

# Florida Department of Education



## School Improvement Plan (SIP)

# Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name: Gibsonton Elementary School	District Name: Hillsborough
Principal: Donna Marra	Superintendent: Mary Ellen Elia
SAC Chair: Diane Mendoza	Date of School Board Approval: Pending school board approval

### Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

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

[High School Feedback Report](#)

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

### **Highly Qualified Administrators**

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Donna Marra	Elementary K-6 Early Childhood ESOL Educational Leadership	6	9	11-12 School Grade-D FCAT  10-11 School Grade – C FCAT, AYP- 82%  09-10 School Grade – B FCAT, AYP -74% 08-09 School Grade – B FCAT increased by 23 pts, AYP - 82% 07-08 School Grade – B FCAT increased by 51 pts, AYP - 67%
Assistant Principal	Yolanda Guerra	Elementary Education  ESOL  Educational Leadership	<1	4	11-12 School Grade-D FCAT

### **Highly Qualified Instructional Coaches**

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List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kylie Sikhakhane	Elementary Education K-6 ESOL	1	3	11-12 School Grade-D FCAT

### 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
1. Teacher Interview Day	General Directors	June
2. Recruitment Fairs	James Good	Summer
3. District Mentor Program	District Mentors	Ongoing
4. District Peer Program	District Peers	Ongoing
5. School-Based teacher recognition system	Principal	Ongoing

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6. Opportunities for teacher leadership	Principal	Ongoing
7. Regular time for teacher collaboration	Principal	Ongoing
8. Rigorous Interview Process	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.

<b>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly effective</b>
Mary Barden  Phyllis Cruz  Frank Gonzales  Sabrina Hoops  Annetta Horn  Carmen Horton  Lucila Kalbach  Lynn Loughlin  Brent Luchies  Maria Vieira  Tennith Scott-Wilkinson	All have opportunities to sign up for district ESOL trainings both on-line and face to face. The trainings are offered every semester. They are also notified as to the number of hours they have and the number of hours they need to complete the ESOL endorsement.

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**Staff Demographics**

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

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

Total Number of Instructional Staff	% of First Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
56	1% (5)	23% (13)	39% (22)	28.5% (16)	28% (14)	100% (56)	.5% (3)	.02 (1)	59% (33)

**Teacher Mentoring Program**

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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Kim VanBibber	Maria Vieira	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include observations, modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kim VanBibber	Frank Gonzales	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include observations, modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Kim VanBibber	Daisy Agueda	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include observations, modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kim VanBibber	Natalia Salas	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include observations, modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

**Additional Requirements**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012



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**Coordination and Integration-Title I Schools Only**

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

<p><b>Title I, Part A</b></p> <p>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>
<p><b>Title I, Part C- Migrant</b></p> <p>District migrant contact provides services and support to students and parents. District contact works with teachers and other programs to ensure that the migrant students' needs are being met.</p>
<p><b>Title I, Part D</b></p> <p>The district receives funds to support the alternative education program which provides transition services to the school of choice.</p>
<p><b>Title II</b></p> <p>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</p>
<p><b>Title III</b></p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.</p>

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<p><b>Title X- Homeless</b></p> <p>The district receives funds to provide resources (social workers and tutoring for students identified as Homeless under the McKinney-Vento Act) to eliminate barriers for free and appropriate education.</p>
<p><b>Supplemental Academic Instruction (SAI)</b></p> <p>SAI funds will be coordinated with Title 1 funds to provide summer school, reading coaches and extended learning opportunity programs</p>
<p><b>Violence Prevention Programs</b></p> <p>In in-house fieldtrips: includes the Talk It Out Program. Character Education Grant with Too Good for Violence materials and Train the Trainer Prof. Dev.</p>
<p><b>Nutrition Programs</b></p> <p>Our students will receive nutritious snacks of fruits and vegetables from the Fresh Fruits and Vegetables Program Grant, in addition to nutritional lunches and Breakfast for those on Free and Reduced Lunch. Through a community partnership, select students will participate in our “Smile Club” which is our Backpack for Kids feeding program.</p>
<p><b>Housing Programs</b></p> <p>NA</p>
<p><b>Head Start</b></p> <p>Teachers share and utilize information for expectations in between both Head Start and Kindergarten staff and students in Head Start to help these students better transition into Kindergarten.</p>

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<b>Adult Education</b>  NA
<b>Career and Technical Education</b>  Career Exploration is provided through Social Studies and the Great American Teach-In
<b>Job Training</b>  NA
<b>Other</b>  NA

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

School-Based MTSS/Rti Team
<b>Identify the school-based MTSS leadership team.</b>  <b>Norman Powell (Guidance Counselor), Donna Marra (Principal), Yolanda Guerra (Asst. Principal), Deborah Knight (ESE Specialist), Sharon Dalton (Resource Teacher), Kylie Sikhakhane (Reading Coach), Susan Tozzo (School Psychologist), Charlotte Grant (Social Worker), Jacqueline Levy (Academic Intervention Specialist), Sara Arzola (ELL Resource Teacher), Lynn Loughlin (VE Teacher), Michael Bruneau (VE Teacher), Daniela Boyd (VE Teacher), Maria Viera (VE Teacher)</b>

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

The 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; currently it is weekly, but will move at times to bi-weekly.

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.
- Assist PLCs 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 identified through data sorts/charts conducted by the Voluntary PLCs and Core PSLT.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support data collection (e.g., district and state assessments)
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of Voluntary PLCs
  - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by Voluntary PLCs and reported to the

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### 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, review student achievement data and collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with Voluntary PLCs.
- 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)

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**Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?**

- 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 PSLT and all Voluntary PLCs.
- The Leadership Team/PLST will monitor the effectiveness of instruction and intervention by reviewing student data, as well as data related to implementation of instruction.
- The PSLT communicates with and supports the Voluntary PLCs in implementing the proposed strategies by providing each Voluntary PLC with a facilitator to help in planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the Voluntary PLCs regularly report on their efforts and student outcomes to the larger PSLT.
- PSLT and Voluntary PLCs will both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation) to:
  - Identify the problem (based on an analysis of the data disaggregated) in multiple areas – curriculum content, behavior, and attendance
  - 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).
  - 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?

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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.**

Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, Voluntary PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science	Scantron Achievement Series Data Wall	Leadership Team, Voluntary PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Leadership Team, Voluntary PLCs, individual teachers
CELLA	Sagebrush (IPT)	ELL, ESOL Resource Teacher
Teachers' common core curriculum assessments on units of instruction/big ideas for all subjects.	Ed-Line	Individual Teachers/ Team Leaders/ PLC Facilitators
DRA-2	Data Wall, Ed-Line	Individual Teacher
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	Voluntary PLCs /Individual Teachers

**Describe the plan to train staff on MTSS.**

PSLT members who attended the district level RtI trainings will serve as consultants to the Voluntary PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues. Staff will receive a review of the RtI process during Voluntary PLCs at the beginning of this year.

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### 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., Voluntary PLCs , PSLT, Steering, and SAC meetings.)
- 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

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

Norman Powell (Guidance Counselor/ Facilitator), Donna Marra (Principal), Yolanda Guerra (Asst. Principal), Deborah Knight (ESE Specialist), Sharon Dalton (Resource Teacher), Kylie Sikhakhane (Reading Coach), Susan Tozzo (School Psychologist), Charlotte Grant (Social Worker), Jacqueline Levy (Academic Intervention Specialist), Sara Arzola (ELL Resource Teacher) & Various Team Leaders



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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 goals and strategies identified on the SIP.

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. The principal also ensures that reading data is monitored, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan.

- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
  - Tutoring during the day in small group pull-outs in reading
  - Saturday Academies
  - Intensive Reading classes
  - Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - Implementation and support of Voluntary PLCs
  - Use of District Reinforcement Instructional Calendars & Mini-Lessons
  - Use of formative assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT and Voluntary PLCs)
  - Use of Common Core Assessments at the end of segments/chapters (data analysis by members of the PSLT by Nine Weeks)
  - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences

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- Assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with Voluntary PLCs & PSLTs.

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

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

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

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

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NA

### **\*High Schools Only**

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

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

NA

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

NA

### **Postsecondary Transition**

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

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

NA

## **PART II: EXPECTED IMPROVEMENTS**

### **Reading Goals**

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<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		

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<p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p>	<p>I.1. Strengthen implementation of instruction based on data analysis. Data analysis needs to continue to be strengthened.  More effectively use Volunteers.</p>	<p>I.1 Strategy Improve through scheduling and common planning/ meeting times for all teachers.  <u>Action Steps</u> 1. Establish meeting times for Voluntary PLCs. 2. Develop structured agendas for meetings. 3. MTSS Facilitators for process and content support.</p>	<p>I.1. <u>Who</u> Principal Assist. Principal MTSS Facilitators Academic Coaches/ DRTs  <u>How</u> Electronic Data Wall Classroom Walkthrough  <u>First Nine Week Check</u>  <u>Second Nine Week Check</u>  <u>Third Nine Week Check</u></p>	<p>I.1 Continued use of data comparison  Teachers will enter and evaluate student data from electronic grade book.  The PSLT/ LLT review data monthly.</p>	<p>I.1 <u>2-3x Per Year</u>  FAIR DRA-2/RR  <u>During Nine Weeks</u> FCAT Benchmark.</p>		
<p><u>Reading Goal #1:</u>  The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 45% to 49%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<b>46%</b>	<b>46%</b>					
		1.2. Further enhancement of fidelity in Guided Reading	1.2. Strategy Increase fidelity of guided reading, through in-class modeling, coaching and faculty trainings.  <u>Action Steps</u> 1. Train staff on matching students to text and close reading. 2. Model guided reading in the classrooms	1.2. <u>Who</u> Principal Assist. Principal Reading Coach Resource Teacher  Academic Coaches/DRTs  <u>How</u> Classroom Walkthroughs Informal voluntary coaching	1.2. Use Guided reading lesson plan templates or backward design templates and a reflective process when planning.	1.2. <u>2-3x Per Year</u>  Running records with the HCPS retelling rubrics	
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b></p>	<p>2.1.  Need of further Differentiation and effective planning for instruction</p>	<p>2.1. Strategy  Train and hold conversations on further differentiation  <u>Action Steps.</u> 1. Do mini trainings on Rdg. and differentiation. 2. Utilize revised assessment logs in Ed-line</p>	<p>2.1. <u>Who</u>  Facilitators Principal Asst. Principal  Teachers  Academic Coaches/ DRTs  <u>How</u>  C.D. Evaluation tools Lesson plans  Assessments</p>	<p>2.1.  Teacher will document how they will differentiate for various groups.</p>	<p>2.1. <u>1-3x Per Year</u>  Lesson Plan Reviews during observations</p>		
<p><u>Reading Goal #2:</u>  The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Reading will increase from 19% to 26%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>19%</b></p>	<p><b>26%</b></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	

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		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		
<b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b>	3.1. Need for students to have more stamina in reading.	3.1. <u>Strategy</u> Implement a strong independent reading program  <u>Action Steps</u>  <u>Continued use of Daily 5/Cafe Strategies</u>  <u>Use of Guiding Readers and Writers</u>  <u>Conferencing</u>	3.1. <u>Who</u> Teachers and Administration Academic Coaches/ DRTs  <u>How</u> <u>Ongoing review through assessment logs in Ed-line</u>	3.1. Student Reading Logs and student data	3.1 <u>2-3x Per Year</u>  <u>FAIR</u>  DRA-2  Running Records with Retelling Rubrics  Benchmark Tests		



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<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 62 points to 65 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>62</b> <b>points</b></p>	<p><b>65</b> <b>points</b></p>					
		<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	
		<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	<p>B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Process Used to Determine Effectiveness of Strategy</b></p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b></p>	<p>4.1. Implementation of core curriculum needs to be strengthened.</p>	<p>4.1 Strategy Revised scheduling blocks  <u>Action Steps</u> 1. Schedule curriculum blocks for all staff receiving supports 2. Review of teaching strategies of core curriculum in the Voluntary PLCs /Meetings 3. Use multiple data sources to drive instruction.</p>	<p>4.1 <u>Who</u> Reading Instructional Staff Voluntary PLCs Principal, Asst. Principal  Academic Coaches/ DRTs  <u>How</u> C.D. Evaluation Tools Informal Observations</p>	<p>4.1. Lesson Plans PLC Meeting Notes  Voluntary PLCs will review data and make instructional decisions.  Voluntary PLCs share data with PSLT</p>	<p>4.1. <u>2-3x Per Year</u>  FAIR  Running Records/RR</p>		
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<p><u>Reading Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 63 points to 66 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>63</b> <b>points</b></p>	<p><b>66</b> <b>points</b></p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Process Used to Determine Effectiveness of Strategy</b></p>	<p><b>Student Evaluation Tool</b></p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p><b>2011-2012</b></p>	<p><b>2012-2013</b></p>	<p><b>2013-2014</b></p>	<p><b>2014-2015</b></p>	<p><b>2015-2016</b></p>	<p><b>2016-2017</b></p>	

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<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>							
<p><u>Reading Goal #5:</u></p>							
<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>3.1. Need for students to have more stamina in reading.</p>	<p>3.1. Strategy Implement a strong independent reading program  <u>Action Steps</u>  <u>Continued use of Daily 5/Cafe Strategies</u>  <u>Use of Guiding Readers and Writers</u>  <u>Conferencing</u></p>	<p>3.1. <u>Who</u> Teachers and Administration Academic Coaches/ DRTs  <u>How</u> <u>Ongoing review through assessment logs in Ed-line</u></p>	<p>3.1.</p>	<p>3.1 <u>2-3x Per Year</u>  <u>FAIR</u>  DRA-2  Running Records with Retelling Rubrics  Benchmark Tests</p>		

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<p><u>Reading Goal #5A:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading for white students will increase from 50% to 54%, for black students will increase from 40% to 46%, and the Hispanic students will increase from 41% to 39%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 50 Black: 40 Hispanic: 41 Asian: NA American Indian: NA</p>	<p>White: 54 Black: 46 Hispanic: 39 Asian: NA American Indian: NA</p>					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Process Used to Determine Effectiveness of Strategy</b></p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>1.2. Further enhancement of fidelity in Guided Reading</p>	<p>1.2. Strategy Through in-class modeling, coaching and faculty trainings, increase fidelity of guided reading.  <u>Action Steps</u>  1. Train staff on matching students to text and close reading.  2. Model guided reading in the classrooms</p>	<p>1.2. <u>Who</u> Principal Assist. Principal Reading Coach Resource Teacher  Academic Coaches/ DRTs  <u>How</u> Informal voluntary coaching  Trend Gathering Data</p>	<p>1.2. Use Guided reading lesson plan template or backward design templates</p>	<p>1.2. <u>2-3x Per Year</u>  Running records with retelling rubrics</p>		
<p><u>Reading Goal #5B:</u>  The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 42% to 44%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>42%</b></p>	<p><b>44%</b></p>					

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		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1. Teachers are in need of various strategies to utilize in planning for ELL students.	5C.1. The Reading Coach and Reading Resource will plan with ERT to provide mini trainings on strategies to utilize with ELL students.	5C.1. Reading Coach Reading Resource ERT Academic Coaches/ DRTs	5C.1. Evidenced in lesson plans. Teacher will disaggregate Data for ELL Voluntary PLCs	5C.1. Cella FAIR		

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<p><u>Reading Goal #5C:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 27% to 34%..</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>27%</b></p>	<p><b>34%</b></p>					
	<p>—</p>	<p>5C.2. Teachers need to consistently implement A+ Rise across the school</p>	<p>5C.2. ERT will provide mini training on A+Rise to utilize with ELL students.</p>	<p>5C.2. ERT Teams Academic Coaches/DRTs</p>	<p>5C.2. Evidenced in lesson plans. Voluntary PLCs</p>	<p>5C.2. Cella</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p>	<p><b>Process Used to Determine Effectiveness of Strategy</b></p>	<p><b>Student Evaluation Tool</b></p>		



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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1.  Ongoing review of IEP goals by General Ed &amp; ESE teachers</p>	<p>5D.1.  SWD student achievement improves through the effective and consistent implementation of the students' IEP goals, strategies, modification and accommodations.</p>	<p>5D.1.  Teacher ESE Teacher ESE Specialist Administration Academic Coaches/ DRTs</p>	<p>5D.1.  Specialist and AP will monitor IEP progress reports.  PSLT will disaggregate ESE data.</p>	<p>5D.1.  Ongoing review of student data and IEP goals</p>		
<p><u>Reading Goal #5D:</u>  The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 33% to 40%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<b>33%</b>	<b>40%</b>					
		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
Guided Reading	All/Reading	Kim Mirza	All	Oct./Nov.  Ongoing	Notes  Presentation Notes	Sikhakhane, Dalton & Levy  Teachers
Review of Daily 5	All/Reading	Sikhakhane, Dalton & Levy	All	Oct./Nov.  Ongoing	Classroom EET Observations Notes  Presentation Notes  Classroom EET Observations	Administration Sikhakhane, Dalton & Levy  Teachers  Administration

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	All/Reading	Sikhakhane, Dalton & Levy	All	Oct./Nov.	Notes	Sikhakhane, Dalton & Levy
Reader's Workshop				Ongoing	Presentation Notes	Teachers
	All/Reading	Sikhakhane, Dalton, Marra & Levy	All	Oct./Nov.	Classroom EET Observations Notes	Administration Sikhakhane, Dalton & Levy
Close Reading				Ongoing	Presentation Notes	Teachers
					Classroom EET Observations	Administration

*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)).

<b>Elementary School Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		

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<p><b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b></p>	<p>1.1. Learning the Common Core standards and curriculum for K-1 and strengthen 2-5 instruction on current standards.</p>	<p>1.1. Strategy Ongoing staff trainings and Chat on instructional strategies</p> <p><u>Action Steps</u> 1. Math contact mini trainings 2. Online &amp; MYTE math trainings, if available</p>	<p>1.1. <u>Who</u> Math Contacts Trainers Academic Coaches/ DRTs</p> <p><u>How</u> Faculty meetings &amp; other sites  Academic Coach will look for trends along with teachers reviewing their own trends and data</p>	<p>1.1. Voluntary PLCs, Meeting Notes  PSLTs support in review data, as needed Faculty Agendas</p>	<p>1.1. <u>2-3x Per Year</u>  District baseline and midyear testing.</p>		
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<p><u>Mathematics Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 40% to 46%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>40%</b></p>	<p><b>46%</b></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Process Used to Determine Effectiveness of Strategy</b></p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b></p>	<p>2.1. Minimal use of spiraling, hands-on &amp; enrichment activities</p>	<p>2.1. Strategy Differentiate instruction  <u>Action Steps.</u> 1. Use of Math lessons online, including mini lessons where appropriate 2. Gradual Release Model  Mini trainings will be provided during faculty meetings or in selected Voluntary PLCs  Guided Math Groups</p>	<p>2.1. <u>Who</u> Math Contacts PLC Facilitator Teachers Administration  Academic Coaches/ DRTs  <u>How</u> PLC Chats</p>	<p>2.1. Lesson Plans  Teachers will utilize unit assessments</p>	<p>2.1. <u>2-3x Per Year</u>  District baseline and midyear testing</p>		
<p><u>Mathematics Goal #2:</u>  The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 10% to 17%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<b>10%</b>	<b>17%</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		



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<p><b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b></p>	<p>B.1.</p> <p>-Lack of infrastructure to support technology</p> <p>-Lack of technology hardware</p> <p>-Teachers at varying understanding of the intent/content of the CCSS/NGSSS</p>	<p>B.1.</p> <p>Strategy</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of <b>technology and hands-on activities</b> to implement the Common Core State Standards/ Next Generation Sunshine State Standards.</p> <p><u>Action Steps</u></p> <p>1. Voluntary PLCs will set goals based on each nine weeks of material. ■</p> <p>2. As a Professional Development activity in their Voluntary PLCs, teachers spend time sharing, researching, and implementing technology and hands-on strategies.</p>	<p>B.1.</p> <p><u>Who</u></p> <p>- Principal</p> <p>- Assistant Principal</p> <p>- Math Contact</p> <p>- Teacher</p> <p>Academic Coaches/ DRTs</p> <p><u>How</u></p> <p>Voluntary PLCs logs and other information turned into administration. _</p>	<p>B.1.</p> <p>Voluntary 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>B.1.</p> <p><u>2-3x Per Year</u></p> <p>District Baseline and Mid-Year Testing.</p>		
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		<p>3. Voluntary PLCs teachers instruct students using the core curriculum, incorporating best practices/strategies from their Voluntary PLCs discussions.</p> <p>5. At the end of the unit, teachers give a common assessment identified from the core curriculum material and as appropriate, the use of Access points.</p>					
<p><u>Mathematics Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Math will increase from 49 to 53 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>49 points</b></p>	<p><b>53 points</b></p>					
		B.2.	B.2.	B.2.	B.2.	B.2.	

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		B.3.	B.3.	B.3.	B.3.	B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		

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<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</b></p>	<p>4.1.</p> <ul style="list-style-type: none"> <li>-Lack of infrastructure to support technology</li> <li>-Lack of technology hardware</li> <li>-Teachers at varying understanding of the intent of the CCSS/NGSS</li> </ul>	<p>4.1.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of <b><u>technology and hands-on activities</u></b> to implement the Common Core State Standards/ Next Generation Sunshine State Standards.</p> <p><u>Action Steps</u></p> <ol style="list-style-type: none"> <li>1. Voluntary PLCs will set goals based on each nine weeks of material. ■</li> <li>2. As a Professional Development activity in their Voluntary PLCs, teachers will spend time sharing, researching, and implementing technology and hands-on strategies.</li> <li>3. Voluntary PLCs teachers</li> </ol>	<p>4.1.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> <li>- Principal</li> <li>- Assistant Principal</li> <li>- Math Contact</li> <li>- Teacher</li> <li>Academic Coaches/ DRTs</li> </ul> <p><u>How</u></p> <p>PLC logs turned into administration. _</p>	<p>4.1</p> <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>4.1.</p> <p><u>2-3x Per Year</u></p> <p>District Baseline and Mid-Year Testing</p>		
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		will instruct students using the core curriculum, incorporating best practices/strategies from their Voluntary PLCs discussions.  5. At the end of the unit, teachers will give a common assessment identified from the core curriculum material.					
<u>Mathematics Goal #4:</u>  Points earned from students in the bottom quartile making learning gains on the 2013 FCAT will increase from 57 to 61 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>57</b> <b>points</b>	<b>61</b> <b>points</b>					

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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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	Information coming from state						
<u>Math Goal #5:</u>							

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<p><b>5A. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in mathematics</b></p>	<p>5A.1. Students are in need of more academic support outside of math classroom instruction. - Lack pre-requisite skills</p>	<p>5A.1. <b>Tier 2/3 -</b> Students' math skills will improve through providing a <b>guided math group</b>  <u>Action Steps</u> 1. Identify students in lowest quartile and/or Level 1  2. Schedule students into appropriate guided math groups.  3. Utilize FASST Math, ThinkCentral, First in Math and Riverdeep. (Use of Computer Labs, also.</p>	<p>5A.1. <u>Who</u> - Principal - Assistant Principal  Teachers  Academic Coaches/ DRTs  <u>How</u> Spread sheets, line graphs or other forms to monitor student progress.</p>	<p>5A.1. District-level baseline and midyear assessments, and Instructional Planning Tool Data  Teacher generated reports from programs</p>	<p>5A.1. <u>2-3x Per Year</u>  - Formative Tests  -Unit Tests  -On-line resources reports</p>		
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<u>Math Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of white students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 40% to 46%.</p> <p>The percentage of black students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 30% to 37%.</p> <p>The percentage of Hispanic students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 41% to 47%.</p>							
	<p>White: 40%</p> <p>Black:30%</p> <p>Hispanic: 41%</p> <p>Asian: NA</p> <p>American Indian: NA</p>	<p>White:46%</p> <p>Black: 37%</p> <p>Hispanic:47%</p> <p>Asian: NA</p> <p>American Indian: NA</p>					



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		<p>5A.2.-Lack of infrastructure to support technology</p> <p>-Teachers at varying understanding of the intent of the CCSS/NGSSS</p>	<p>5A.3.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of <b><u>technology and hands-on activities</u></b> to implement the Next Generation Sunshine State Standards.</p> <p><u>Action Steps</u></p> <p>1. Voluntary PLCs will set goals based on each nine weeks of material. ■</p> <p>2. As a Professional Development activity in their Voluntary PLCs, teachers will spend time sharing, researching, and implementing technology and hands-on strategies.</p> <p>3. Voluntary PLCs teachers will instruct students using the core curriculum, incorporating best practices/strategies from their Voluntary PLCs discussions.</p> <p>5. At the end of the</p>	<p>5A.3.</p> <p><u>Who</u></p> <p>- Principal</p> <p>- Assistant Principal</p> <p>- Math Contact</p> <p>- Teacher</p> <p>Academic Coaches/DRTs</p> <p><u>How</u></p> <p>Voluntary PLCs logs turned into administration</p>	<p>5A.3.</p> <p>Voluntary 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>5A.3.</p> <p><u>2-3x Per Year</u></p> <p>District Baseline and Mid-Year Testing</p>	
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			unit, teachers will give a common assessment identified from the core curriculum material.				
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5B.1. Teachers are at varying skill levels with High Order Question Usage	5B.1. Students' math performance will improve with Higher Order Questioning and Discussion Activities.  Actions: Teachers will provide more opportunities for students to use H.O. Qs & to discuss.  Teachers will use a variety of questioning.	5B.1. Academic Coaches/ DRTs  Administration  Colleagues	5B.1. Student Assessment results	5B.1. Formative Tests  -Unit Tests  -On-line resources reports		
<u>Mathematics Goal #5B:</u>  The percentage of Economically Disadvantage students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 39% to 45%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<b>39%</b>	<b>45%</b>					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		

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

<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5C.1. ELL s at varying levels of English Language acquisition and acculturation is not consistent across core courses.</p>	<p>5C.1. Teachers will aggregate data to determine the performance of ELLs compared to the whole group.  Based on data teachers will differentiate instruction to remediate/enhance instruction.</p>	<p>5C.1. Administrators ERT Teachers Academic Coaches/ DRTs</p>	<p>5C.1. Notes from Voluntary PLCs .  PLCs reflect on lesson outcomes and data used to drive future instruction.</p>	<p>5C.1. Formative Tests  -Unit Tests  -On-line resources reports</p>		
<p><u>Mathematics Goal #5C:</u>  The percentage of ELL students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 32% to 39%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>32%</b></p>	<p><b>39%</b></p>					

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

		5C.2. Math teachers' implementation of A+ Rise is not consistent across classes in the school.	5C.2. ERT will share information for accessing A+ Rise and how to incorporate the strategies into math.  Ensure use of of A+ Rise strategies for ELLs at <a href="http://arises2s.com/s2s">http://arises2s.com/s2s</a> into math lessons  The program A+ Rise is located on IDEAS under Programs for ELL.	5C.2. Administrators ERT Academic Coaches/DRTs  Teachers' use of strategies in lesson plans.	5C.2. Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  Using individual teacher data for students, Voluntary PLCs will calculate student progress towards goals. ERT will meet with Voluntary PLCs as requested to assist with analysis of ELLs performance data.	5C.2. District Baseline and Mid-Year Testing	
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		

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

<p><b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>	<p>5D.1.</p>		
<p><u>Mathematics Goal #5D:</u></p> <p>The percentage of SWD students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 33% to 40%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	<b>33%</b>	<b>40%</b>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

*End of Elementary or Middle School Mathematics Goals*

**Algebra End-of-Course (EOC) Goals \*(Middle and High Schools ONLY)**

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

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Algebra Goal #1:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					



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

		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

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

<u>Algebra Goal #2:</u>	<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	

*End of Algebra EOC Goals*

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

Please note that each Strategy does not require a

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Revised July, 2012**

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

professional development or PLC activity. PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader Math Contacts	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
Update Trainings	K-5		All	Ongoing	Lesson Plans	Administration
Analyzing Assessments/Data	K-5	PSLT	All	Ongoing	Academic Coach Obs. For Trends Notes from Meetings	Academic Coach AP  Facilitators

### *End of Mathematics Goals*

**Elementary and Middle School Science Goals**

<b>Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		

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

<p><b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b></p>	<p>1.1. -Inconsistent use of science vocabulary development in instruction.  -Inconsistent use of Higher Order Thinking Skills in instruction.  -Strengthening of progress monitoring.  -Many teachers have not attended available science trainings.  - Teachers vary in knowledge of the strategies of inquiry based instruction such as engaging the students, explore time, accountable-talk, higher order questioning, etc.  -Not all PLC meetings include regular discussion of</p>	<p>1.1. 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, science teachers will increase the number of <b><u>inquiry based instruction including the SE model</u></b> (such as student engagement, explore time, explanation, elaboration and evaluation through accountable talk and higher order questioning) per unit of instruction.  <u>Action Steps</u></p>	<p>1.1. <u>Who</u> - Principal  - Assistant Principal  Academic Coaches/DRTs  <u>How</u> -  -Logs turned into administration. Administration provides feedback.  - Evidence of strategy in teachers' lesson plans.  -Classroom walkthrough-s EET observations _</p>	<p>1.1. PLC meetings will focus on data to determine 70% mastery of benchmarks on assessments.  PLC facilitator will share the data with the PSLT and the Reading Leadership Team a minimum of 1 time per marking period. Trends in data will be identified at least every 9 weeks.</p>	<p>1.1. <u>3x Per Year</u>  Formative Assessments: Grade 5 Revised Test 1  KEOY Science Test  Grade 1-4 District Science Pre-Test  Grade 1-5 Science District Mid Year Test Grade K-4 District End of Year Test  Grade 5 Science FCAT</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	student data and/or the implementation of the F-CIM model.	<p>1. Teachers will be provided with a copy of the science curriculum map and its implementation will be discussed at their PLC.</p> <p>2. Teachers will attend District Science training and share information at their PLCs</p>					
<u>Science Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 23% to 29%.							
	<b>23%</b>	<b>29%</b>					

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

		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

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

<p><u>Science Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 2% to 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p><b>2%</b></p>	<p><b>10%</b></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

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



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

Mini Trainings in Fac. DI & other  
Mtg. strategies

Administration All  
& Staff

Ongoing

PLC discussions, data, and notes

Science Contact

Teachers

Administration

*End of Science Goals*

**Writing/Language Arts Goals**

<b>Writing/ Language Arts Goals</b>	<b>Problem- Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		

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

<p><b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b></p>	<p>1.1. Teachers do not have confidence using holistic scoring methods</p> <p>1.1. Teachers lack sufficient time to score student papers</p> <p>1.1. Teachers lack common planning time to meet in Voluntary PLCs to discuss common deficiencies in writing</p>	<p>1.1. The purpose of this strategy is to strengthen the core curriculum. Students' writing skills will improve through teacher participation in using best practices for teaching writing. Best practices include <b><u>Differentiated Instruction and effective holistic scoring methods</u></b></p> <p><u>Action Steps</u></p> <p>1. As a Professional Development activity Voluntary PLCs participate in discussions that share Voluntary PLCs data, trends, and best-practice instructional strategies. These discussions are held in horizontal (across course) groups.</p> <p>2. Teachers and</p>	<p>1.1. <u>Who</u></p> <p>Principal</p> <p>AP</p> <p>Teachers</p> <p>Academic Coaches/DRTs</p> <p><u>How</u></p> <p>- Logs turned into administration.</p> <p>-HCPS Informal</p>	<p>1.1. Voluntary PLCs will identify trends (deficiencies and growth) in student writing performance and collaborate to modify the instructional calendar to provide differentiated instruction as appropriate.</p> <p>1.1. Voluntary PLCs - Review of monthly formative writing assessments to determine number and percent of students scoring above proficiency as determined by the assignment rubric. Voluntary PLCs will chart the increase in the number of students reaching 4.0 or above on the monthly writing prompt PLCs facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1. <u>2-3x Per Year</u></p> <p>Student monthly demand writes, student daily drafts, conferencing notes</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>students will maintain writing portfolios to demonstrate student engagement in all stages of the writing process.</p> <p>3. Students will complete scaffolded activities prior to assessments and teachers will share reflections of student growth or need in order to inform instruction.</p>					
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT will increase from 68% to 71%.							
	<b>68%</b>	<b>71%</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**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
Mini Trainings in Fac. Mtg./Updates in Voluntary PLCs	All/Writing	Marra/ Resource Staff	School-wide	Ongoing	Voluntary PLC discussions, data application, and notes  Use SMILE & STAR Interviews	Writing Contact  Teachers  Administration

*End of Writing Goals*

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

**Attendance Goal(s)**

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		
<b>1. Attendance</b>	1.1. Community Challenges & Buy-In	1. Monthly Presentations of Trophies Weekly Morning Show Recognitions Door Placards for Daily Class Recognitions	1.1. Social Worker and Voluntary PLCs	1.1. Monitor the weekly attendance for excessive absences and review at the end of each nine weeks.	1.1. Attendance reports		

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

<p><u>Attendance Goal #1:</u>  The school will maintain the current level of 93.09% or better.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><b>93.09%</b></p>	<p><b>93.09% or &gt;</b></p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p><b>143</b></p>	<p><b>138</b></p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p><b>66</b></p>	<p><b>63</b></p>					

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

		1.2. 1. Communication with families regarding attendance	1.2. District Provided Phone contact to parents  Automatic Letters to Home  Contact by Teachers & SSW to Family	1.2. SSW Teachers  Review of Procedures Teachers Monitor Daily Absentee List  In MTSS Meetings	1.2. Quarterly Review of Attendance at Report Card Chats  Monthly Review by PSLT or Leadership Team  In MTSS Meetings	1.2. Attendance Reports	
		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

Grade Level/  
Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or  
PLC Leader

(e.g. , PLC, subject, grade level, or school-wide)

(e.g. , Early Release) and Schedules (e.g., frequency of meetings)



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

Presentation by SSW on All Grades SSW PLC/PSLT/Staff 1 to 2 times per year Conferences reported Teachers/SSW  
 Attendance Procedures  
 Presentation notes  
 Rtl meeting notes

*End of Attendance Goals*

**Suspension Goal(s)**

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Student Evaluation Tool</b>		

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

<p><b>1. Suspension</b></p>	<p>I.1. School wide expectations and Character Education</p>	<p>I.1. Focus on Character Trait of the month with information on the morning show including video.</p>	<p>I.1. Character Education Committee and Guidance Counselor  -Through Videos produced  Number of students recognized for Character program and awards</p>	<p>I.1. Review data with PSLT and Leadership as appropriate</p>	<p>I.1. Monthly review of data from Educ. Connection Portal</p>		
<p>Suspension Goal #1:  <b>Due to the exceptionally low number of students suspended last year our goal is to maintain the same % or remain below 30%.</b></p>	<p><u>2012 Total Number of</u>  <u>In-School Suspensions</u></p>	<p><u>2013 Expected Number of</u>  <u>In-School Suspensions</u></p>					
	<p><b>1</b></p>	<p><b>23</b></p>					
	<p><u>2012 Total Number of Students Suspended</u>  <u>In-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u>  <u>In-School</u></p>					

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

	<b>1</b>	<b>23</b>					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<b>25</b>	<b>25</b>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<b>16</b>	<b>16</b>					
		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.

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader Char. Ed. Team	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
Love & Logic Review	K-5	All		Fall 2012	Compiling data for Domain 2	Staff

### *End of Suspension Goals*

### **Dropout Prevention Goal(s)**

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

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem- solving Process to Dropout Prevention</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>1. Dropout Prevention</b></p> <p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	1.1.	1.1.	1.1.	1.1.	1.1.		
N/A	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

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

Please note that each  
**Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012**

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

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 Dropout Prevention Goal(s)*

### **Parent Involvement Goal(s)**

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

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>1. Parent Involvement</b>  <u>Parent Involvement Goal #1:</u>							

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

PIP Document will provide Parent Involvement Information.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		1.3.	1.3.	1.3.	1.3.	1.3.	
<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>2. Parent Involvement</b>  <u>Parent Involvement Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		

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PIP Document will provide Parent Involvement Information.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

**Parent Involvement Professional Development**

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

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

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



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

Creating Family  
Friendly Schools

K-5

Various Staff All

Fall 2012

Parent Involvement Logs

Parent Involvement Contacts

*End of Parent Involvement Goal(s)*

**Health and Fitness Goal(s)**

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

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

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<p><b>1. Health and Fitness Goal</b></p>	<p>l.1. Family/Staff influence on health and fitness is not always the best of practices</p>	<p>l.1. <b>Provide health &amp; PE education daily.</b></p>	<p>l.1. Time built into schedules.</p>	<p>l.1. Teacher grade books/Lesson Plans.</p>	<p>l.1. Pacer test</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Health and Fitness Goal #1:	<u>2012 Current</u>	<u>2013 Expected</u>					
Students will gain knowledge of health and fitness through our districts physical education and health program.	Level :*	Level :*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Health and Fitness Goals Professional Development**

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

Please note that each Strategy does not require a

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professional development or  
PLC activity.

PD Content /Topic

Grade Level/  
Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for  
Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or  
school-wide)

(e.g. , Early Release) and  
Schedules (e.g., frequency of  
meetings)

PLC Leader

### 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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>1. Continuous Improvement Goal</b></p>	<p>1.1.not enough time to meet</p>	<p>1.1. Find time during the school day for Voluntary PLCs to meet</p>	<p>1.1. <u>Who</u> Staff <u>How</u> - Administration will review Voluntary PLCs minutes</p>	<p>1.1. PLST will examine the feedback from all PLCs and determine next steps in the Voluntary PLC process.</p>	<p>1.1 PLC Facilitators will provide feedback to PLST team on progress of their Voluntary PLCs.</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
<p>The percentage of <b>teachers</b> who strongly agree and somewhat agree with the indicators that <b>“the teachers that I work with support effective instruction that is rigorous, are aware of standards, use research based strategies, include higher order thinking, assess and provide feedback that improves student performance.</b></p> <p><b>(Teaching and Learning)”</b> will increase from 44.4% in 2012 to 90% in 2013.</p>							
	<b>88.6%</b>	<b>90.0%</b>					

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

	1.2. PLCs do not always have a clear focus  - PLCs not sure what they should be doing in the meetings.	1.2. 3  Voluntary PLCs will be provided topics to discuss.	1.2. <u>Who</u>  Administration and PLC Facilitation  <u>How</u>  Administration will review Voluntary PLCs minutes	1.2  PLST will examine the feedback from all Voluntary PLCs and determine next steps in the Voluntary PLCs process.	1.  1. PLC Facilitators will provide feedback to PLST team on progress of their Voluntary PLCs.	1.2.  Student data improvement	
		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
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*End of Additional Goal(s)*



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

**NEW Reading Florida Alternate Assessment Goals**

<p><b>A. Florida Alternate Assessment:</b> Students scoring proficient in reading (Levels 4-9).</p>	<p>A.1.</p>	<p>A.1. See Reading Goal 5d</p>	<p>A.1.</p>	<p>A.1.</p>	<p>A.1.</p>		
<p><u>Reading Goal A:</u>  NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>	B.1.	B.1. See Reading Goal 5d	B.1.	B.1.	B.1.		

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Reading Goal B:  NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

**NEW Comprehensive English Language Learning Assessment (CELLA) Goals**

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	

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<p><b>C. Students scoring proficient in Listening/ Speaking.</b></p>	<p>1.1.</p>	<p>1.1. See ELL Reading Goals under 5.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u>  The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 50% to 54 %.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking.</u></p>					
	<p><b>50%</b></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>

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		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.	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
<b>D. Students scoring proficient in Reading.</b>	2.1.	2.1. See ELL Reading Goals under 5.	2.1.	2.1.	2.1.	

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<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 28% to 34 %.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><b>28%</b></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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<p><b>E. Students scoring proficient in Writing.</b></p>	<p>2.1.</p>	<p>2.1. See ELL Reading Goals under 5</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u>  The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 18% to 25%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><b>18%</b></p>					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

**NEW Math Florida Alternate Assessment Goals**

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



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		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	
<b>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>	G.1.	G.1. See Math Goal 5d	G.1.	G.1.	G.1.		

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<u>Mathematics Goal</u> G:	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
NA							
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

**NEW Geometry End-of-Course Goals \*(High School ONLY)**

<b>Geometry EOC Goals</b>	<b>Problem-Solving</b>						
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	<b>Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>H. Students scoring in the middle or upper third (proficient) in Geometry.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		

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<p><u>Geometry Goal H:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<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><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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<p><b>I. Students scoring in the upper third on Geometry.</b></p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Geometry Goal I:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3	2.3	2.3	2.3	2.3	
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*End of Geometry EOC Goals*

**NEW Science Florida Alternate Assessment Goal**

<b>Elementary, Middle and High Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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<p><b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b></p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>	<p>J.1.</p>		
<p>Science Goal J:  NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

**NEW Biology End-of-Course (EOC) Goals**

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

<b>Biology EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		



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<p><b>K. Students scoring in the middle or upper third (proficient) in Biology.</b></p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><b>Biology Goal K:</b></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>L. Students scoring in upper third in Biology.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

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<p><b>Biology Goal L:</b></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**NEW Writing Florida Alternate Assessment Goal**

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

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<p><b>M. Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	M.1.	M.1.	M.1.	M.1.		
<p>Writing Goal M:  NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<u>STEM Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.
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**STEM Professional Development**

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates 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 STEM Goal(s)*

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

CTE Goal(s)	Problem-Solving Process to				
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	<b>Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>
<u>CTE Goal #1:</u>  Enter narrative for the goal in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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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

Grade Level/  
Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or  
PLC Leader

(e.g. , PLC, subject, grade level, or school-wide)

(e.g. , Early Release) and Schedules (e.g., frequency of meetings)

*End of CTE Goal(s)*



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**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

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

<b>Describe the use of SAC funds.</b>			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount

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3.1 Develop a strong independent Rdg. Program	Classroom Libraries & Headphones for reading on computer	\$1200.00	TBA
Final Amount Spent			