

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: West Tampa Elementary	District Name: Hillsborough County Public Schools
Principal: Gloria Waite	Superintendent: MaryEllen Elia
Co-SAC Chairs: Patricia L. Hordge/E. Jeannette Noble	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	Gloria Waite	BS Elementary Ed MS Educational Leadership / Admin Elementary Ed/ESOL/Principalship	1	7	2012: B 2011: A 100% AYP 2010: A 100% AYP 2009: A 100% AYP 2008: A 100% AYP
Assistant Principal	Louis H Murphy	BA Elem. Ed. MA Special Ed./ Elem. Ed 1-6, VE K-12, Ed. Leadership, ESOL	5	5	2012: B 2011: A 79% AYP 2010: B 77% AYP 2009: C 79% AYP 2008: B 92% AYP

Highly Qualified Instructional Coaches

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	Joan Altshuler	BA Ed MA Ed/ Elem. Ed., Early Childhood, SLD K-12, PE K-12, Reading K-12, ESOL	11	11	2011: A 79% AYP 09/10: B 77% AYP 08/09: C 79% AYP 07/08: B 92% AYP
Reading	Paola Gruner	BS Ed, Elem. Ed., MA Ed. Leadership ESOL	0	0	2011: C 09/10: C 09/10: C

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 Day	General Directors	June 2012	
2. Recruitment Fairs	Supervisor of Teacher Recruitment	ongoing	

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3. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
4. Performance Pay	General Director of Federal Programs	July 2013	
5. Regular meetings of new teachers with Principal	Principal	On-going	
6. Partnering new teachers with veteran staff	Assistant Principal	On-going	
7. District Mentor Program	District Mentors	ongoing	
8. District Peer Program	District Peers	ongoing	
9. School-based teacher recognition system	Principal	ongoing	
10. Opportunities for teacher leadership	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
6	Depending on the needs of the teacher, one or more of the following strategies are implemented. <u>Administrators</u> Meet with the teachers four times per year to discuss progress on: <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <u>Academic Coach</u> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <u>Subject Area Leader/PLC</u> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

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
49	6%(3)	24%(12)	45%(22)	24%(12)	31%(15)	88%(43)	2%(1)	8%(4)	90%(44)

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
Cristina Middaugh	Johanna Vaughn Gaydos	Intermediate teacher	Lesson planning, modeling and coaching
Harriet Hollyfield	Sara Conde	Primary teacher	Lesson planning, modeling and coaching
Monica Schwindt	Amanda White	Primary teacher	Lesson planning, modeling and coaching
Jason Rabe	John Soellner	PE Coach	Lesson planning, modeling and coaching
Suzanne Widdoes	Craig Rohrbaker	Music	Lesson planning, modeling and coaching

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.

<p>Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
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Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
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, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA

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

School-Based MTSS/Rti Team

Identify the school-based MTSS Leadership Team.

Elementary

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- Social Worker
- Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)
- ESE teacher(s)
- Representatives from the PLCs for each grade level, K-5
- SAC Co-Chair(s)
- ELP Coordinator
- ELL Representative
- Academic Intervention Specialist

(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (monthly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Ensure the master schedule incorporates allocated time for intervention support at all grade levels.
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students

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identified through data sorts/chats conducted by the PLCs.

- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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.

Elementary/Middle/High

- The Co-Chair(s) of SAC is a member of the **Leadership Team/PSLT**.
- **The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.**
- The School Improvement Plan is the working document that guides the work **of the Leadership Team and all teacher teams**. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- **Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).**
- **The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.**
- The **Leadership Team/PSLT** and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation) to:
 - **Use the problem-solving model when analyzing data:**
 1. **What is the problem? (Problem Identification)**
 2. **Why is it occurring? (Problem Analysis and Barrier Identification)**
 3. **What are we going to do about it? (Action Plan Design and Implementation)**
 4. **Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)**
 - **Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance**

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- Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
- Develop and target interventions based on confirmed hypotheses.
- **Identify** appropriate progress monitoring assessments to be administered at **regular** intervals matched to the intensity of **the level of instructional/intervention support provided**.
- **Develop grading period or units of instruction//intervention** goals **that are ambitious, time-bound, and measureable (e.g., SMART goals)**.
- Review **progress monitoring data at regular intervals** to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment **support**).
- **Each PLC develops PLC action plan for SIP strategy implementation and monitoring**.
- Assess the implementation of the strategies on the SIP using the following questions:
 1. **Does the data show implementation of strategies are resulting in positive student growth?**
 2. **To what extent are we making progress toward the school's SIP goals?**
 3. **If we are making progress, what can we do to sustain what is working?**
 4. **What barriers to implementation are we facing and how will we address them?**
 5. **What should we do next? What should be our plan of action?**

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 following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability Reading, Math and Science Formatives	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science Reading, Math and Science Formatives and Monthly Demand Writes	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. Monitor Reading School wide	Fair and Formative Data PLC logs	Individual Teachers/ Team Leaders/ PLC Facilitators/ Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher

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<i>Reports on Demand/Crystal Reports</i>	<i>District Generated Database</i>	<i>Leadership Team/Specialty PSLT</i>
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Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) <i>Formative assessments for Reading and Math</i>	School Generated Database in Excel	Leadership Team/ ELP Facilitator
<i>Differentiated mini assessments based on core curriculum assessments.</i>	<i>Individual teacher data base PLC</i>	<i>Individual Teachers/PLCs</i>
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	<i>easyCBM</i> School Generated Database in Excel	Leadership Team/PLCs/ <i>Individual Teachers</i>

Describe the plan to train staff on MTSS.

The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District’s *RtI Committee/RtI Facilitators* develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, *as identified by teacher needs assessment and/or EET evaluation data*, will occur during faculty meeting times or rolling faculty meetings. *The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide.* Our school will invite our area RtI Facilitator to visit quarterly (*or as needed*) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). The <i>Literacy</i> Leadership Team serves as the school’s literacy Professional Learning Community. The team is comprised of:</p> <ul style="list-style-type: none">• Principal• Assistant Principal for Curriculum• Reading Coaches• Reading Teachers• Media Specialist• Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains• Language Arts Subject Area Leaders
<p>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 <i>goals and strategies identified</i> on the SIP.</p> <p>The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.</p> <p>The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers’ reading-focused instructional strengths and 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.</p>
<p>What will be the major initiatives of the LLT this year?</p> <ul style="list-style-type: none">• Implementation and evaluation of the SIP reading goals/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)• Implementation of the K-12 Reading Plan

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 *two* measures of the Florida Assessments

Hillsborough 2012

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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 the 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 **and as a blended program in several Early Exceptional Learning Program (EELP) classrooms.** **Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.** This assessment **will be** administered at the start and end of the VPK program. A copy of these assessments **will be** 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 **from the first day of school.** 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.

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	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
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. -Teachers vary in knowledge in how to teach vocabulary in an ongoing, robust way. -Some teachers may need directions on identifying the appropriate words to teach for a vocabulary lesson. -Teachers may not know how to tie vocabulary instruction to text.	1.1 Students' vocabulary knowledge and use will increase through use of the 5-day Vocabulary Instructional Routine which includes: -time specified daily for work on vocabulary that is embedded in text -activities that include all learning modalities -a routine that will be familiar to students, like a workshop -use of informational texts to build background	1.1. <u>Who</u> -Principal -AP -Reading Coaches -Teacher -Academic Coaches <u>How</u> -Classroom walk-throughs observing the 5-day Vocabulary Instructional Routine	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> PLCs will review evaluation data at monthly PLC meetings. <u>Leadership Team Level</u> PLC facilitator will share data	1.1. <u>2x per year</u> -FAIR Vocabulary Assessment, K-2 <u>3x per year</u> -FAIR Reading Comprehension <u>During grading period</u> -Students' written responses reflecting use of vocabulary taught -Students' writing samples reflecting use of vocabulary taught.
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 36% to 41%.	2012 Current Level of Performance:* 36%	41%					

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			<p>knowledge and Tier 3 vocabulary in the content areas.</p> <p>Action Steps</p> <ul style="list-style-type: none"> -Administer teacher training and coaching. -Grade level PLCs meet and come to consensus regarding progress monitoring/evaluation tools for measuring vocabulary. -Whole class implementation of the 5-day Vocabulary Instructional Routine, using Tier 2 words. -As a Professional Development activity in their PLCs, teachers discuss the 5-day Vocabulary Instructional Routine implementation. 		<p>with the Problem-Solving Leadership Team. The Problem-Solving Leadership Reading/ Leadership Team will review assessment data for positive trends.</p>	
		<p>1.2</p> <ul style="list-style-type: none"> -Teachers' misunderstanding of the role that fluency plays in reading achievement. -The misnomer that fluency is only defined as words correct per minute. -Evaluation of fluency beyond words correct per minute. -Teachers are at various skill levels in understanding how to provide fluency intervention to impact all prosodic elements. 	<p>1.2.</p> <p>Strategy</p> <p>Students' reading fluency will improve through the use of appropriate teaching techniques centered on prosody (phrasing, rate, punctuation/intonation, expression).</p> <p>Action Steps</p> <ul style="list-style-type: none"> -As a Professional Development PLC activity, teachers study the HCPS fluency rubric to become familiar with all prosodic elements (phrasing, rate, punctuation/intonation, expression) and expected grade level fluency norms. -Teachers/Reading Coaches/members of Reading Leadership pretest using Easy CBM using an 	<p>1.2</p> <p>Who</p> <ul style="list-style-type: none"> -Principal -AP -Reading Coaches -Academic Coach <p>How</p> <ul style="list-style-type: none"> -Classroom walk-throughs observing decided upon strategy. 	<p>1.2</p> <p>Teacher Level</p> <p>Teachers will monitor fluency checks.</p> <p>PLC Level</p> <p>PLCs will review evaluation data.</p> <p>Leadership Team Level</p> <p>The Problem-Solving Leadership Team/Reading Leadership Team reviews FAIR AP/OPM data to determine the increase in the percentage of students scoring at or above the grade level targeted words correct per minute.</p>	<p>1.2</p> <p>3x per year</p> <ul style="list-style-type: none"> - Broad screen/Maze/OPM for fluency <p>During the Grading Period</p> <ul style="list-style-type: none"> -HCPS Fluency rubric with appropriate level text and expected grade level fluency norms. -Running Records

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			appropriate level passage and the HCPS fluency rubric with grade level fluency norms for targeted students. -PLCs come together to compare data and identify trends. -Teachers implement the identified effective fluency lessons in classroom instruction.			
		1.3 -PLCs need additional support with backward design model.	1.3. Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, using the backwards design model to plan for units of instruction. Teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details -Grade level lesson plans will be developed using backwards design planning.	1.3. Who -Principal -AP -Reading Coaches How -PLCs collaborate in the development of lesson plans. -Administrative walk-throughs to include lesson plan checks	1.3. Teacher Level Evidence of backward design model documented in lesson plans. PLC Level PLC will review evaluation data. Leadership Team Level PSLT will review district/ State assessments.	1.3. <u>3x per year</u> FAIR <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)
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	
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1. -Teachers understanding	2.1 Strategy/Task Increase students'	2.1 Who -Principal	2.1 Teacher Level Teachers will include higher level	2.1 -FAIR (3 times a year)	

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<p>Reading Goal #2:</p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 11% to 15%.</p>	<p>2012 Current Level of Performance:*</p> <p>11%</p>	<p>2013 Expected Level of Performance:*</p> <p>15%</p>	<p>of how to influence students' higher order thinking through questioning strategies.</p> <p>-Teachers need support in understanding how to probe students' responses through higher order questioning.</p>	<p>participation in higher order questions/discussion activities to deepen and extend student knowledge. (These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.)</p> <p>Actions/Details</p> <p>-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.</p> <p>-Use FCAT achievement level descriptors in planning higher order questions as well as choosing appropriate text.</p>	<p>-AP</p> <p>-Reading Coaches</p> <p>-Academic Coach</p> <p><u>How</u></p> <p>-Classroom walk-throughs observing higher order questions and in lesson plans.</p>	<p>questions in their lesson plans.</p> <p><u>PLC Level</u></p> <p>-PLCs will review evaluation data at monthly PLC meetings.</p> <p>-Teachers reflect on lesson outcomes and use this knowledge to for future lesson planning.</p> <p><u>Leadership Team Level</u></p> <p>-Reading Leadership Team will review quarterly State/district data.</p>	<p>-District reading assessments. (3 times a year)</p> <p>- Common assessments (pre, post, mid, section, end of unit)</p>	
				2.2.	2.2.	2.2.	2.2.	2.2.
				2.3	2.3	2.3	2.3	2.3
<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 group:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	
<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>			<p>3.1.</p> <p>See Goal 1</p>	<p>3.1.</p> <p>See Goal 1</p>	<p>3.1.</p> <p>See Goal 1</p>	<p>3.1.</p> <p>See Goal 1</p>	<p>3.1.</p> <p>See Goal 1</p>	
<p>Reading Goal #3:</p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 54% to 78%.</p>	<p>2012 Current Level of Performance:*</p> <p>54%</p>	<p>2013 Expected Level of Performance:*</p> <p>78%</p>						
			3.2	3.2	3.2.	3.2	3.2	
			-Scheduling time for	<u>Strategy/Task</u>	<u>Who</u>	<u>Teacher Level</u>	<u>3x per year</u>	

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		teachers to meet with reading coaches on a regular basis.	Increase teachers' collaboration with the reading coaches. <u>Actions/Details</u> <i>Reading Coaches</i> -The reading coaches conduct one-on-one data chats with individual teachers using their students' past and/or present data to develop instructional plans and target goals. --Facilitate the planning for interventions and the intentional grouping of the students. -Using data, the reading coaches support teachers in co-planning, modeling, co-teaching, observing and debriefing.	Administration Reading Coaches <u>How-</u> -Administration meets with Reading Coaches weekly to review data conference information. -Administrative walk-throughs.	Teachers will use student data to plan instruction based upon student needs. <u>PLC Level</u> PLCs will use student data to plan instruction based upon student needs <u>Leadership Team Level</u> -Reading Coaches will review evaluation data and observe/coach instructional implementation.	- FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)
		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	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
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1.	4.1.	4.1.	4.1.	4.1.
Reading Goal #4:	<u>2012 Current Level of Performance:*</u>	See Goals 1 and 3	See Goals 1 and 3	See Goals 1 and 3	See Goals 1 and 3	See Goals 1 and 3
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 36% to 60%.	36%					
	<u>2013 Expected Level of Performance:*</u>					
	60%					

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		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.						
<u>Reading Goal #5:</u>						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5A.1.	5A.1	5A.1.	5A.1.	5A.1.
<u>Reading Goal #5A:</u>		See Goals 1, 2, 3	See Goals 1, 2, 3	See Goals 1, 2, 3	See Goals 1, 2, 3	See Goals 1, 2, 3
The percentage of Black students scoring satisfactory on the 2013 FCAT will increase from 23% to 31%.	<u>2012 Current Level of Performance:*</u>					
The percentage of Hispanic students scoring satisfactory on the 2013 FCAT will increase from 40% to 46%.	<u>2013 Expected Level of Performance:*</u>					
	White: Black:23% Hispanic:40% Asian: American Indian:					
	White: Black:31% Hispanic:46% Asian: American Indian:					
		5A.2.	5A.2	5A.2	5A.2	5A.2
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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	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
5B. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5B: The percentage of Economical Disadvantage students scoring satisfactory on the 2013 FCAT will increase from 37% to 43%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. See Goals 1, 2, and 3	5B.1. See Goals 1 and 3	5B.1. See Goals 1 and 3	5B.1. See Goals 1 and 3	5B.1. See Goals 1 and 3
	37%	43%					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	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
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: The percentage of ELL students scoring satisfactory on the 2013 FCAT Reading will increase from 34% to 41%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5C.1 -Having the resources to consistently implement ELL accommodations on all students' tasks. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support.	5C.1 Increase student participation in the following day-to-day accommodations in reading. 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	5C.1 <u>Who</u> -Administrators -Reading Coaches -ESOL Resource Teacher <u>How</u> - Administrative walk-throughs	5C.1 <u>Teacher Level</u> Teachers will maintain the ESOL strategies checklist with their lesson plan book. <u>PLC Level</u> PLCs will use student data and ESOL strategies checklist to plan instruction based upon student needs. <u>Leadership Team Level</u> Reading Coaches and ESOL Resource Teacher will review evaluation data and observe/coach instructional implementation.	5C.1 <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)
	34%	41%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.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	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	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher.	5D.1. Strategy SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -General Ed and ESE Teachers will frequently review students' IEPs to ensure that IEP goals, strategies, modifications, and accommodations are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. Who Administrators Reading Coaches School Psychologist How IEP Progress Reports reviewed by ESE contact and Administration.	5D.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -District and State data to be reviewed.	5D.1. 3x per year -FAIR During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance	
Reading Goal #5D:	2012 Current Level of Performance:*						2013 Expected Level of Performance:*
The percentage of SWD scoring satisfactory on the 2013 FCAT/FAA Reading will increase from 13% to 22%.	13%						22%
		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
Text Complexity and Social Studies	K-5	Reading Coaches and	All teachers	August Professional Study Day	Classroom Walk-throughs	Administration Reading Coaches

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		Classroom Teacher				
DRA 2	K-5	Reading Coaches	All teachers	September (on going)	Coaching and classroom walk-throughs	Administration Reading Coaches
Six Components of Reading	K-5	Reading Coaches	All teachers	On going	Coaching and classroom walk-throughs	Administration Reading Coaches
Easy CBM Training	K-5	RTI Facilitator	All teachers	October 24, 2012	Review of student data and fidelity checks.	Administration Reading Coaches School Psychologist
FAIR Update Training	K-5	Reading Coaches	All teachers	September (on going)	Review of student data and fidelity checks.	Administration Reading Coaches
Backward Design Training	K-5	Reading Coaches	All teachers	Ongoing	Coaching and classroom walk-throughs	Administration Reading Coaches

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	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. Students with a lack of background and real-world experiences -Lack of real-world application -Difficulty retaining previously mastered benchmarks -Inability to collaborate through lack of extended planning time	1.1. Strategy/Task Students' math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promote thinking by students, assisting them to arrive at new understandings of complex material. <u>Actions/Details</u> <u>Within PLCs</u> -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom	1.1. Who -Principal - APEI -Technology Specialist - Math Data Coach <u>How Monitored</u> -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their Logs. -Classroom walk-throughs, formal and information observations noting the use of higher order questions. -Administrators aggregate the walk-through and observation data school-wide and share with staff the progress of strategy implementation	1.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1. 3x per year District Formative assessments <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 33% to 38%.	2012 Current Level of Performance: * 33%	2013 Expected Level of Performance: * 38%					

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				<p>questions using Webb’s Depth of Knowledge to evaluate the sophistication/complexity of students’ thinking. -Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i>In the classroom</i> <u>During the lessons,</u> <u>teachers:</u> -Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb’s Depth of Knowledge. -Wait for full attention from the class before asking questions. -Provide students with wait time. -Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content. -Allow students to “unpack their thinking” by describing how they arrive at an answer. -Encourage discussion by using open-ended questions. -Ask questions with multiple correct answers or multiple approaches. -Scaffold questions to help students with incorrect answers. -Engage all students in the discussion and ensure that all voices are heard.</p>			
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			<p>During the lessons, students:</p> <ul style="list-style-type: none"> -Have opportunities to formulate many of the high-level questions based on the text/content. -Have time to reflect on classroom discussion to increase their understanding (and without teacher mediation). <p><u>School Leadership</u></p> <ul style="list-style-type: none"> -The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb’s Depth of Knowledge wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chat guides the leadership’s team professional development plan (both individually and whole faculty). 			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.		2.1. Teachers’ focus lack emphasis on enrichment	2.1 Strategy Students’ math skills will improve through	2.1 Who Teacher Principal	PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment	4x per year District Baseline and Mid-Year Testing

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Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 9% to 12%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	and rigor for higher performing students	participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving strategies.	AP Math Resource/Contact District Math Team Academic Coaches Generalist	scores, teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment.	Form 1 Form 2 NGSSS(optional) -EOY test
	9%	12%	-Students lack motivation to achieve past average range	<p>Action Steps</p> <ul style="list-style-type: none"> -Teachers/Coaches will attend district offered Connections training, HOT Talk Cool Moves training, and Problem Solving Training in Mathematics. -PLCs write SMART goals based on each Grading Period of material. -As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy. -Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide future instruction. 	<p>How Monitored</p> <ul style="list-style-type: none"> -Classroom walk-throughs observing lessons designed with problem-solving strategies. -Elementary Mathematics (available from Elementary Math) Walk-through Form -Mathematics PLC Recording Document (available from Elementary Math) 	<p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team.</p> <p>District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings.</p> <p>Individual site support is provided as needed based on data.</p>	<p>During the Grading Period</p> <ul style="list-style-type: none"> -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	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
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 43 points to 55 points.	2012 Current Level of Performance:* 43 points	2013 Expected Level of Performance:* 55 points	See 2.1	See 2.1	See 2.1	See 2.1	See 2.1
	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	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
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 50 points to 52 points.	2012 Current Level of Performance:* 50 points	2013 Expected Level of Performance:* 52 points	See 2.1	See 2.1	See 2.1	See 2.1	See 2.1
	4.2.			4.2.	4.2.	4.2.	4.2.
	4.3.			4.3.	4.3.	4.3.	4.3.

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Math Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
Mathematics Goal #5A: The percentage of Black students scoring satisfactory on the 2013 FCAT Math will increase from 19% to 27%. The percentage of Hispanic students scoring satisfactory on the 2013 FCAT Math will increase from 40% to 46%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Goals 1 and 2	See Goals 1 and 2	See Goals 1 and 2	See Goals 1 and 2	See Goals 1 and 2
	White: Black:19%	White: Black:27%					
	Hispanic:40%	Hispanic:46%					
	Asian: American Indian:	Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: The percentage of Economically	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See Goals 1 and 2	See Goals 1 and 2	See Goals 1 and 2	See Goals 1 and 2	See Goals 1 and 2

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Disadvantaged students scoring satisfactory on the 2013 FCAT Math will increase from 34% to 41%.	34%	41%	See Goals 1 and 2				
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: The percentage of ELL students scoring satisfactory on the 2013 FCAT Math will increase from 34% to 41%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	ELL students at varying levels of English acquisition.	5C.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments in math: -Extended time (lessons and assessments) -Small group testing -Para support (lessons and assessments) -Use of heritage language dictionary (lessons and assessments)	5C.1. <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs. In addition, tools from the ESOL Strategies Checklist can be used as walk-through forms	5C.1. <u>Teacher Level</u> -Teacher reflects on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> - PLCs reflect on lesson outcomes and use this knowledge to drive future instruction. <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction.	5C.1. <u>During the Grading Period</u> -2x per year -District Baseline and Mid-Year Testing -Formative Assessments -Core curriculum end of core common unit tests.
	34%	41%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	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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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APEI will put a system in place for this school year. -Need to develop a master schedule and ESE support schedule that is conducive to providing ESE support to identified students. -General educational teacher and ESE teacher need consistent, on-going co-planning time.	5D.1. <u>Strategy</u> SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	5D.1. <u>Who</u> -Administration <u>How</u> IEP Progress Reports reviewed by Administration	5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use student data to calculate their students' progress towards their PLC and/or individual SWD Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SWD data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SWD Goal. <u>Leadership Team Level</u> -PLC facilitator shares data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction	5D.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>Formative Assessments</u> <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #5D: The percentage of students with disabilities scoring satisfactory on the 2013 FCAT Math will increase from 15% to 24%.	<u>2012 Current Level of Performance:*</u> 15%	<u>2013 Expected Level of Performance:*</u> 24%	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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)		
Common Core	K-1	District Math Dept.	Grade K-1 Teachers	June 2012- October 2012	Coaching and classroom walk-throughs	Administration and Math Data Coach
Powerful Lesson Planning	K-5	District Math Dept.	Grade K-5 Teachers	June 2012-October 2012	Coaching and classroom walk-throughs	Administration and Math Data Coach

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are able to attend available science trainings on dates available by the district. -Not all teachers are knowledgeable of the strategies of inquiry-based instruction and the five E's model for learning. - Highly transient population. -High percentage of ELL students -Data shows lack of retention from year-to-year.	1.1 Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative-thinking skills while constructing new knowledge. To achieve this goal, teachers will increase the amount of inquiry-based instructional strategies (such as student engagement, explore time, accountable talk and higher-order questioning) per unit of instruction as modeled in the 5 E's of instruction's pedagogy. <u>Action Steps</u> 1. Teachers will attend voluntary District Science training and share information with their PLCs with a focus on lesson planning. 2. PLCs (including classroom teachers and paraprofessionals) will analyze data and match curricular to instructional needs, including inquiry- based instructional strategies. 3. PLC teachers instruct students using the core curriculum and inquiry-based instructional strategies. 5. At the end of the chapter/unit, teachers give an assessment identified from the core curriculum material. 6. Teachers bring assessment data back to the PLCs. 7. Based on the data, teachers discuss inquiry-based instructional strategies that were effective.	1.1. Who -Principal -AP -PLC facilitators <u>How</u> -PLC logs turned into administration provides feedback -Administrators attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	1.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use data to calculate their students' progress towards their PLC and/or individual Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the Goal. <u>Leadership Team Level</u> -PLC facilitator shares Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. <u>2x per year</u> District-level baseline and mid-year tests Formative Assessments <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)
<u>Science Goal #1:</u> 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%.	<u>2012 Current Level of Performance:*</u> 26%	<u>2013 Expected Level of Performance:*</u> 31%					

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				8 Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instructional strategies			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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
Powerful Lesson Planning in Science	Grades K-5	District Science Department	Grade K-5 Teachers	August 2012	Classroom Walk-throughs and Observations	Administration and Science Data Coach

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	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
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. Students lack knowledge of conventions -Students that are economically disadvantaged may not have access to necessary reading materials at home that model proper writing conventions. -Students that are ELL have a limited exposure at home to spoken and written English conventions.	1.1. Action Steps -Teacher will model writing conventions during writer's workshop and add high frequency words to word walls. -Teacher will send sight word lists home to review and practice with parents to increase spelling proficiency. - Based on student need, teacher will use word work to increase knowledge of frequently spelled words. -Have a writing night to show the importance of writing to families. Plan: -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Using data to identify trends and drive instruction -Lesson planning based on the needs of students Do: -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing Check: Review of daily drafts and	1.1. <u>Who</u> Principal Assistant Principal District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) <u>How Monitored</u> -PLC logs -Classroom walk-throughs Observation Form -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET Pop-Ins (Administrators and Peer/Mentor) -EET formal observations (Administrators and Peer/Mentor) -EET informal observation (Administrators and Peer/Mentor)	1.1. <u>Teacher and PLC Level</u> PLCs will identify trends using stat sheets (deficiencies and growth) in student writing performance and collaborate to modify instruction. PLCs - Review of monthly formative writing assessments to determine instructional needs and supports for every student. PLC facilitator will share data with the Problem Solving Leadership Team. The Leadership Team will review assessment data for progress monitoring and support. The Leadership Team will review assessment data for trends in growth and decline. PSLT will develop strategies to support students who show lack of progress.	1.1. -Student monthly demand writes/formative assessments -Student daily drafts -Student revisions
Writing/LA Goal #1: In fourth grade, the percentage of students scoring a Level 3.0 or higher on the 2013 FCAT Writing will increase from 72% to 82%.	2012 Current Level of Performance:* <p style="font-size: 24pt; text-align: center;">72%</p>	2013 Expected Level of Performance:* <p style="font-size: 24pt; text-align: center;">82%</p>					

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				scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs <u>Act:</u> -Receive additional professional development in areas of need -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solutions.			
			1.2.	1.2.	1.2.	1.2.	
			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
Professional Development for updated rubric courses	2-5	District Writing Department	Grades 2-5 Teachers	September and October, 2012	Coaching and classroom walk-throughs and observations	Administration and Writing Data Coach
The Writing Support Moodle (Online)	K-5	District Writing Department	Grades K-5 Teachers	August, 2012 – May, 2013	Coaching and classroom walk-throughs and observations	Administration and Writing Data Coach
Model Lessons and Coaching	K-5	DRT for Writing	Grades K-5 Teachers	August, 2012 – May, 2013	Coaching and classroom walk-throughs and	Administration and Writing Data Coach

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					observations	
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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	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
1. Attendance			1.1.-Attendance committee needs to meet on a regular basis throughout the school year. - There is no system to reinforce parents for facilitating improvement in attendance.	1.1. The school will establish an attendance committee comprised of Administrators, guidance counselor, teachers and other relevant personnel to review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710)	1.1. Administration, Social Worker, Guidance Counselor, and PSLT will review data monthly	1.1. Attendance committee will monitor the attendance data from the targeted group of students.	1.1. Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
We will increase the attendance rate from 94.36% to 96%.	94.36	96.00					
We will decrease the number of students with excessive absences from 145 to 140.	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
We will decrease the number of students with excessive tardies from 169 to 124.	145	140					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	169	124					
			1.2.	1.2. A school wide incentive plan will be developed to recognize families monthly on the Wall of Fame and through monthly drawings for gift certificates from our business partners.	1.2. Administration, Social Worker, Guidance Counselor, and PSLT will review data monthly	1.2. The attendance committee will disaggregate attendance data for the “Tier 2” group along with the guidance counselor and maintain communication about these children.	1.2. Instructional Planning Tool Attendance/Tardy data Ed Connect
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1. -There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. <u>Tier 1</u> -A school wide behavior system and communication method between home and school will be established to address school-wide expectations and rules and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. Techniques from Teach Like a Champion will be implemented. -Leadership team conducts walkthroughs -The data is shared with faculty at a monthly meeting, tracking the overall improvement. -Where needed, administration conducts individual teacher walk-through data chats and	1.1. <u>Who</u> -PSLT -Leadership Team -Administration	1.1.- PSLT will review data on behavior management forms, Referrals and out of school suspensions monthly	1.1. UNTIE , EASI, behavior management forms and suspension data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
In 2011-12 WTE had a total of 36 out-of-school suspensions involving 19 students. For 2012-13 we will reduce to no more than 35 out-of-school suspensions involving no more than 17 individual students. In 2011-12 WTE had a total of 8 in-school suspensions involving 8 students. For 2012-13, we will reduce in-school suspensions to no more than 4 and involving no more than 4 students.	8	4					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	8	4					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	36	35					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	19	17					

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				suggests further staff development.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

End of Suspension Goals

Parent Involvement Goal(s)

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

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1. Students attending school without proper footwear.	1.1 Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1 Principal	1.1 Classroom walk-throughs Class schedules	1. P.E. teachers document in their lesson plans the ninety (90) minutes of physical education that students have per week. This is also reflected in the Master Schedule.
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from <u> </u> 56 <u> </u> % on the	56%	70%					

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Pretest to _70_% on the Posttest.	(33)	(41)					
			1.2.	1.2 Health and physical activity initiatives developed and implemented by the Principal's designee.	1.2 Principal's designee.	1.2 Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	1.2 PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
			1.3.	1.3 Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.	1.3 Physical Education Teacher	1.3 Lesson plans of Physical Education Teacher	1.3 PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

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
Professional Study Day-Physical Education	K-5	District PE Facilitators/ Specialist/ Peer Evaluators	District wide physical educators/specialist	August 15, 2012	EET classrooms walk-throughs	Peer Evaluators / Mentor / Administrators

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	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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1. Continuous Improvement Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that “The teachers that I work with consistently communicate assessment results to students” (documenting and using results) will increase from 39.4% to 50%.	2012 Current Level :*	2013 Expected Level :*	Teachers need to learn new strategies for communicating assessment to students.	Conduct more frequent data checks with students.	Classroom teachers and administrators.	Administrators and Coaches will review assessment logs and conference with students about data.	Assessment logs.
	39.4%	50%					
			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
Student led conferences	3-5	Reading Coach	Grade 3-5 teachers	October, 2012-June, 2013	Review of assessment logs	Administration/academic coaches

End of Additional Goal(s)

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

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. Students have limited experiences with oral presentations.	1.1. -At the end of a reading, science, math or social studies unit students will present a research and inquiry project in a small group quarterly. Project rubric developed with student input. -Include language objective -ERT presentation of A+ rise Resource -Use of A+ Rise Resource -Use of CELLA Online Resources	1.1. <u>Who</u> -Administration -ERT -Classroom teachers <u>How</u> -Through observations and walk-throughs.	1.1. <u>Teacher Level</u> -Teachers will review student reading data to monitor student progress. <u>PLC Level</u> -PLCs will discuss student data and effective instructional strategies. <u>Leadership Team Level</u> -Leadership Team will review student to provide support.	1.1. During the grading period -FAIR -CELLA -Formative Assessments
CELLA Goal #C: In the 2012/2013 CELLA administration, the percentage of students proficient in the Listening/Speaking section of the assessment will increase from 45% to 55% or greater.	2012 Current Percent of Students Proficient in Listening/Speaking: The percentage of students who demonstrated proficiency in the Listening/Speaking section of CELLA was 45% .					
		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. Lack of Heritage language dictionary use.	2.1. ERT will provide training to intermediate teachers regarding dictionary use.	2.1. <u>Who</u> -Administration -ERT -Classroom teachers	2.1. <u>Teacher Level</u> -Teachers will review student reading data to monitor student progress.	2.1. During the grading period -FAIR -CELLA -Formative Assessments
CELLA Goal #D: 2012/2013 CELLA administration,	2012 Current Percent of Students Proficient in Reading :					

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the percentage of students who demonstrate proficiency in Reading will increase from 26% to 36%.	26%				<u>How</u> -Through observations and walk-throughs.	<u>PLC Level</u> -PLCs will discuss student data and effective instructional strategies.	
		2.2. Limited experience in selecting independent reading literacy books.	2.2. - Students will be taught to select appropriate books from the classroom library set and from the media center. -Learn to recognize cognates. -Parent presentation on helping students select independent reading materials.	2.2. <u>Who</u> - Classroom teachers, ERT, Reading Coaches. <u>How</u> -Through student reading logs.	2.2. <u>Teacher Level</u> -Teachers will review student reading logs and conference with students. <u>PLC Level</u> -PLCs will review student reading logs and use this knowledge to drive future instruction. <u>Leadership Team</u> -Check for areas in reading that require additional support to help determine appropriate tier level support.	2.2. <u>During the grading period</u> - FAIR -CELLA -Formative assessments	
		2.3	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. -Limited opportunities to practice different writing crafts beyond the instructional day.	2.1. -Teachers will continue to use graphic organizers during instruction. -A prompt will be provided monthly for students to complete a quick writes. Students will be provided with a student friendly rubric to ensure understanding of expectations.	2.1. <u>Who</u> -Administration, ERT <u>How</u> -walk-throughs and student interviews.	2.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs reflect on lesson outcomes and use this knowledge to drive future instruction.	2.1. <u>During the grading period</u> -Student monthly demand writes	
<u>CELLA Goal #E:</u> The results of the 2011-2012 CELLA Writing test indicate that 20% achieved proficiency in that level. Our school's goal is to increase the level of student proficiency in	2012 Current Percent of Students Proficient in Writing : 20%						

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writing to 35%			-Every student will have a student developed personal word wall as a resource. -Use of A+ Rise Resource -ERT presentation to staff on use of Heritage Language dictionary		<u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction. -reflect on lesson outcomes and use this knowledge to drive future instruction. .	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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
STEM Goal #1: Implement/expand inquiry-based experiences for students in Math and Science through the 5E model.	1.1. Need additional training in effective Science lesson planning.	1.1. -Documentation of planning of units and outcomes of units in lesson plans and gradebooks. -Increase effectiveness of lessons through lesson study and model lesson from Academic Coach.	1.1. Who -Administrators, Academic Coach	1.1. -Administrative walk-throughs to include lesson plan checks.	1.1. Classroom teachers will document in their lesson plans inquiry-based experiences.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	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
Powerful Lesson Planning in Science.	Grades K-5	District Science Department	Grades K-5 Teachers	August, 2012	Classroom walkthroughs and observations.	Administration and Science Data Coach

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:					
<u>CTE Goal #1:</u> Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 1 in 2011-2012 to 2 in 2012-2013.	1.1. Lack of time to present career goal setting lessons in the instructional day.	1.1. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In. Implement Passport to College events to focus on higher education and career goal setting.	1.1. Review of speaker logs and visitor log ins.	1.1. Great American Teach In Coordinator, Administration, Title I Parent Involvement Liaison	1.1. Log of speakers Sign-In sheets
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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 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 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 1,291.13
Parent Involvement Plan: Communication	Purchase of printer cartridges to print SAC agendas (Eng./Span.), SAC minutes, and invitation to SAC monthly meetings; purchase of Post-It Pads__ to be used in preparation for and during SAC meetings.	\$166.61	166.61
Attendance Goal #1/Strategy 1.1	To purchase incentives to motivate students to attend school regularly.	100.00	90.00
Reading Goal #1/Strategy 1.2, Math Goal #1/Strategy 1.1, Science Goal #1/Strategy 1.1	Purchase classroom sets of timers and sets of thermometers.	257.90	257.90
Reading Goal 1/Strategy 1.1, Math Goal #2/Strategy 2.1	Purchase of headphones to supplement lessons learned in class. Also used during assessment of Reading and Math goals.	120.00	120.00
All Reading Goals Strategies 1.1 and 1.2,	Purchase of replacement bulbs for the LCD multimedia projectors.	281.32	281.32

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Math Goals 1 and 2 Strategies 1.1 and 2.1, Science Goal 1 Strategy 1.1, Writing Goal#1 Strategy 1.1			
Reading Goals 1-5d, Writing/Language Arts Goal 1, CELLA Goal #C	Purchase of CD/DVD players/recorders to be used for reading instruction, modeling stories for reading, listening, and fluency.	366.10	366.10
<u>Final Amount Spent</u>			1281.93