Title X- Homeless: The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. |
| Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, Academic Intervention Specialist, and extended learning opportunity programs |
| Violence Prevention Programs: CHAMPS behavior program and Character Education. |
| Nutrition Programs: Fruit and Vegetables Grant: provides fresh produce to school personnel and students |
| Housing Programs: NA |
| Head Start: NA |
| Adult Education: NA |
| Career and Technical Education: NA |
| Job Training: NA |
| Other |

Additional Requirements

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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.

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| Title I, Part A: services are provided in the Title I school-wide program to ensure that students receive additional support through: highly qualified classroom teachers, educational supplies, extended learning programs, tutoring, mentors, resource teachers and coaches. Title I Part A coordinates with Title II and Title III in meeting professional development needs. |
| Title I, Part C- Migrant: N/A |
| Title I, Part D: The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice. |
| Title II: 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. |
| Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. |
| Title X- Homeless: The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. |
| Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, Academic Intervention Specialist, and extended learning opportunity programs |
| Violence Prevention Programs: CHAMPS behavior program, Olweus Training and Character Education. |
| Nutrition Programs: Fruit and Vegetables Grant: provides fresh produce to school personnel and students |
| Housing Programs: NA |

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|------------------------------------|
| Head Start: NA |
| Adult Education: NA |
| Career and Technical Education: NA |
| Job Training: NA |
| Other |

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

| School-Based MTSS/RtI Team |
|---|
| Identify the school-based MTSS Leadership Team. Administrator, Guidance Counselor, School Psychologist, SSW, Academic Coaches as needed, Behavior Specialist as needed, ESE Teacher, Speech Language Pathologist, ELL Rep. as needed, and Technology Resource. |
| 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? Weekly Meetings with select teachers to review intervention as well as implementation analyze student data and modify interventions as needed. |
| 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? The Problem Solving/RtI team will assist the teacher in developing appropriate interventions, facilitating optimal student achievement. Grade level PLC teams analyze data to determine areas of need. Identify potential barriers, solutions and progress monitoring tools. |
| MTSS Implementation |
| Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The PS/RtI team will review progress monitoring data utilizing various data sources determined to be appropriate by the team and classroom teacher, such as Easy CBM or other progress monitoring tools at intervals determined to be appropriate, based upon student needs. |
| Describe the plan to train staff on MTSS. We will have trainings as needed based on issues and weaknesses which arise in the MTSS process. |
| Describe plan to support MTSS: Time designated to meet with teachers as needed weekly, as well as facilitators assigned to each grade level to assist with fidelity and review of data. The PSLT will have a liaison at each grade level PLC. The liaison will meet with the team leader prior to the PLC to discuss which data to review. The RTI facilitator will support grade level teams/PLC's as needed to conduct data sorts, create intervention groups, develop intervention plans, and identify appropriate progress monitoring tools/assessments. |

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Reading Leadership Team serves as the school’s literacy Professional Learning Community. This team meets weekly and an additional committee that meets monthly.

The team is comprised of:

- Angela Veiga- Assistant Principal Elementary Instruction
- Peggy Swank - Reading Coach,
- Jill Bever – Reading Resource
- Elise Tramontana – AIS
- Lindsey Beldt – Writing Resource
- Julia Murphy - Media Specialist
- Ad hoc – Teachers who based on CTA contract choosing to not participant on a committee will be a part of this team.

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the PSLT chairperson. The reading coach and reading resource teacher are members of the LLT and provides extensive expertise in data analysis and reading interventions. The reading coach, reading resource and administration collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal and APEI also ensures that the LLT monitors reading data, identifies school-wide and individual teachers’ reading-focused weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team’s support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan
- Parent Involvement

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.

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Dr. Eric. J. Smith, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names; letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten Roundup. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

***Grades 6-12 Only Sec. 1003.413 (b) F.S**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

***High Schools Only**

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

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How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

| Reading Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|--|---|--|---|--|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. FCAT 2.0: Students scoring proficient in reading (Level 3-5). | | | | | | | |
| Reading Goal #1: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | I.1. The barrier is lack of training on Plan, Do, Check, Act model. PLC meetings are not occurring on a regular basis due to lack of designated time. | 1.1 .Strategy: Students comprehension of course standards/content will increase through teachers working collaboratively level PLCs to implement the Plan, Do, Check, Act Model on a unit of instruction. Specifically teachers will unpack common core curriculum assessments to drive instruction. Plan for higher order text dependent questions and analyze data to drive remediation and enrichment. Action Steps: 1. Refine the role of the School Leadership Team. 2. Plan for implementation of the Plan, Do, Check, Act Log for PLCs. 3. Schedule training for faculty on the Plan, Do, Check, Act log. 4. Leadership Team will define the expectations for PLC meetings as well as the log that will document progress. 5. Set up a shared folder for all to have access to working PLC logs. | 1.1 .Who Assistant Principal and Leadership Team | 1.1. Leadership Team and Administration will discuss and provide feedback on PLC logs. Administration and coaches will rotate to various PLCs. | 1.1. 2-3x Per Year FAIR <u>During Grading Period</u> Common Core Curriculum Assessments |
| In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 36% to 48% in 2013. | 36% | 48% | | | | | |

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| | | New Strategy for 5 Star | In an effort to improve student achievement our Assistant Principal, Angela Veiga wrote a grant and sought out our business partners to create our "Reading Rainforest". We purchased e-readers, books, bean bags, paint and accessories to turn a regular classroom into a Reading Rainforest. Teachers are able to take their entire class for <i>Drop Everything and Read</i> or teachers may send students during a timeframe when the room is supervised by a teacher volunteer. | | | |
| | | I.3. | I.3. | I.3. | I.3. | I.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading. | | See Goal 1 and 3 | | | | |
| <u>Reading Goal #2:</u> | <u>2012 Current Level of Performance:*</u> | | <u>2013 Expected Level of Performance:*</u> | | | |

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| In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 16% to 19%. | 16% | 19% | | | | | |
| | | | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3. FCAT 2.0: Points for students making Learning Gains in reading. | | | 3.1 | 3.1 | 3.1 | | |
| Reading Goal #3: In grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 50 points to 60 points. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Lack of planning for higher questions, teachers' lack of knowledge of WEBB's Depth of Knowledge | Student achievement will improve through engagement in higher order questions, with an emphasis on text dependent questioning. Teachers will utilize WEBB's Depth of Knowledge to engage students. Teachers will ask questions requiring students to reference the text in order to explain their answers. Teachers will plan for and identify Higher Order Questions in PLC meetings. Action Steps: 1. Leadership Team will become familiar with Webbs Depth of Knowledge Wheel. 2. Leadership Team will design and carry out professional development for faculty. | Leadership Team and Administration Curriculum will conduct walkthroughs using the WEBBs Depth of Knowledge Wheel | Leadership Team and administration will collect PLC logs and provide feedback. Faculty will receive trend data for the whole group as well as individual data on WEBBs Depth of Knowledge on a monthly basis. | PLC Logs, Walkthrough Data on WEBBs Depth of Knowledge |
| | 50 pts | 60 pts | | | | | |
| | | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
| | | | 3.3. | 3.3. | 3.3. | 3.3. | 3.3. |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading. | | | SEE GOAL 1 | | | | |

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| | | | | | | | | |
|--|--|---|----------------------------|------------------|--|--|------------------------|------------------|
| <p>Reading Goal #4:</p> <p>Enter narrative for the goal in this box.</p> <p>In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 67points to 72 points.</p> | <p>2012 Current Level of Performance:*</p> | <p>2013 Expected Level of Performance:*</p> | <p>AND 3</p> | | | | | |
| | <p>67 pts</p> | <p>72 pts</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>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> | |
| <p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p> | | | <p>2011-2012</p> | <p>2012-2013</p> | <p>2013-2014</p> | <p>2014-2015</p> | <p>2015-2016</p> | <p>2016-2017</p> |
| <p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> <p>Reading Goal #5:</p> <p><i>In 2011 55% of students were non proficient in reading on FCAT. In 2013 we will reduce that number by10%.</i></p> | | | | | | | | |
| <p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5A:</p> <p>In grades 3-5 , the percentage of white students scoring proficient on the 2013 FCAT/FAA Reading will increase from 41% to 47%.</p> <p>In grades 3-5 , the percentage of black students scoring proficient on the 2013</p> | | | <p>SEE GOAL 1 AND 3</p> | | | | | |
| | <p>2012 Current Level of Performance:*</p> <p>White:41% Black: 37% Hispanic: 43% Asian: American Indian:</p> | <p>2013 Expected Level of Performance:*</p> <p>White:47% Black: 43% Hispanic: 49% Asian: American Indian:</p> | | <p>5A.2.</p> | <p>5A.2</p> | <p>5A.2</p> | <p>5A.2</p> | <p>5A.2</p> |

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| | | | | | | | | | | | | | | | |
|---|--|---------------------------------|----------|---|---|-----------------|-------------------------------------|--------------------------------------|-----|-----|--|--|--|--|--|
| <p>FCAT/FAA Reading will increase from 37% to 43%.</p> <p>In grades 3-5 , the percentage of white students scoring proficient on the 2013 FCAT/FAA Reading will increase from 41% to 47%.</p> | | 5A.3. | 5A.3. | 5A.3. | 5A.3. | 5A.3. | | | | | | | | | |
| <p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p> | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | | | | | | | | |
| <p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p> | | <p>SEE GOALS 1 AND 3</p> | | | | | | | | | | | | | |
| <p><u>Reading Goal #5B:</u></p> <p>In grades 3-5 , the percentage of Economically Disadvantaged students scoring proficient on the 2013 FCAT/FAA Reading will increase from 39% to 45%.</p> | <table border="1"> <tr> <td data-bbox="349 624 468 687">2012 Current Level of Performance:*</td> <td data-bbox="468 624 598 687">2013 Expected Level of Performance:*</td> </tr> <tr> <td data-bbox="349 687 468 831">39%</td> <td data-bbox="468 687 598 831">45%</td> </tr> </table> | | | | | | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | 39% | 45% | | | | | |
| 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | | | | | | | | | | |
| 39% | 45% | | | | | | | | | | | | | | |
| | | 5B.2. | 5B.2. | 5B.2. | 5B.2. | 5B.2. | | | | | | | | | |
| | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | | | | | | | | | |
| <p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p> | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | | | | | | | | |
| <p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> | | <p>SEE GOALS 1 AND 3</p> | | | | | | | | | | | | | |
| <p><u>Reading Goal #5C:</u></p> <p>In grades 3-5 , the percentage of ELL students scoring proficient on the 2013 FCAT/FAA Reading will increase from 34% to 38%.</p> | <table border="1"> <tr> <td data-bbox="349 1134 468 1198">2012 Current Level of Performance:*</td> <td data-bbox="468 1134 598 1198">2013 Expected Level of Performance:*</td> </tr> <tr> <td data-bbox="349 1198 468 1278">34%</td> <td data-bbox="468 1198 598 1278">38%</td> </tr> </table> | | | | | | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | 34% | 38% | | | | | |
| 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | | | | | | | | | | |
| 34% | 38% | | | | | | | | | | | | | | |
| | | 5C.2. | 5C.2. | 5C.2. | 5C.2. | 5C.2. | | | | | | | | | |
| | | 5C.3. | 5C.3. | 5C.3. | 5C.3. | 5C.3. | | | | | | | | | |

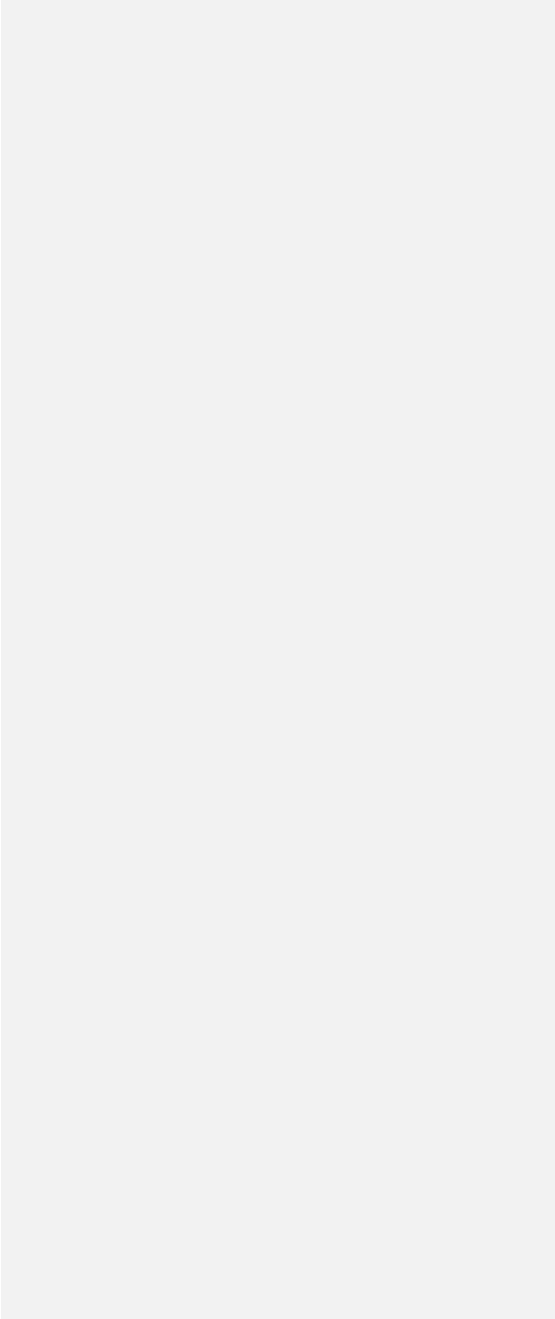
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| | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|-------------------------------------|--------------------------------------|--------------------------|----------|---|---|-----------------|
| 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: | | | | | | | |
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. | | | SEE GOALS 1 AND 3 | | | | |
| Reading Goal #5D: In grades 3-5 , the percentage of SWD students scoring proficient on the 2013 FCAT/FAA Reading will increase from 31% to 38%. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 31% | 38% | | | | | |
| | | | 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 |
| Focused Lesson Planning based on data | k-5 reading | Reading leaders | School Wide | Ongoing | Walk throughs | Leadership team Instructional Coach |
| Assessment training for DRA and running records | k-5 | Peggy Swank | School wide | Ongoing | Perform assessments and turn to Reading Coaches | Reading Coaches |
| Shared reading training | 3-5 | District Resource Teacher | 4 | October 2012 | Walkthroughs | Kimberly Smith |
| Monthly PLC Meetings | K-5 | PLC Leader | School Wide | 2/5, 3/5, 4/2, 5/7 | PLC Logs | Administration |
| HOT Topics | k-5 | Angela Veiga | School Wide | 1-2 times per month | Walkthroughs | Leadership Team |

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)).

| Elementary School Mathematics Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|---|--|---|--|--|--|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5). | | | | | | | |
| Mathematics Goal #1: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 38% to 50%. | <u>2012 Current Level of Performance:*</u> 38% | <u>2013 Expected Level of Performance:*</u> 50% | 1.1. The barrier is lack of training on Plan, Do, Check, Act model. PLC meetings are not occurring on a regular basis due to lack of designated time. | 1.1. Strategy: Students comprehension of course standards/content will increase through teachers working collaboratively grade level PLCs to implement the Plan, Do, Check, Act Model on a unit of instruction. Specifically teachers will unpack common core curriculum assessments to drive instruction. Plan for higher order questions and analyze data to drive remediation and enrichment. Action Steps: 1. Refine the role of the School Leadership Team. 2. Plan for implementation of the Plan, Do, Check, Act Log for PLCs. 3. Schedule training for faculty on the Plan, Do, Check, Act log. 4. Leadership Team will define the expectations for PLC meetings as well as the log that will document progress. 5. Set up a shared folder for all to have access to working PLC logs. | 1.1. Who Assistant Principal and Leadership Team | 1.1. Leadership Team and Administration will discuss and provide feedback on PLC logs. Administration and coaches will rotate to various PLCs. | 1.1. 2-3x Per Year Formative Assessments During Grading Period Common Core Curriculum Assessments |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| | | | | | | | |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|--|---|---|---|
| 2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics. | | | | SEE GOAL 1 AND 3 | | | |
| Mathematics Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 11% to 16%. | 2012 Current Level of Performance:* 11% | 2013 Expected Level of Performance:* 16% | | | | | |
| | | | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 3. FCAT 2.0: Points for students making learning gains in mathematics. | | | | | | | |
| Mathematics Goal In grades 3-5, the points for All Curriculum students making learning gains on the 2013 FCAT Math will increase from 61 to 66 points. | 2012 Current Level of Performance:* 61 pts | 2013 Expected Level of Performance:* 66 pts | 3.1 Lack of planning for higher questions, teachers lack of knowledge of WEBB's Depth of Knowledge | 3.1 Student achievement will improve through engagement in higher order questions, with an emphasis on higher order questions. Teachers will utilize WEBB's Depth of Knowledge to engage students. Teachers will utilize the KWL plan to explain their answers. Teachers will plan for and identify Higher Order Questions in PLC meetings. Action Steps: 1. Leadership Team will become familiar with Webb's Depth of Knowledge Wheel. 2. Leadership Team will design and carry out professional development for faculty. | 3.1 Leadership Team and Administration Curriculum will conduct walkthroughs using the WEBB's Depth of Knowledge Wheel | Leadership Team and administration will collect PLC logs and provide feedback. Faculty will receive trend data for the whole group as well as individual data on WEBB's Depth of Knowledge on a monthly basis. | PLC Logs, Walkthrough Data on WEBB's Depth of Knowledge |
| | | | 3.2. | 3.2. | 3.2. | 3.2. | 3.2. |
| | | | 3.3. | 3.3. | 3.3. | 3..3. | 3.3. |

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| | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---------------------|------------------|---|---|-----------------------------------|
| 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: | | | | | | | |
| 4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics. | | | SEE GOAL 1 AND 3 | | | | |
| <u>Mathematics Goal #4:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| In grades 3-5, points for All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 79 to 80. | 79 pts | 80 pts | | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | 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> <i>In 2011 60% of students were non proficient in math on FCAT. In 2013 we will reduce that number by 10%.</i> | | | | | | | |
| 5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics | | | SEE GOAL 1 AND 3 | | | | |
| <u>Reading Goal #5A:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |

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| | | | | | | | | | | | |
|--|--|--|--------------------------------------|--------------------------------|---|---|------------------------------|---------------------|--|--|------------------------------|
| <p>In grades 3-5 , the percentage of white students scoring proficient on the 2013 FCAT/FAA Reading will increase from35% to 42%.</p> | <p>White:35 Black:35 Hispanic:48 Asian:NA American Indian: NA</p> | <p>White:42 Black:42 Hispanic:53 Asian:NA American Indian:NA</p> | | | | | | | | | |
| <p>In grades 3-5 , the percentage of black students scoring proficient on the 2013 FCAT/FAA Reading will increase from35% to 32%.</p> | | | 5A.2. | 5A.2. | 5A.2. | 5A.2. | 5A.2. | | | | |
| <p>In grades 3-5 , the percentage of Hispanic students scoring proficient on the 2013 FCAT/FAA Reading will increase from48% to 53%.</p> | | | 5A.3. | 5A.3. | 5A.3. | 5A.3. | 5A.3. | | | | |
| | | | | | | | | | | | |
| <p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p> | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | | | |
| <p>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> | | | 5B.1. | 5B.1. <u>Strategy:</u> See 1.1 | 5B.1. <u>Who:</u> See 1.1 | 5B.1. See 1.1 | 5B.1. See 1.1 | | | | |
| <p>Mathematics Goal #5B:</p> <p>In grades 3-5 , the percentage of Economically disadvantaged students scoring proficient on the 2013 FCAT/FAA Reading will increase from37% to 43%.</p> | <table border="1"> <tr> <td data-bbox="353 986 481 1010">2012 Current Level of Performance:*</td> <td data-bbox="481 986 607 1010">2013 Expected Level of Performance:*</td> </tr> <tr> <td data-bbox="353 1010 481 1034">37%</td> <td data-bbox="481 1010 607 1034">43%</td> </tr> </table> | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | 37% | 43% | <p>See 1.1</p> | <p>Action Steps: See 1.1</p> | <p>How: see 1.1</p> | | | <p>During Grading Period</p> |
| 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | | | | | | |
| 37% | 43% | | | | | | | | | | |
| | | | 5B.1. See 4.1 | See 4.1 See 4.1 | 5B.1. See 4.1 | 5B.1. See 4.1 | 5B.1. | | | | |
| | | | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. | | | | |

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| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--------------------------|----------|---|---|-----------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | | | SEE GOALS 1 AND 3 | | | | |
| Mathematics Goal #5C: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| In grades 3-5 , the percentage of ELL students scoring proficient on the 2013 FCAT/FAA Math will increase from 43% % to 47%. | 43% | 47% | | | | | |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics. | | | | | | | |
| Mathematics Goal #5D: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| . In grades 3-5 , the percentage of SWD students scoring proficient on the 2013 FCAT/FAA Math will increase from 38% to 44%. | 38% | 44% | | | | | |
| | | | 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 | PD Participants (e.g. , PLC, subject, grade level, or | Target Dates and Schedules (e.g. , Early Release) and | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |

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| | | PLC Leader | school-wide) | Schedules (e.g., frequency of meetings) | | |
|---|----------|--------------------|--------------|---|--------------|-----------------|
| Using technological components of Go Math | k-5 math | Math/Tech Resource | School Wide | TBD | Walkthroughs | Leadership Team |
| HOT Topics | k-5 | Angela Veiga | School Wide | 1-2 times per month | Walkthroughs | Leadership Team |
| Monthly PLC Meetings | K-5 | PLC Leader | School Wide | 2/5, 3/5, 4/2, 5/7 | PLC Logs | Administration |

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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. FCAT 2.0: Students scoring proficient (Level 3-5) in science. | | | 1.1. -Identify misconceptions and depth of student knowledge of science concepts. -Real world experiences for our students. -Absence of Science resource teacher on site. -Lack of funds to fully support Science Fair Projects, science Olympics, and classroom projects. | 1.1. <u>Inquiry based instruction</u> (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. Active thinking-deductive reasoning. | 1.1. Assistant Principal and Leadership Team | 1.1. Leadership Team and Administration will discuss and provide feedback on PLC logs. Administration and coaches will rotate to various PLCs. | 1.1. During Grading Period Unit assessment data District Formative Assessments |
| Science Goal #1: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| In grade 5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 26% to 31%. | 26% | 31% | | | | | |
| | | | | | | | |
| | | | 1.3. see 1.1 | 1.3 see 1.1 | 1.3. see 1.1 | 1.3. see 1.1 | 1.3. see 1.1 |
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |

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| | | | | | | | |
|--|-------------------------------------|--------------------------------------|-----------------|----------------|----------------|----------------|----------------|
| 2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science. | | | 2.1. See 1.1 | 2.1 See 1.1 | 2.1 See 1.1 | 2.1 See 1.1 | 2.1 See 1.1 |
| Science Goal #2: In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 6% to 9% . . | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 6% | 9% | | | | | |
| | | | 2.2.see 1.1 | 2.2. see 1.1 | 2.2. see 1.1 | 2.2.see 1.1 | 2.2. see 1.1 |
| | | | 2.3 see 1.1 | 2.3 see 1.1 | 2.3 see 1.1 | 2.3 see 1.1 | 2.3 see.1.1 |

Science Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|----------------------------------|--|---|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Inquiry methods and hands on science | K-5/Science | Science Leaders | School Wide | Ongoing | Walk throughs/PLC | Leadership Team |
| Integration | K-5/Science | Science Leaders | School Wide | Pre-planning (8/17/13) | Walk throughs/PLC | Leadership Team |
| planning | 4 th . And 5 th . Science | Science Academic Coach (OGT) | 4 th . And 5 th . Science | Monthly | Meeting notes, unit assessment | Grade level team |
| Monthly PLC Meetings | K-5 | PLC Leader | School Wide | 2/5, 3/5, 4/2, 5/7 | PLC Logs | Administration |

End of Science Goals

Writing/Language Arts Goals

| Writing/Language Arts Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|-------------------------------------|--------------------------------------|--|---|---|--|--------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Students scoring at Achievement Level 3.0 or higher in writing. | | | The implementation of the new scoring system and the State's increased focus on mode. Many teachers have not taken updated FCAT scoring training | 1.1 Teachers will alternate mode of sequential lesson sets (3 days narrative, 3days informational) | 2-5 grade level teachers and writing resource teacher | STAR data interview Teachers will discuss data in PLC's and look for class trends | Demand writes data |
| Writing/LA Goal #1: In grades 3-5, the percentage of AYP All Curriculum (AC) students scoring a Level 3 or higher on the 2012 FCAT Writing will increase from 76% to 90%. In 2013. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | 76% | 90% | 1.2. Time management within the writers workshop The implementation of the new scoring system and the State's increased focus on standard English conventions and grammar | 1.2. Implement dictation into two days of the writer's workshop focusing on grammar, usage, and standard English conventions. | 1.2. See 1.1 | 1.2. See 1.1 | 1.2. See 1.1 |
| | | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Writing/Language Arts 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 |
| Rubric Training for Embedded Assessments | 3-5 | DRT | Language Arts Teacher | Month of September/October 2012 | Ability to Score Writing papers | Administration Writing Resource Teacher Teachers |
| Writing Reviews | 4 | DRT | Language Arts Teachers | Monthly | DRT score review/ Ability to Score Writing papers | Administration Writing Resource Teacher |

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|-------------------------------|-----|------------|-------------|--------------------|---|----------------------------------|
| | | | | | | Teachers |
| Monthly PLC Meetings | K-5 | PLC Leader | School Wide | 2/5, 3/5, 4/2, 5/7 | PLC Logs | Administration |
| Updated FCAT scoring training | 3-5 | SDHC | Grade 3-5 | May 2013 | Writing dept. provides confirmation of completion | Administration/Writing resource. |

End of Writing Goals

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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Attendance | | | 1.1. Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Limited amount of time to focus on attendance -Limited staff to focus on attendance -Parents do not have access to information regarding illnesses that may not require the student to miss school. -Limited budget for incentives. | 1.1. Tier 1 -Teachers will display a certificate made by the Social Worker to display on their door/window when all students are present for the day. -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 -The class with a minimal attendance percentage rate of 96% (primary, intermediate and ESE) will have their names announced on the closed circuit TV monthly. -The classroom in each grade level that has the highest attendance percentage for the month will receive a prize from the School Social Worker during their lunch period. | 1.1. Social worker will create certificate for teachers to hang in their window. -Teacher will post certificate daily if class is at 100% attendance. - Social Worker will collect data on classes who are eligible for this incentive (96% or higher attendance rate). They will disperse prizes to eligible classrooms. -SSW/Guidance Counselor will maintain data base and submit the names of the classrooms with an attendance percentage rate of 96%+. | 1.1. Guidance Counselor and SSW will examine data monthly | 1.1. Ed Connect Reports on Demand for attendance rate. Mainframe for unexcused absences and tardies A monthly report to PSLT submitted by the guidance counselor and SSW. |
| Attendance Goal #1: | 2012 Current Attendance Rate:* | 2013 Expected Attendance Rate:* | | | | | |
| The attendance rate will increase from 93% in 2011-2012 to 96% in 2012-2013. | 93% (524) | 96% (494) | | | | | |
| -The number of students who have 10 or more unexcused absences throughout the school year will decrease from 23% in 2011-2012 to 20% in 2012-2013 . | 23% (129) | 20% (103) | | | | | |
| -The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 202 in 2011-2012 to 192 in 2012-2013. | 202 | 192 | | | | | |
| | | | 1.2. See 1.1 | 1.2. When a student reaches 15 days of unexcused absences in a 90 day period, the Child Study Team will meet to discuss further | 1.2. SSW and Data Processor will ensure that letters are printed and teachers will ensure letters are going home. | 1.2. School Social Worker will examine data monthly | 1.2. Ed Connect Reports on Demand for attendance rate. Mainframe for unexcused absences and tardies A monthly report to PSLT |

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|--|--|------|--|------|------|--|
| | | | <p>interventions to increase attendance and/or the teacher and social worker will have a conference with the parent. The goal of the conference is to create a plan for assisting the students to improve his/her attendance.</p> <p>-Social Worker will have a weekly attendance group with the identified Tier 3 students to build connection, provide incentives and increase daily attendance.</p> <p>-Tier 3 attendance students will be assigned an informal staff member "buddy" who will encourage the student to attend school regularly and make a connection to support the student</p> | | | submitted by the guidance counselor and SSW. |
| | | 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Commented [v1]: Ask Harris about PD

End of Attendance Goals

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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Suspension | | | 1.1. The need to have common school-wide expectations and rules for appropriate classroom behavior. Teachers need to have common school-wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior. | 1.1. Tier 1: The Managing and Motivating committee will develop school wide expectations and rules through staff discussion and provide training to staff in methods for teaching and reinforcing the school wide rules and expectations. | 1.1. Managing and Motivating Committee Administration Behavior specialist Behavior walk through form | 1.1. PSLT "behavior" subgroup with review data on Office Discipline Referrals ODRs and out of school suspensions monthly. | 1.1. "UNTIE" ODR and suspension data cross-referenced with mainframe discipline data |
| Suspension Goal #1: | <u>2012 Total Number of In-School Suspensions</u> | <u>2013 Expected Number of In-School Suspensions</u> | | | | | |
| The total number of In-School Suspensions will decrease from 8 in 2011-2012 to 5 in 2012-2013. | 8 | 5 | | | | | |
| -The total number of students receiving In-School Suspension will decrease from 6 in 2011-2012 to 5 in 2012-2013. | <u>2012 Total Number of Students Suspended In-School</u> | <u>2013 Expected Number of Students Suspended In-School</u> | | | | | |
| | 6 | 5 | | | | | |
| | <u>2012 Number of Out-of-School Suspensions</u> | <u>2013 Expected Number of Out-of-School Suspensions</u> | | | | | |
| | 84 | 70 | | | | | |
| | <u>2012 Total Number of Students Suspended Out-of-School</u> | <u>2013 Expected Number of Students Suspended Out-of-School</u> | | | | | |
| | 50 | 45 | | | | | |
| | | | 1.2. Teachers may not have the training and confidence to de-escalate situations when challenging behaviors occur. | 1.2. PSLT "Managing and Motivating" subgroup will review data and make recommendations to the PSLT for additional training in classroom management for teachers in need (e.g., CHAMPS training) | 1.2. "Managing and Motivating" subgroup PSLT Classroom walkthroughs and Observations | 1.2. PSLT "Managing and Motivating" subgroup will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms | 1.2. Reports on Demand/Crystal "UNTIE" Discipline data |
| | | | 1.3. See 1.2 | 1.3. See 1.2 | 1.3. "Managing and Motivating" subgroup PSLT Classroom | 1.3. A subgroup of the Problem Solving Leadership Team will review suspension data and determine the percent of | 1.3.. Monthly Suspension Data |

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|--|--|--|--|--|---|--|
| | | | | walkthroughs and Observations. Guidance Social Worker School Psychologist | student with 10 or more suspensions per semester. The Team will review suspension data monthly and report progress to PSLT monthly. | |
|--|--|--|--|--|---|--|

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 |
| CHAMPS reviews | K-5 | Behavior Specialist | School Wide | Ongoing | Classroom walkthroughs looking for implementation of the strategies | PSLT Managing and Motivating Team |
| Introduction to PBS | K-5 | Behavior Specialist | School Wide | Ongoing | Classroom walkthroughs looking for implementation of the strategies | PSLT Managing and Motivating Team |
| Conscious Discipline | K-5 | A.R.T. | Administration | Ongoing | Ongoing Training | A.R.T. |

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

| Dropout Prevention Goal(s) | | Problem-solving Process to Dropout Prevention | | | | |
|--|--------------------------------|---|----------|---|---|-----------------|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i> | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Enter narrative for the goal in this box. | 2012 Current Dropout Rate:* | 2013 Expected Dropout Rate:* | | | | |
| | | | | | | |
| | 2012 Current Graduation Rate:* | 2013 Expected Graduation Rate:* | | | | |
| | | | | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Parent Involvement | | | 1.1. | 1.1. | 1.1. | 1.1. | 1.1. |
| Parent Involvement Goal #1: | | | | | | | |
| Enter narrative for the goal in this box. | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | | |
| | | | | | | | |
| | | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | | 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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 2. Parent Involvement | | | 2.1. | 2.1. | 2.1. | 2.1. | 2.1. |
| Parent Involvement Goal #2: | | | | | | | |
| Enter narrative for the goal in this box. | 2012 Current level of Parent Involvement:* | 2013 Expected level of Parent Involvement:* | | | | | |
| | | | | | | | |
| | | | 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 | Grade | PD Facilitator | PD Participants | Target Dates and Schedules | Strategy for Follow-up/Monitoring | Person or Position Responsible for |

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| and/or PLC Focus | Level/Subject | and/or PLC Leader | (e.g. , PLC, subject, grade level, or school-wide) | (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Monitoring |
|------------------|---------------|-------------------|--|--|------------|
| | | | | | |
| | | | | | |
| | | | | | |

End of Parent Involvement Goal(s)

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 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Health and Fitness Goal | | | 1.1.Mr. Surcy is a new P.E. teacher in the district for the 2012-2013 school year. | 1.1. Mr. Kastner will assist with planning and preparation for classes during weekly planning meetings. Students will engage in 60-120 minutes of physical activity with PE teacher and 30-90 minutes with classroom teacher per week. | 1.1. Administration Scheduling team | 1.1. Classroom observations 1.2. Checking of student schedules | 1.1.Danielson rubric Student Schedule/Master schedule |
| Health and Fitness Goal #1: | 2012 Current Level :* | 2013 Expected Level :* | | | | | |
| Enter narrative for the goal in this box. During the 2012-2013 school year, the number of fifth grade students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 35% on the Pretest given in August 2012 to 45% on the Posttest given March, 2013 | 35% (29) | 45% (32) | 1.3. Mr. Surcy has limited knowledge of PE content | Teacher will attend district PDS trainings, collaborative planning sessions, and utilize the P.E. bulletin board on ideas. | 1.2. Administration | 1.2.PDS site, bulletin board history | 1.2.EOY test scores |
| | | | 1.3.Students have limited time for PE during the week | 1.3. Use of the playground; muscular strength and endurance activities and | 1.3.PSLT | 1.3.Classroom walkthroughs | 1.3.. Push up test for 2 nd grade component of the FITNESSGRAM for |

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| | | | | | | |
|--|--|--|--|--|--|---|
| | | | exercising in accordance with the 150 minutes of Elementary PE as mandated by the state. | | | assessing muscular endurance. Curl up test for 5 th grade component of the FITNESSGRAM for assessing muscular endurance. |
|--|--|--|--|--|--|---|

Health and Fitness Goals Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|--|---------------------|----------------------------------|--|--|-----------------------------------|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates 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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| | | | | | | |

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 | | | | |
|---|------------------------------|-------------------------------|---|---|--|---|---|
| Based on the analysis of school data, identify and define areas in need of improvement: | | | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1. Continuous Improvement Goal | | | 1.1. | 1.1.Strategies | 1.1.SIP meeting notes | 1.1.SIP meeting notes | 1.1.SIP meeting notes |
| Continuous Improvement Goal #1 | 2012 Current Level :* | 2013 Expected Level :* | <u>Anticipated barriers include:</u> -Some staff members are not aware this is supported as the principal includes the leadership team and administrative teams respectively. -Awareness that the administrative team supports this through the informal and formal observation process | Include students on SIP Increased use of safety patrols Quarterly recognition for students in areas to be determined such as no referrals, attendance, tardy, academics . | Feedback from Safety Sponsor Referral, attendance, tardy and academic data | Feedback from Safety Sponsor Referral, attendance, tardy and academic data Staff, Steering Leadership, Curriculum Leadership Meeting Agenda | Referral, attendance, tardy and academic data |
| The percentage of teachers who strongly agree, agree, or have no opinion with the indicator "the principal works with the students to achieve school improvement goals" will improve from the 2012 level of 83% to 91% in | 83% | 91% | | | | | |

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|-------|--|--|--|------|------|------|------|
| 2013. | | | through inquiry of students. -Awareness that the leadership team supports this through the informal and formal observation process through inquiry of students. | | | | |
| | | | 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 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

| | | | | | | | |
|--|---|--------------------------------------|--|---|--|--|--|
| A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9). | | | A.1. Limited planning time with paras. | A.1. Specially Designed Instruction is used with Individuals and Small groups for more than 50% of the day with teachers and paras utilizing prepared lesson plans. | A.1. Administration – report card reviews IND PLCs – Monthly data chats | A.1. Each Student is assessed monthly in reading and math. Gains are evaluated based on total score on each subtest. | A.1. Brigance Inventory, Teacher Created Assessments |
| Reading Goal A: Enter narrative for the goal in this box. In grades 3-5, 85% of all students taking the FAA will score a Level 4 or above on the 2013 reading section of that test. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | Difficulty with behavior management. | | | | |
| | 83% | 85% (20) | | | | | |
| | | | | | | | |
| | | | A.2. | A.2. | A.2. | A.2. | A.2. |
| | | | A.3. | A.3. | A.3. | A.3. | A.3. |
| B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. | | | B.1. See A1-4 | B.1. See A1 | B.1. See A1 | B.1. See A1 | B.1. See A1 |
| Reading Goal B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | No data provided—less than 10 students tested. | | | | | | |

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|--|--|------|------|------|------|------|
| | | 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 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 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 |
| C. Students scoring proficient in Listening/Speaking. | | 1.1. | 1.1. | 1.1 | 1.1 | 1.1. |
| <p>CELLA Goal #C:</p> <p>The percentage of ELL students scoring proficient on the 2013 CELLA Listening/Speaking will increase from 54% to 59%.</p> | <p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p> <p>54%</p> | <p>1.1.</p> <p>-ELLs at varying levels of English language proficiency and acquisition; and acculturation is not consistent across core curriculum.</p> <p>-Two new bilingual paraprofessionals need to learn more about ESOL Programmatic & Procedures, need to develop a greater understanding of NGCC standards, content areas, instructional strategies, and testing procedures.</p> <p>-Haitian Creole Paraprofessional on site 1 day a week.</p> | <p>1.1.</p> <p>- ELLs listening / speaking will improve through core content teachers (Reading, Language Arts, Science, Math, Social Studies)</p> <p>-ERT provides Oral Language professional development with CALLA Strategies to grades 3-5.</p> <p>-CELLA Strategies: Students will practice using academic language interactively (oral language). Opportunities will be provided for students to</p> <ul style="list-style-type: none"> TALK about what they are learning with each other Cooperative learning activities | <p>1.1</p> <p><u>Who:</u></p> <p>Administration</p> <p>-ESOL Resource Teacher (ERT)</p> <p>-Academic/Content Resource Teachers</p> <p>-ELL Paraprofessionals</p> <p>-PLC Facilitators</p> <p>-Teachers</p> <p><u>How:</u></p> <p>-Administrative walk-through</p> <p>-Evidence of strategy in teachers' lesson</p> | <p>1.1</p> <p><u>Administration:</u></p> <p>-ESOL Strategies Checklist will be reviewed at Report Card Reviews</p> <p>-Data Reviews drive Data Chats with Teachers and Resource Teachers</p> <p>-PLC Minutes will determine Data Chats with Teachers & Resource Teachers</p> <p><u>Teacher Level:</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level:</u></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> | <p>1.1.</p> <p><u>Spring 2013</u></p> <p>-CELLA</p> <p><u>During Grading Period:</u></p> <p>-Provide ELL testing accommodations, such as permitting students access to Heritage to English dictionaries, extended time, etc.</p> <p>- Core curriculum, end of core curriculum unit assessments, with data aggregated for ELL performance.</p> <p>-Running Record Retellings</p> <p>-Teacher Observations of</p> |

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| | | | | | | |
|--|--|--|---|--|--|---|
| | | <p>-Need to develop a more in-depth understanding in implementing ESOL Instructional Strategies with rigor.</p> <p>-Limited implementation of using academic language (oral language) interactively.</p> | <ul style="list-style-type: none"> • Group projects • Hands-on activities <p>- ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>- Based on the data core content teachers will differentiate instruction to remediate/enhance Oral Language.</p> <p>-ERT collaborates with Academic Resource Teachers; include ELL Strategies in trainings.</p> <p>- ELL Bilingual Paraprofessionals will assist in immersing students in the English Language and attend monthly ESOL Bilingual Paraprofessional Meetings to learn Instructional Strategies & testing procedures.</p> <p>-ELL Bilingual Paraprofessionals will assist students in the understanding of instruction and key concepts by utilizing the students' native languages, whenever feasible.</p> | <p>plans.</p> <p>-ERT walk-throughs</p> <p>-Resource Staff walk-throughs</p> <p>-PLC Minutes</p> | <p><u>ERT:</u></p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p><u>Reading Coaches / Reading Resource Teacher:</u></p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> | <p>ELL's progress</p> <p>-Walk-throughs</p> <p>-PLC Minutes</p> |
|--|--|--|---|--|--|---|

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|--|--|----------------------------|---|---|---|--|
| | | | <p>-ELL Bilingual Paraprofessionals a schedule based on the placement of K-5 LYA and LYB, and support for LYC, as needed.</p> <p>-Haitian Creole Para will be scheduled for longer than 30 minutes in some classes.</p> | | | |
| | | 1.2. | 1.2. | 1.2. | 1.2. | 1.2. |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |
| Students read in English at grade level text in a manner similar to non-ELL students. | | 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 |
| D. Students scoring proficient in Reading. | | 2.1. See 1.1 | 2.1. | 2.1. | 2.1. | 2.1. |
| <p><u>CELLA Goal #D:</u></p> <p>The percentage of ELL students scoring proficient on the 2013 CELLA Reading will increase from 30% to 33%.</p> | <p><u>2012 Current Percent of Students Proficient in Reading :</u></p> <p style="text-align: center;">30%</p> | | <p>ELLs reading comprehension will improve through core content teachers (Reading, Language Arts, Science, Math, Social Studies)</p> <p>-Core content teachers administer and analyze ELLs' performance on assessments.</p> <p>-Teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on the data core content teachers will differentiate instruction to</p> | <p>Who:</p> <p>-Administration</p> <p>-ESOL Resource Teacher (ERT)</p> <p>-Reading Coaches / Reading Resource Teacher</p> <p>-Content/Academic Resource Teachers</p> <p>-ELL Paraprofessionals</p> <p>-PLC Facilitators</p> <p>-Teachers</p> | <p>Administration:</p> <p>-ESOL Strategies Checklist will be reviewed at Report Card Reviews</p> <p>-Data Reviews drive Data Chats with Teachers and Resource Teachers</p> <p>-PLC Minutes will drive Data Chats with Teachers & Resource Teachers</p> <p>Teacher Level:</p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future</p> | <p><u>Spring 2013</u></p> <p>-CELLA</p> <p><u>During Grading Period:</u></p> <p>-FAIR AP1, AP2, AP3</p> <p>-Monthly Running Records</p> <p>-District Assessments</p> <p>-Provide ELL testing accommodations, such as permitting students access to Heritage to English dictionaries, extended time, etc.</p> <p>-Core curriculum, end of</p> |

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| | | <p>remediate/enhance Reading instruction.</p> <p>-ERT collaborates with Reading Coach / Reading Resource Teacher; include ELL strategies in Reading Trainings.</p> <p>- ESOL Resource Teacher (ERT) provides professional development to all content area teachers on ESOL Strategies – Best Practices to embed into core content lessons.</p> <p>- ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs.</p> <p>- ELL Bilingual Paraprofessionals will assist students in the understanding of instruction and key concepts by utilizing the students' native languages, whenever feasible.</p> <p>- ELL Bilingual Paraprofessionals will assist in immersing students in the English Language. Attend monthly ESOL Bilingual Paraprofessional Meetings to learn ESOL Programmatic & Procedures, Instructional Strategies & testing procedures.</p> <p>- ELL Bilingual Paraprofessionals a schedule based on the placement of K-5 LYA and LYB, and</p> | <p>How: <u>Administration:</u> ESOL Strategies Checklist at Report Reviews</p> <p>-Administrative walk-through</p> <p>-Evidence of strategy in teachers' lesson plans.</p> <p>-ERT walk-throughs</p> <p>-Resource Staff walk-throughs</p> <p>-Monthly Running Record Data</p> <p>-PLC Minutes</p> | <p>instruction.</p> <p>-Teachers differentiate instruction.</p> <p><u>PLC Level:</u> PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><u>ERT:</u> Data is used to drive teacher support and student supplemental instruction.</p> <p><u>Reading Coaches / Reading Resource Teacher:</u> Data is used to drive teacher support and student supplemental instruction.</p> | <p>core curriculum unit assessments, with data aggregated for ELL performance.</p> <p>-Teacher Observations of ELL's progress</p> <p>-Walk-throughs</p> <p>-PLC Minutes</p> |
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| | | | support for LYC, as needed. -Haitian Creole Para will be scheduled for longer than 30 minutes in some classes. | | | |
| | | 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 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 |
| E. Students scoring proficient in Writing. | | 2.1. | 2.1 | 2.1. | 2.1. | 2.1. |
| <u>CELLA Goal #E:</u> | <u>2012 Current Percent of Students Proficient in Writing :</u> | See 1.1 | ELLs writing will improve through core content teachers (Reading, Language Arts, Science, Math, Social Studies) -ERT provides writing professional development with CALLA Strategies and scoring holistically and analytically to all content area teachers. -Core content teachers administer and analyze ELLs' performance on practice writes and assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on the data core content teachers will differentiate instruction to remediate/enhance writing instruction. -ERT collaborates with | Who: Administration -ESOL Resource Teacher -Writing Resource Teacher -Content Resource Teachers -ELL Paraprofessionals -PLC Facilitators -Teachers How: <u>Administration:</u> ESOL Strategies Checklist at Report Reviews -Monthly Shaw Writes! -Administrative walk-through -Evidence of strategy | <u>Administration:</u> -ESOL Strategies Checklist will be reviewed at Report Card Reviews -Data Reviews drive Data Chats with Teachers and Resource Teachers -PLC Minutes will drive Data Chats with Teachers & Resource Teachers <u>Teacher Level:</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers differentiate instruction <u>PLC Level:</u> PLCs reflect on lesson outcomes and data used to drive future instruction. <u>ERT:</u> Data is used to drive teacher support and student supplemental instruction. | Spring 2013 -CELLA <u>During Grading Period:</u> -Provide ELL testing accommodations, such as permitting students access to Heritage to English dictionaries, extended time, etc. -Monthly Shaw Writes -Score practice writes and assessments holistically and analytically. -Core curriculum, end of core curriculum unit assessments, with data aggregated for ELL performance. -Teacher Observations of ELL's progress -Walk-throughs |
| The percentage of ELL students scoring proficient on the 2013 CELLA Writing will increase from 27% to 30%. | 27% | | | | | |

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| | | | <p>Writing Resource; include ELL Strategies in trainings.</p> <p>- ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs.</p> <p>- Based on the data, teachers decide what skills need to be re-taught to targeted students using DI techniques.</p> <p>- ELL Bilingual Paraprofessionals will assist students in the understanding of instruction and key concepts by utilizing the students' native languages, whenever feasible.</p> <p>- ELL Bilingual Paraprofessionals will assist in immersing students in the English Language. Attend monthly ESOL Bilingual Paraprofessional Meetings to learn ESOL Instructional Strategies, testing procedures and Programmatic & Procedures,</p> <p>-ELL Bilingual paraprofessionals follow a schedule based on the placement of K-5, LYA and LYB, and support for LYC, as needed.</p> <p>-Haitian Creole Para will be scheduled for longer than 30 minutes in some classes.</p> | <p>in teachers' lesson plans.</p> <p>-ERT / Resource walk-throughs</p> <p>-Resource Staff walk-throughs</p> <p>-PLC Minutes</p> | <p><u>Writing Resource Teacher:</u> Data is used to drive teacher support and student supplemental instruction.</p> | <p>-PLC Minutes</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 |

NEW Math Florida Alternate Assessment Goals

| 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 |
|--|-------------------------------------|--------------------------------------|--|--|---|--|--|
| F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9). Mathematics Goal F In grades 3-5, 85% of all students taking the FAA will score a Level 4 or above on the 2013 Math section of that test. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | F.1. Limited planning time with paras. | F.1.Specially Designed Instruction is used with Individuals and Small groups for more than 50% of the day with teachers and paras utilizing prepared lesson plans. | F.1.Administration – report card reviews IND PLCs – Monthly data chats | F.1 Each Students is assessed monthly in reading and math. Gains are evaluated based on total score on each subtest. | F.1. Brigance Inventory, Teacher Created Assessments |
| | 83% | 85% (20) | Difficulty with behavior management. | | | | |
| | | | F.2. | F.2. | F.2. | F.2. | F.2. |
| | | | F.3. | F.3. | F.3. | F.3. | F.3. |
| G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. | | | G.1. See F 1-4 | G.1. See F1 | G.1. See F1 | G.1. See F1 | G.1. See F1 |

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|---|-------------------------------------|--------------------------------------|------|------|------|------|------|
| Mathematics Goal G: Enter narrative for the goal in this box.No Data. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | | | | | | | |
| | | | 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

| 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. See A1-4 | J.1. See A1 | J.1. See A1 | J.1. See A1 | J.1. See A1 |
| Science Goal J: No data provided for goal. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | <i>No data provided – less than 10 students tested</i> | | | | | | |
| | | | J.2. | J.2. | J.2. | J.2. | J.2. |

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| | | | | | | |
| | | J.3. | J.3. | J.3. | J.3. | J.3. |

NEW Writing Florida Alternate Assessment Goal

| Writing Goals | | | Problem-Solving Process to Increase Student Achievement | | | | |
|--|-------------------------------------|--------------------------------------|---|-------------|---|--|-------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | Anticipated Barrier | Strategy | 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 |
| M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9). | | | M.1. See A1-4 | M.1. See A1 | M.1. See A1 | M.1. See A1 | M.1. See A1 |
| Writing Goal M: No Data Available | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | No data – fewer than 10 students | | | | | | |
| | | | M.2. | M.2. | M.2. | M.2. | M.2. |
| | | | M.3. | M.3. | M.3. | M.3. | |

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

| STEM Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|----------|---|--|-------------------------|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | 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>STEM Goal #1:</p> <p>1.1 Increase the number of classes and/or grade levels participating in STEM competitions such as Science Olympics, STEM Fair project, and Math Bowl</p> | <p>1.1.</p> <p>-Many new and inexperienced teachers.</p> <p>We are currently searching for a Resource teacher to assist with Math and Science on campus</p> | <p>1.1.</p> <p>- Documentation of planning of units and outcomes of units in logs.</p> <p>-Increase effectiveness of lessons through lesson study and district trainings</p> <p>-Utilize Anita Ventura (district Science Resource teacher) in planning and developing lessons.</p> <p>-The STEM PLC will meet monthly and discuss strategies.</p> | <p>1.1.</p> <p>-All teachers within each grade level will hold each team member accountable to ensure strategies are accomplished.</p> | <p>1.1.</p> <p>-PLC minutes, updating where each team is in the process of the STEM projects.</p> <p>-Reflective in Teachers planning/lesson book.</p> <p>- Admin Committee walk-thru's.</p> <p>-Data checkpoints</p> | <p>1.1.</p> <p>-The number of STEM projects accounting for competition.</p> <p>-District Rubrics.</p> |
| <p>1.2 Implement problem-based learning and expand inquiry based experiences in Math and Science(Real World problems)</p> | <p>1.2.</p> <p>-Teachers with less than 3 years of experience.</p> <p>-Limited District Science/Math trainings</p> <p>We are currently searching for a Resource teacher to assist with Math and Science on campus</p> | <p>1.2.</p> <p>-Grade level PLC's</p> <p>- Documentation of planning of units and outcomes of units in logs.</p> <p>-Utilize Anita Ventura as a model and co-teach model.</p> | <p>1.2.</p> <p>All teachers within each grade level will hold each team member accountable to ensure strategies are accomplished.</p> | <p>1.2.</p> <p>- PLC minutes, updating where each team is in the process of each learning Unit.</p> <p>-Reflective in Teachers planning/lesson book.</p> <p>- Admin Committee walk-thru's.</p> <p>-Data checkpoints</p> | <p>1.2.</p> <p>-Unit Tests -District Tests -Homework</p> |

STEM Professional Development

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

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| | | PLC Leader | school-wide) | Schedules (e.g., frequency of meetings) | | |
|---|----------------------------------|----------------------------------|---|---|---|---------------------|
| Attend STEM Fair workshops | 5 th | District Science Dept. | Quintero | Summer 2012, monthly meetings | Works with grade level leaders to ensure student projects are progressing and necessary documentation is provided | Quintero |
| On Campus Training with District Science Resource | 1 st -5 th | Anita Ventura/ Maria Quintero | All teachers who teach Science and Math | October/November 2012 | District Science resource walk throughs . Administrator walk throughs | Admin/Anita Ventura |
| | | | | | | |

End of STEM Goal(s)

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

| CTE Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|----------|---|--|-------------------------|
| | 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 the analysis of school data, identify and define areas in need of improvement: | | | | | |

Commented [C2]: Please complete all columns.

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|--|---|--|--|--|---|
| <p>CTE Goal #1: Increase student interest in career opportunities and programs.</p> | <p>1.1. Limited time and interest for this topic.</p> | <p>1.1. -5th grade field trip to JA Biz Town -Implement special speakers to visit and share with students about CTE careers during the Great American Teach in</p> | <p>1.1. Administ ratively, 1 time Guidance Counselo r will collect sign in sheet.</p> | <p>1.1. Percentage of students and families participating.</p> | <p>1.1. -Student write up on experiences -Log of CTE speakers</p> |
|--|---|--|--|--|---|

CTE Professional Development

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

End of CTE Goal(s)
End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

| School Differentiated Accountability Status | | |
|---|---|----------------------------------|
| <input type="checkbox"/> Priority | <input checked="" 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. |
| |

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 |
|---|--|----------------------|--------------|
| 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. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. | Stipends for 3 School Improvement Coordinators. | 454.50 x 3 = 1363.50 | 1363.50 |
| | Spirit Stick Incentives for students who meet academic goals | 50.00 | 50.00 |

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|---|---|----------|----------|
| 1. Using technology to assess teacher and student usage of GO MATH, supplemental software programs such as I-station, Successmaker, and online testing for FAIR and NGSSS 5 th grade math test | 1. Headphones, keyboards, and computer mice | \$120.42 | \$120.42 |
| | | | |
| | | | |
| | | | |
| Final Amount Spent | | | |