FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Philip Shore Elementary	District Name: Hillsborough County
Principal: Barbara Mercer	Superintendent: Mary Ellen Elia
SAC Chair: Ali Marsee	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

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

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	Barbara A. Mercer	**Degrees**: BA in Elem. Ed., MS in Ed. Tech. and Ed.S. in Ed. Leadership **Certification:** Elem. Ed. (1-6), Reading (K-12), Ed. Leadership (K-12), School Principal (K-12) and Gifted Endorsement. Also National Board Certified in Adolescent & Young Adult English / Lang. Arts	7	7	09-10 A 100% AYP 10-11 B 82% AYP 11-12 C
Assistant Principal	Kiara L. Dickens	**Degrees**: BA Business Administration, M.Ed. in Ed. Leadership **Certification:** Elem. Ed. (1-6), Ed. Leadership (K-12), ESOL Edorsement	1	1	09-10 B 10-11 C 11-12 A

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Marie DeVol	BS in Ed (1-6), ESOL certified	1	1	**09-10 B 67% AYP Kingswood Elementary** **10-11 A 92% AYP Kingswood Elementary** **11-12 C Philip Shore Elementary**
Math	Amy Metzler	BS in ED (K-6)	2	1	11-12 C Philip Shore Elementary

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Interview Day	General Directors	June
2. Recruitment Fairs	District Staff	June
3. District Mentor Program	District Mentors	ongoing
4. District Peer Program	District Peers	ongoing
5. School-based teacher recognition system	Principal	ongoing
6. Opportunities for teacher leadership	Principal	ongoing
7. Regular time for teacher collaboration	Principal	ongoing

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
10 teachers	Administrators: All teachers that are out-of-field have not completed their ESOL Endorsement. Administration as well as Hillsborough County Public Schools send notification when free ESOL courses are offered throughout the district

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
42	14% (6)	26% (11)	52% (22)	7% (3)	24% (10)		0% (0)	7% (3)	48% (20)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Juli Baker	Dyana Rochell	Ms. Baker is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Juli Baker	Amanda Keitel	Ms. Baker is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Jill Rogan	Ms. Baker is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Margret Olley	Ms. Baker is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Lauren Stamm	Ms. Baker is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Juli Baker	Anita Jimenez	Ms. Baker is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title 1, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.	Title I, Part A
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.	Title I, Part C-
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.	Title I, Part D
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.	Title II
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners	Title III
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.	Title X- Homel
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.	Supplemental A

Violence Prevention Programs N/A	Violence Preve
Nutrition Programs N/A	Nutrition Progr
Housing Programs N/A	Housing Progra
Head Start We utilize information from students in Head Start to transition into Kindergarten.	Head Start
Adult Education N/A	Adult Educatio
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations	Career and Tec
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations	Job Training
Other N/A	Other

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. • Principal • Assistant Principal • Guidance Counselor • School Psychologist • Social Worker • Academic Coaches (Reading and Math) • ESE teacher
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 weekly). Specific responsibilities include: • Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) • Ensure the master schedule incorporates allocated time for intervention support at all grade levels. • Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3 • 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/chats conducted by the PLCs. • Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals • Organize and support systematic data collection • Assist and monitor teacher use of SMART through data chats. • Strengthen the Tier 1 (core curriculum) instruction through the: o Implementation and support of PLCs o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT) o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT) o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP) o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences. • On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month. • Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT. • Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material. • Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for

embedding/integrating reading and writing strategies across all other content areas).

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (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 Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

o Use the problem-solving model when analyzing data:

1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).

o Develop and target interventions based on confirmed hypotheses.

o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).

o 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).

o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

o Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

MTSS Implementation

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
Previous year data on FCAT in reading, math, writing and science	Sagebrush	AP
Baseline and Midyear District Assessments in all content areas	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability ***Formative A, B and C for reading, math and science***	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Math and Science Chapter Tests	Data Wall	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach, AP
CELLA	Sagebrush (IPT)	ELL, AP
DRA-2	School Generated Excel Database	Individual Teacher

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) ***EasyCBM, I-Station***	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Other Curriculum Based Measurement (see below)	***Individual teacher data base***	***Individual Teachers/PLCs***

***Students receiving pull-out tutoring during the school day or Extended Learning Program (ELP) after school will receive instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the PSLT and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.**

**** In addition to Core assessments, progress monitoring the outcomes of intensive interventions requires additional Curriculum Based Measures (CBM) that:**

- **assess the same skills over time**
- **have multiple equivalent forms**

are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

Staff received overview training at the beginning of the 2012-2013 school year. District RtI representative also coming to the school site to give an intensive training to primary and intermediate grade levels as well as the MTSS team. Leadership members who attended the overview RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

An overview of the RtI process will be conducted again during pre-planning for the 2013-2014 school year. As the District's Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available. All teachers will complete the state perceptions of PS/RtI Skills Survey midyear and at the end of the year to determine their development of skills and knowledge related to PS/RtI implementation

Describe the plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). **The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:** • **Principal** • **Assistant Principal** • **Reading Coach** • **Lead Teacher** • **Media Specialist** • **Classroom Teachers**
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). **The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.** **The principal is the 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 instruction support is provided to all teachers.** **The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.**
What will be the major initiatives of the LLT this year? • **Implementation and evaluation of the SIP reading strategies across the content areas** • **Professional Development on guided reading instruction and comprehension interventions.** • **Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas** • **Data analysis (on-going)** • **Implement K-12 Reading Plan** • **Focused Literacy Walk-Throughs**

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first ***two*** measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. ***Parents are provided with a letter from the Commissioner of Education, explaining the assessments.*** Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms ***and as a blended program in several Early Exceptional Learning Program (EELP) classrooms***. ***Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.*** This assessment ***will be*** administered at the start and end of the VPK program. A copy of these assessments ***will be*** mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities ***from the first day of school***. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten 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 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

N/A

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

N/A

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?

N/A

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.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 63% to 66%.	2012 Current Level of Performance:* 63%	2013 Expected Level of Performance:* 66%	1A.1. -Protection of uninterrupted reading block (i.e. assemblies, rehearsals, programs) - How/time to implement both the FCIM and CCIM strategies while maintaining a focus on the core curriculum. -Lack of appropriate CIM assessment ready-made	1A.1. - **Common Core Reading Strategy Across all Content Areas** Reading comprehension improves when **students are engaged in grappling with complex text**. Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans. -PLCs write SMART goals based on each skill/strategy taught. For example 75% of the students will score a 80% or higher on each unit of study	1A.1. - Who -Principal -AP -Reading Coach -Reading Literacy Team How -Reading PLC Logs -PLCS turn their logs into administration and/or coach weekly -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1A.1. - Teachers reflect on lesson outcomes and use this knowledge to drive future instruction -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. -Data Chats held quarterly to provide students with relative feedback, provide support and interpret data	1A.1. -3x per year - FAIR -During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
			1A.2. - -Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).	1A.2. - **Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and	1A.2. -Who -Principal -AP -Reading Coach -Reading Leadership Team	1A.2. - Teachers reflect on lesson outcomes and use this knowledge to drive future instruction	1A.2. -3x per year - FAIR -Mock FCAT Tests -During the Grading Period

		--Current progress monitoring tools (easy cbm) don't align with standards/skills for CIM use.	levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use **higher-order, text-dependent questions** at the word/phrase, sentence, and paragraph/passage levels (Bloom). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	How -Reading PLC Logs -PLCS turn their logs into administration and/or coach weekly. -PLCs receive feedback on their logs. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. - Data Chats held quarterly to provide students with relative feedback, provide support and interpret data	- Common assessments (pre, post, mid, section, end of unit, intervention checks)
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A
Reading Goal #1B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: The percentage of students scoring at or above a level 4 on the 2013 FCAT Reading will increase from 35% to 38%.	2012 Current Level of Performance:* 35%	2013 Expected Level of Performance:* 38%	2A.1. - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. -Technology access for walk to success, research and project based learning. -Flexible grouping for enrichment during RtI	1A.1. - **Common Core Reading Strategy Across all Content Areas** Reading comprehension improves when **students are engaged in grappling with complex text**. Teachers need to understand how to **select/identify** complex text, **shift** the amount of informational text used in the content curricula, and **share** complex texts with all students. **All content area teachers are responsible for implementation.** **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans. -PLCs write SMART goals based on each skill/strategy taught. For example 75% of the students will score a 80% or higher on each unit of study	1A.1. - Who -Principal -AP -Reading Coach -Reading Literacy Team How -Reading PLC Logs -PLCS turn their logs into administration and/or coach weekly -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.	1A.1. - Teachers reflect on lesson outcomes and use this knowledge to drive future instruction -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. -Data Chats held quarterly to provide students with relative feedback, provide support and interpret data	1A.1. -3x per year - FAIR -Mock FCAT Tests -During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)
			2A.2.	1A.2. - **Common Core Reading Strategy Across all Content Areas** Common Core Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use **higher-order, text-dependent questions** at the word/phrase, sentence, and paragraph/passage levels	1A.2. -Who -Principal -AP -Reading Coach -Reading Leadership Team How -Reading PLC Logs -PLCS turn their logs into administration and/or coach weekly. -PLCs receive feedback on their logs.	1A.2. - Teachers reflect on lesson outcomes and use this knowledge to drive future instruction -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction.	1A.2. -3x per year - FAIR -During the Grading Period - Common assessments (pre, post, mid, section, end of unit, intervention checks)

			(Bloom). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. **All content area teachers are responsible for implementation**. **Action Steps** Action steps for this strategy are outlined on grade level/content area PLC action plans.	-Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	-For each class/course, PLCs chart their overall progress towards the SMART Goal. - Data Chats held quarterly to provide students with relative feedback, provide support and interpret data	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A
Reading Goal #2B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). --Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. **Strategy Across all Content Areas** **Strategy/Task** Student achievement improves through **teachers' collaboration with the academic coach** in all content areas. **Actions/Details** ***Academic Coach*** -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Bloom's taxonomy of questions hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students. -Using walk-through data, the academic coach and	4.1. Administration	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator-Reading Coach meetings to discuss action plan for coach for the upcoming two weeks	4.1. 3x per year - FAIR -Mock FCAT Tests During the Grading Period - Common assessments (pre, post, mid, section, end of unit)
Reading Goal #3A: The percentage of students making learning gains in reading on the 2013 FCAT Reading will increase from 70% to 73%.	2012 Current Level of Performance:* 70%	2013 Expected Level of Performance:* 73%					

				administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. -The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. -Students given the opportunity participate in project based learning.			
			3A.2. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log	3A.2. - **Strategy** Student achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act** model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details**	3A.2. - Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, and/or leadership team.	3.1. 3x per year FAIR -Mock FCAT Tests During the Grading Period Common assessments (pre, post, mid, section, end of unit)

			-Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.			
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A
Reading Goal #3B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4: The percentage of students in the lowest 25% making learning gains in reading on the 2013 FCAT Reading will increase from 71% to 74%.	2012 Current Level of Performance:* 71%	2013 Expected Level of Performance:* 74%	4A.1. -Maintain growth with teachers at varying levels of experience - How to implement both the FCIM and CCIM strategies while maintaining a focus on the core curriculum.	4A.1. The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum and providing Differentiated Instruction (DI) as a result of the Problem-Solving Model. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. Classroom teachers will provide an additional 30-minutes of small group differentiated instruction for these students at least 3X a week 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c)	4A.1. -Administration -Reading Coach -Classroom Teacher	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks	4.1. 3x per year - FAIR -Mock FCAT Tests During the Grading Period - Common assessments (pre, post, mid, section, end of unit)

				decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.			
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**		**Black: 55% Hispanic: 56% White: 80% ELL: 45% SWD: 31% Ec. Dis.: 57% Am. Ind.: Asian:**	**Black: 59% Hispanic: 60% White: 82% ELL: 50% SWD: 37% Ec. Dis.: 61% Am. Ind.: Asian:**	**Black: 63% Hispanic: 64% White: 84% ELL: 55% SWD: 43% Ec. Dis.: 65% Am. Ind.: Asian:**	**Black: 67% Hispanic:68% White: 86% ELL: 60% SWD: 49% Ec. Dis.: 69% Am. Ind.: Asian:**	**Black: 70% Hispanic: 72% White: 88% ELL: 65% SWD: 55% Ec. Dis.: 73% Am. Ind.: Asian:**	**Black: 73% Hispanic: 76% White: 90% ELL: 70% SWD: 61% Ec. Dis.: 77% Am. Ind.: Asian:**
<u>Reading Goal #5A:</u> To reduce the % of reading students NOT satisfactory in each subgroup by half over the next 6 years.	**Black: 55% Hispanic: 56% White: 80% ELL: 45% SWD: 31% Ec. Dis.: 57% Am. Ind.: Asian:**							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. -Teachers at varying levels with F-CIM model -Language barrier makes parent communication difficult at times -Lack of knowledge of culturally diverse materials -Lack of understanding of cultural differences -Lack of knowledge on how to best utilize our ELL aide	5A.1. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, nine-week assessments, grade-level common assessments, curriculum assessments, and daily class work) to plan and deliver mini-lessons and mini-assessments (F-CIM). Action Steps: 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. As a Professional	5A.1. <u>Who</u> -Principal -APEI -Reading Coach -Reading Literacy Team <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration	5A.1. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	5A.1. <u>3x per year</u> - FAIR On-going Progress Monitoring in comprehension -Mock FCAT Tests <u>During Nine Weeks</u> - Grade level common assessments such as running records and Treasures tests.
<u>Reading Goal #5B:</u> The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 80% to 82%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 56% to 60%.	<u>2012 Current Level of Performance:*</u> White:80% Hispanic:56%	<u>2013 Expected Level of Performance:*</u> White:82% Hispanic: 60%						

				Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.	walk-throughs. -Monitoring data will be reviewed every nine weeks.		
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A
Reading Goal #5C: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. –Lack of understanding or knowledge of strategies that are effective to use with SWD students. -Lack of knowledge on how to differentiate instruction in the core content areas.	5D.1. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, nine-week assessments, grade-level common assessments, curriculum assessments, and daily class work) to plan and deliver mini-lessons and mini-assessments (F-CIM). Action Steps: 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of	5D.1. Who -Principal -APEI -Reading Coach -Reading Literacy Team How -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration	5D.1. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine	5D.1. 3x per year - FAIR On-going Progress Monitoring in comprehension -Mock FCAT Tests During Nine Weeks - Grade level common assessments such as running records and Treasures tests.
Reading Goal #5D: The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 31% to 37%.	2012 Current Level of Performance:* 31%	2013 Expected Level of Performance:* 37%					

				instruction.) 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.	walk-throughs. -Monitoring data will be reviewed every nine weeks.	weeks.	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1. –Lack of understanding or knowledge of strategies that are effective to use with SWD students. -Lack of knowledge on how to differentiate instruction in the core content areas.	5B.1. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, nine-week assessments, grade-level common assessments, curriculum assessments, and daily class work) to plan and deliver mini-lessons and mini-assessments (F-CIM). Action Steps: 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using the core curriculum, incorporating DI strategies from their PLC discussions. 4. At the end of the unit, teachers give a common assessment identified from the core curriculum material. 5. Teachers bring assessment	5B.1. <u>Who</u> -Principal -APEI -Reading Coach -Reading Literacy Team <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing this strategy. Administrators will use the HCPS Informal Observation Pop-In Form (EET tool). The C-CIM and DI strategies will be added to the form. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Monitoring data will be reviewed every nine weeks.	5B.1. PLC unit assessment data will be recorded in a course-specific PLC data base (excel spread sheet). PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	5B.1. <u>-3x per year</u> - FAIR On-going Progress Monitoring in comprehension -Mock FCAT Tests <u>During Nine Weeks</u> - Grade level common assessments such as running records and Treasures tests.
<u>Reading Goal #5E:</u> The percentage of Economically Disadvantage students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 57% to 61%.	<u>2012 Current Level of Performance:*</u> 57%	<u>2013 Expected Level of Performance:*</u> 61%					

				data back to the PLCs. 6. Based on the data, teachers discuss strategies that were effective. 7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to re-taught to targeted students. 8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment). 9. PLCs record their work in logs.			
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Comprehension & Collaboration	3-5	Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-through Optional peer teacher observations	Administration Team Reading Coaches
Differentiated Instruction	Grades K-5	District TIFF2 Trainer	All teachers school wide *(This PD also covers a similar strategy in math and science.)*	October	Leadership review of data	Reading Literacy

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading comprehension improves when **students are engaged in grappling with complex text**.	Jr. Great Books for Grade 3	SIP Funds	$300.00
Reading comprehension improves when **students are engaged in grappling with complex text**.	Books for Media Center to supplement Gr. K-1 Common Core curriculum	SIP Funds	$250.00
			Subtotal: $550.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		5C.1 -The majority of the teachers are unfamiliar with strategies for working with ELL students. -Teachers implementation of CALLA is not consistent across core courses. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Administrators at varying skill levels regarding use of CALLA/ in order to effectively conduct a CALLA fidelity check walk-through.	5C.1 ELLs (LYs/LFs) comprehension of course content/standard improves through participation in the **Cognitive Academic Language Learning Approach (CALLA)** strategy across Reading, Language Arts, Math, Social Studies and Science. **Action Steps** -The school will schedule professional development on effective strategy use with ELL students to be delivered by the school's Bilingual Aid/AP. -Bilingual Aid/AP provides professional development to all content area teachers on how to embed CALLA into core content lessons. - Bilingual Aid/AP models lessons using CALLA. -District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of CALLA. -Core content teachers set SMART goals for ELL students for upcoming core curriculum	5C.1 Who -School based Administrators -District Resource Teachers How -Administrative walk-throughs using the walkthrough form from: The CALLA Handbook, p. 101, Table 5.4 "Checklist for Evaluating CALLA Instruction.	5C.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	5C.1 -FAIR -CELLA -Mock FCAT Tests During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
CELLA Goal #1: The percentage of students scoring proficient in listening and speaking on the 2013 CELLA will increase from 71% to 74%.	2012 Current Percent of Students Proficient in Listening/Speaking: 71%.					

			assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers will differentiate instruction to remediate/enhance instruction.			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		5C.2. -Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's Bilingual Aid. -Teachers implementation of A+ Rise is not consistent across core courses. -Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.	5C.2. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program **A+Rise** located on IDEAS under Programs for ELL. **Action Steps** Bilingual Aid/ AP provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. - -District Resource Teachers (DRTs) provide professional development to all administrators on how to	5C.2. Who -School based Administrators -District Resource Teachers	5C.2 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the ELL SMART Goal.	5C.2 -FAIR -CELLA -Mock FCAT Tests During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance
CELLA Goal #2: The percentage of students scoring proficient in reading on the 2013 CELLA will increase from 38% to 41%.	2012 Current Percent of Students Proficient in Reading: ***38%.***					

			conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.		Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		5C.3 -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of Bilingual paraprofessional.	5C.3 ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following **day-to-day accommodations on core content and district assessments across** Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	5C.3 Who -School based Administrators	5C.3 Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.3 -Mock FCAT Tests -FAIR Assessment (3x year) During the Grading Period -Core curriculum end of core common unit/ segment tests
CELLA Goal #3: The percentage of students scoring proficient in reading on the 2013 CELLA will increase from 31% to 34%.	2012 Current Percent of Students Proficient in Writing : 34%.					
		2.2.	2.2.	2.2.	2.2.	2.2.

		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1A: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 58% to 61%.	2012 Current Level of Performance:* 58%	2013 Expected Level of Performance:* 61%	1A.1. Lack of infrastructure to support technology -Lack of technology hardware -Teachers at varying understanding of the intent of the CCSS -Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). -Lack of knowledge on how to best incorporate additional resources with the textbook series called "Go Math"	1.1 **Strategy** Students' math achievements improves through the use of **technology and hands-on activities** to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. -Freeing up the technology specialist to plan and co-teach lessons with classroom teachers. Providing classes with lab time to implement techniques taught in the classroom. **Action Steps** -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1 Who - Principal -Assistant Principal -Technology Specialist -Math Resource Teacher How Monitored -PLCS turn their logs into administration weekly -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	1.1 2x per year District Baseline and Mid-Year Testing Chapter Tests -Mock FCAT Tests During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
			1.2. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.	**1.2** **Strategy/Task** Students math achievement improves through frequent participation in **higher order questions/discussion activities** to deepen and extend student knowledge. These quality	1.1 Who - Principal -Assistant Principal -Technology Specialist -Math Resource Teacher How Monitored	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.	1.1 2x per year District Baseline and Mid-Year Testing Chapter Tests -Mock FCAT Tests

		-Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. **Actions/Details** ***Within PLCs*** -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. School Leadership -Administrator and math resource collects higher order questioning walk-through data using Webb's Depth of Knowledge wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-	-PLCS turn their logs into administration weekly -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)

<table>
<tr><td colspan="2"></td><td>1A.3.</td><td>through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).
1A.3.</td><td></td><td></td><td></td></tr>
<tr><td colspan="2">1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</td><td>1B.1. N/A</td><td>1B.1. N/A</td><td>1B.1. N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td rowspan="3">Mathematics Goal #1B:

N/A</td><td>2012 Current Level of Performance:*
N/A</td><td>2013 Expected Level of Performance:*
N/A</td><td colspan="4" rowspan="3"></td></tr>
<tr><td colspan="2" rowspan="2"></td></tr>
<tr><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td></tr>
<tr><td colspan="2"></td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td></tr>
</table>

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. Mathematics Goal #2A: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 28% to 31%.	2012 Current Level of Performance:* 28%	2013 Expected Level of Performance:* 31%	3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	3.1. **Strategy** Students' math achievement improves through **teachers working collaboratively** to focus on student learning. Specifically, they use the **Plan-Do-Check-Act model** and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? **Actions/Details** -This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. -Grade level/like-course PLCs use a **Plan-Do-Check-Act "Unit of Instruction" log** to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	3.1. Who -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, coach, SAL, and/or leadership team.	3.1. 2x per year District Baseline and Mid-Year Testing Chapter Tests -Mock FCAT Tests During the Grading Period Common assessments (pre, post, mid, section, end of unit)

		3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	3.2. **Strategy/Task** Students' math achievement improves when teachers use on-going student data to **differentiate instruction**. **Actions/Details** ***Within PLCs Before Instruction and During Instruction of New Content*** -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. ***In the classroom*** -During the lessons, **students** are involved in flexible grouping techniques ***PLCs After Instruction*** -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided.	3.2. Who -Principal -AP -Math Resource -PLC facilitators	3.2. -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	3.2. 2x per year District Baseline and Mid-Year Testing Chapter Tests -Mock FCAT Tests During the Grading Period Common assessments (pre, post, mid, section, end of unit)
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

N/A	N/A	N/A					
			2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning.	3.1. **Strategy** Students' math achievement improves through **teachers working collaboratively** to focus on student learning. **Actions/Details** PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit.	3.1. Who -Principal -AP -Math Resource -PLC facilitators of like grades and/or like courses How PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration, resource and leadership team.	3.1. 2x per year District Baseline and Mid-Year Testing Chapter Tests -Mock FCAT Tests During the Grading Period Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #3A: The percentage of students making learning gains on the 2013 FCAT Math will increase from 57% to 60%.	2012 Current Level of Performance:* 57%	2013 Expected Level of Performance:* 60%.					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A
Mathematics Goal #3B: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: The percentage of students in the lowest 25% making learning gains on the 2013 FCAT Math will increase from 41% to 44%.	2012 Current Level of Performance:* 41%	2013 Expected Level of Performance:* 44%	4.1. -Scheduling time for the principal/APC to meet with the academic coach on a regular basis. -Teachers willingness to accept support from the coach.	4.1. **Strategy Across all Content Areas** **Strategy/Task** All students' math achievement improves through **teachers' collaboration with the math resource** teacher. -The math resource and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The academic coach rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy --Facilitate the identification, selection, development of rigorous core curriculum common assessments, --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.	4.1. Who Administration How -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. . -Tracking of math resource interactions with teachers (planning, co-teaching, modeling, de-debriefing, professional development, and walk throughs. -Administrator-Math Resource meetings to review log and discuss action plan for coach for the upcoming two weeks.	4.1. 2x per year District Baseline and Mid-Year Testing Chapter Tests -Mock FCAT Tests During the Grading Period - Common assessments (pre, post, mid, section, end of unit)

				-The academic coach trains each subject area PLC on how to facilitate their own PLC using structured protocols. -Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department. .			
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**		**Black: 48% Hispanic: 46% White: 80% ELL: 18% SWD: 44% Ec. Dis.: 50% Am. Ind.: Asian:**	**Black: 52% Hispanic: 51% White: 82% ELL: 25% SWD: 49% Ec. Dis.: 54% Am. Ind.: Asian:**	**Black: 56% Hispanic: 56% White: 84% ELL: 32% SWD: 54% Ec. Dis.: 58% Am. Ind.: Asian:**	**Black: 60% Hispanic: 61% White: 86% ELL: 39% SWD: 59% Ec. Dis.: 62% Am. Ind.: Asian:**	**Black: 64% Hispanic: 66% White:88% ELL: 46% SWD: 64% Ec. Dis.: 66% Am. Ind.: Asian:**	**Black: 68% Hispanic: 71% White: 90% ELL: 53% SWD: 69% Ec. Dis.: 70% Am. Ind.: Asian:**
Mathematics Goal #5A: To reduce the % of math students NOT satisfactory in each subgroup by half over the next 6 years.	**Black: 48% Hispanic: 46% White: 80% ELL: 18% SWD: 44% Ec. Dis.: 50% Am. Ind.: Asian:**	**Black: 52% Hispanic: 51% White: 82% ELL: 25% SWD: 49% Ec. Dis.: 54% Am. Ind.: Asian:**						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	5B.1. Students math achievement improves through frequent participation in **higher order questions/discussion activities** to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. **Actions/Details** ***Within PLCs*** -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote	5B.1. Who - Principal -Assistant Principal -Technology Specialist -Math Resource Teacher How Monitored -PLCS turn their logs into administration weekly -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	5B.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	5B.1. 2x per year District Baseline and Mid-Year Testing Chapter Tests -Mock FCAT Tests During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #5B: **The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 46% to 51%.** ***Enter narrative for the goal in this box.***	2012 Current Level of Performance:* **Hispanic: 46%**	2013 Expected Level of Performance:* **Hispanic: 51%**						

				student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Bloom's Taxonomy to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation. <u>School Leadership</u> -Administrator and math resource collects higher order questioning walk-through data using Bloom's Taxonomy wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).			
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. -Teachers are at varying skill levels with higher order questioning techniques. -PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons. -Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.	5C.1. Students math achievement improves through frequent participation in **higher order questions/discussion activities** to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material. **Actions/Details** ***Within PLCs*** -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/complexity of students' thinking. -Use student data to identify successful higher order questioning techniques for future implementation.	5C.1. Who - Principal -Assistant Principal -Technology Specialist -Math Resource Teacher How Monitored -PLCS turn their logs into administration weekly -PLCs receive feedback on their logs. -Classroom walk-throughs observing this strategy. -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation	5C.1. PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.	5C.1. 2x per year District Baseline and Mid-Year Testing Chapter Tests -Mock FCAT Tests During the Grading Period -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 18% to 25%.	2012 Current Level of Performance:* **18%**	2013 Expected Level of Performance:* **25%**					

				School Leadership -Administrator and math resource collects higher order questioning walk-through data using Bloom's Taxonomy wheel. -Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership's team professional development plan (both individually and whole faculty).			
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

<table>
<tr><th colspan="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:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</td><td>5E.1.</td><td>5E.1.</td><td>5E.1.</td><td>5E.1.</td><td>5E.1.</td></tr>
<tr><td rowspan="2">Mathematics Goal #5E:

Enter narrative for the goal in this box.</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="3" rowspan="3"></td><td>5E.2.</td><td>5E.2.</td><td>5E.2.</td><td>5E.2.</td><td>5E.2.</td></tr>
<tr><td>5E.3.</td><td>5E.3.</td><td>5E.3.</td><td>5E.3.</td><td>5E.3.</td></tr>
</table>

End of Elementary School Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. --Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are knowledgeable 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 the implementation of the inquiry model.	1.1. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers in grades k-5 will implement district initiatives and instructional models including science boards, Stem Fair, inquires and student collaboration. Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs teachers instruct students using the 5E Instructional Model -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	1.1. Who Principal AP Lead Teacher PLC teachers How Monitored -Classroom walk-throughs observing this strategy.	1.1. Science PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	1.1. 2x Per Year District-level baseline and mid-year tests -Mock FCAT Tests During Nine Weeks -Unit assessments -Nat Geo Chapter Tests -Student Interactive Notebooks
Science Goal #1A: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 47% to 50%.	2012 Current Level of Performance:* 47%	2013 Expected Level of Performance:* 50%					

		1.2. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their leaning	1.2. *Within PLCs:* -PLCs will use a PLC log to monitor the following:. --Monitor the frequency of meetings. All grade level/subject area PLCs collaborate 2 times per month for curriculum planning, reflection, and data analysis.) -Working with the core curriculum, within grade level PLCs teachers will: --Unpack the benchmark and identify what students need to understand, know, and do. --Plan for checks for understanding during the unit. --Plan for the End-of-Unit Assessment --Plan upcoming lessons/units using the 5E Instructional Model. --Reflect on the outcome of lessons taught --Analyze checks for understanding and core curriculum assessments. --Act on the core curriculum data by planning interventions for the whole class or small group. -PLCs will generate SMART goals for upcoming units of instruction. -PLCs will report SMART goal data through their logs. As a Science Department -PLC, share action plan successes and challenges of the grade levels courses. -PLCs will adjust action plans based on teacher/coach walk-through data, PLC collaboration, and student data.	1.2 <u>Who</u> -Principal -AP -Instruction Coaches -Subject Area Leaders -PLC facilitators of like grades and/or like courses <u>How</u> -Administrators attended targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	1.2. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration,	1.2. <u>2x Per Year</u> District-level baseline and mid-year tests -Mock FCAT Tests <u>During Nine Weeks</u> -Unit assessments -Nat Geo Chapter Tests -Student Interactive Notebooks

<table>
<tr><td colspan="2"></td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td></tr>
<tr><td colspan="3" rowspan="2">1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</td><td rowspan="2">1B.1. N/A</td><td rowspan="2">1B.1. N/A</td><td rowspan="2">1B.1. N/A</td><td rowspan="2">1B.1. N/A</td><td rowspan="2">1B.1. N/A</td></tr>
<tr></tr>
<tr><td rowspan="3">Science Goal #1B:

N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr>
<tr><td>N/A</td><td>N/A</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td colspan="2" rowspan="2"></td></tr>
<tr><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td></tr>
<tr><td colspan="2"></td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td></tr>
</table>

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide	2.1 Strategy Tier 1 The purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through participation in Blooms higher order questioning. As a result, there will be increased use of higher level questions versus lower level questions for both teachers and students. Action Steps. 1. Science teachers in grades K-5 attend on-going HOTS training provided through PDS 2. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each Big Idea.) 3. As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons. 4. Teachers implement the targeted higher order questioning strategies in their lessons. 5. Teachers implement the common assessments. 6. Teachers bring assessment	2.1. Who -Administration Team -Lead Teacher -Reading Coach How -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.	2.1. PLCs examine student work and data from the mini-assessments with HOTS questions. Data from review of unit assessments will also be analyzed at PLC meetings. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.	2.1. 2x Per Year District Baseline and Mid-Year Testing -Mock FCAT Tests During Nine Weeks -Student work -Chapter tests
Science Goal #2A: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 11% to 14%.	2012 Current Level of Performance:* 11%	2013Expected Level of Performance:* 14%					

				data back to the PLCs. 7. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation. 8. PLCs record their work in the PLC logs.			
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			N/A	N/A	N/A	N/A	N/A
Science Goal #2B: N/A	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* N/A					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementing the NGSSS and the new National Geographic Science series w/ Reading	Grades K-5	Reading Coach, Lead Teacher and APEI	Grade K-5 teachers	Faculty Professional Development Meeting (August)	Administrators conduct targeted walk-throughs to monitor inquiry model.	Administration Team
Inquiry and the 5E Instructional Model	Grades k-5	Reading Coach, Lead Teacher and APEI	Grade K-5 teachers	On-going in science PLCs 3 times per month	Administrators conduct targeted walk-throughs to monitor the 5 E Instructional Model lessons.	Administration Team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Plan upcoming lessons/units using the 5E Instructional Model.	Replacement items for science kits (Inquiry Mondays)	SAC Funds	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
			Total:

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. -All teachers are not properly rubric trained -Student background knowledge -Outside influences -Lack of conventions, spelling and grammar	1A.1. -Teachers attend the online moodle course and become rubric trained Writing PLC's held to discuss focus, quality, conventions. -High quality model examples Student incentive through elaboration sensation - Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing	Who Principal AP District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)	-Monthly data chats held with the assistant principal. -Monthly PLC's -Star interviews	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
Writing Goal #1A: The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 86% to 89%.	2012 Current Level of Performance:* 86%	2013 Expected Level of Performance:* 89%					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. FCAT: Students scoring at 4 or higher in writing.			-All teachers are not properly rubric trained -Student background knowledge -Outside influences -Lack of conventions, spelling and grammar	-Teachers attend the online moodle course and become rubric trained Writing PLC's held to discuss focus, quality, conventions. -High quality model examples Student incentive through elaboration sensation - Daily/ongoing models and application of appropriate mode-specific writing based on	Who Principal AP District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs	-Monthly data chats held with the assistant principal. -Monthly PLC's -Star interviews	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
Writing Goal #1B: The percentage of students scoring **Level 4.0** or higher on the 2013 FCAT Writes will increase from 49% to 52%.	2012 Current Level of Performance:* 49%	2013 Expected Level of Performance:* 52%					

				teaching points -Daily/ongoing conferencing	-Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool (for coaches)		
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rubric Training	k-5	District writing supervisor/trainer	K-5 teachers	October	PLC logs turned into administration.	Principal APEI Lead Teacher Reading Coach
In the mood for mode	k-5	District writing supervisor/trainer	K-5 teachers	October	PLC logs turned into administration.	Principal APEI Lead Teacher Reading Coach

Writing Budget (Insert rows as needed)

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

			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Supplemental instruction	**Teacher units to support supplemental instruction**	**ELP**	**$600**
			Subtotal:
			Total: $600

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. -Lack of time to focus on attendance -Lack of staff to focus on attendance	1.1. When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.	1.1 Attendance Committee will run Attendance/Tardy meetings every 30 days with appropriate reports DP Clerk will maintain data base Social Worker Guidance Counselors.	1.1 Administration Team and subset of PSLT will examine data monthly.	1.1. Attendance Report Tardy Report Attendance Plan
Attendance Goal #1: 1. The attendance rate will increase from 96% in 2011-2012 to 97% in 2012-2013. 2. The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10% **3.** The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease remain the same.	2012 Current Attendance Rate:* 96% 2012 Current Number of Students with Excessive Absences (10 or more) 101 2012 Current Number of Students with Excessive Tardies (10 or more) 0	2013 Expected Attendance Rate:* 97% 2013 Expected Number of Students with Excessive Absences (10 or more) 90 2013 Expected Number of Students with Excessive Tardies (10 or more) 0					
			1.2. Lack of time to focus on attendance -Lack of staff to focus on attendance	1.1 The Administration Team along with other appropriate staff will meet every 30 days to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive unexcused absences and tardies.	1.1. Attendance Committee will run Attendance/Tardy meetings every 30 days with appropriate reports DP Clerk will maintain data base Social Worker	1.1. Administration Team and subset of PSLT will examine data monthly	1.1. Attendance Report Tardy Report Attendance Plan

			This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives. One student with perfect attendance for the nine-week grading period will have the opportunity to earn a bicycle donated by our community partnership with Horace Mann.	Guidance Counselors		
		1.3. -Not all teachers are comfortable with EdLine -Not all teachers keep attendance updated	1.3. All teachers will post their attendance to EdLine on a regular basis, allowing parents to monitor attendance.	1.3. Random check of EdLine postings	1.3. Administration Team and subset of PSLT will examine data monthly	1.3. Edline

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
EdLine	K-5	APEI and Technology Teacher	As needed	On-going	Random check of EdLine postings	Principal APEI

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide incentives for good attendance	Quarterly bicycle give-away	Horace Mann Insurance	$700.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

	Total:

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1 -There needs to be common school-wide expectations and rules for appropriate classroom behavior. -Bus drivers not trained in student discipline techniques	1.1. Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. This will include putting "coaches" on each bus to reinforce expectations and providing bus drivers with behavior management training.	1.1. PSLT	1.1. PSLT with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1: The total number of In-School Suspensions will decrease by 10%. The total number of students receiving In-School Suspension will decrease by 10%. The total number of Out-of-School suspensions will decrease by 10%. The total number of students receiving Out-of-School suspensions will decrease by 10%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	17	15					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	12	10					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	22	19					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	13	***11***					
			1.3. Few opportunities exist for students to connect and establish mentoring relationships with adults at school.	1.3. Tier 2 A Guidance Behavior Plan will be implemented to support students who accrue more than 10 suspension days in one semester.	1.3. Guidance Social Worker School Psychologist	1.3. The Problem Solving Leadership Team (PSLT) will review suspension data and determine the percent of student with 10 or more suspensions per semester. The Team will review suspension data monthly.	1.3. MonthlySuspension Data
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support (PBS)	K-5	District/ USF Trainer	School Wide	Summer Pre-Planning Training w/ongoing Faculty Meeting Updates	Monthly Data Review with support from PBS Coach. PSLT will review the attendance and behavior data on a weekly basis, providing mentoring to students, and establishing ongoing contact with parents.	Guidance Counselor

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide student incentives to reward appropriate behavior	Paw Pride pencils, ribbons, certificates, food, dance parties	PBS	$1000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Implement/ Expand the use of the technology teacher in the math and science classrooms for all grade levels	1.1. -Common planning time	1.1 -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -.	1.1 PLC with technology specialist	1.1 Administrative	1.1 Logging number of project-based learning in math, science per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	K-5	Lead Teacher	k-s teachers	On-going	Administrator walk-throughs	Administration

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

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

CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from two in 2011-2012 to four in 2012-2013	1.1. - Teachers are often unwilling to take students out of class for field trips due to concerns over missing academic time in class -SERVE speakers are often limited	1.1. -Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In -Provide field trips to local businesses	1.1. -APEI -Guidance Counselor	1.1. Aggregate and analyze the data every quarter to develop next steps.	1.1. Review log of teacher request for field trips Review sign-in sheets and agenda for Great American Teach-In
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

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

End of CTE Goal(s)

Health and Fitness

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

Health and Fitness Goal			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Health and Fitness Goal Health and Fitness Goal #1:			1.1. **-Not enough time to get the all the Pacer tests done at the end of the year** **-a lot of student absences make it difficult to get complete sets of pre and post-tests recorded** **-Lack of teacher buy-in on the importance of physical activity every day** **-students do not always come to school dressed appropriately to participate in PE activities**	1.1. **K-5 students will engage in the equivalent of one class period per day**	1.1. **Principal** **Guidance Counselor** **APEI** **Lead Teacher** **PE Teacher**	1.1. **Checking of student schedules**	1.1. **Student schedules** **Master schedule**
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 55% on the Pretest to 58% on the Posttest.	2011 Current Level :* 55%	2012 Expected Level :* 58%					
			1.2.	1.2. Health and physical activity	1.2. H.E.A.R.T. team.	1.2. H.E.A.R.T. team notes/agendas	1.2. PACER test component

			initiatives developed and implemented by the school's H.E.A.R.T. team. Ex: Partner with a chef from the Westin Harbour Island to make healthier food choices and participate in Jump Rope for Heart	.		of the FITNESSGRAM PACER for assessing cardiovascular health
		1.3.	1.3. 150 minutes of physical education/dance/movement classes per week with a certified physical education, dance and classroom teacher.	1.3. Physical Education Teacher Dance Teacher	1.3. Classroom walk-throughs Class schedules	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Continuous Improvement Goal			1.1. - Not enough time to meet	1.1. PLCs will meet once a week for 45 minutes during PE and two times a month during faculty meetings for 30 minutes for additional time	1.1. Who Administration How - Administration will review PLCs logs and provide feedback.	1.1. PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1. PLC Facilitators will provide feedback to PLST team on progress of their PLC.
Additional Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their student's learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Commitment to Continuous Improvement)" will increase from 44% in 2012 to 75% in 2013.	2012 Current Level :* 44%.	2013 Expected Level :* 75%.					
			1.2. - PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings.	1.2. SIP goals will be posted in Shore Internal. PLCs will use the Action Steps of the Goals as a guide for PLC discussion and PLC work.	1.2. Who Administration Teachers who have received District training in PLCs and	1.2. PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.2. PLC Facilitators will provide feedback to PLST team on progress of their PLC.

				PLC Facilitation How - Administration will review PLCs logs.		
		1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs	K-5	Dia Davis	School-Wide	Faculty meetings in October and November	Administration walk-throughs of PLC meetings	Administration Lead Teacher

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	**Books for Media Center to supplement K/1 Common Core Curriculum and Jr. Great Books for Grade 3**
	Total: $550.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	**Replacement items for Science Kits**
	Total: $250.00
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $800.00

Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

Are you reward school? ☐ Yes ☐ No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☐ Yes ☐ No

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

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

Describe the projected use of SAC funds.	Amount