

2FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

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

School Name: Tinker Elementary School	District Name: Hillsborough
Principal: Nancy Mooy	Superintendent: Mary Ellen Elia
SAC Chair: Virginia Campbell	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Nancy Mooy	BS Degree Elementary Education (Grades 1-6) MA Educational Leadership (All Levels) Gifted/Endorsement	1	7	Tinker (2011-2012): A; 100% AYP Westchase (2010-11): A; 100% AYP Westchase (2009-10): A; 100% AYP Westchase (2008-09): A; 100% AYP
Assistant Principal	Jessica Harmeling	B.S., Early Childhood Education M.A., Educational Leadership (Elementary Ed., Gifted, Ed. Leadership)	2 months	6 months (Administrative Resource Teacher)	

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Kimberly Youmans	K-6 Elementary Ed., ELL Endorsement, MS Ed. Leadership K-12	1	1	Mintz 5 th Grade Reading Teacher: School Grade A, Tinker, Reading Coach: School Grade A

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2012	
2. Haberman Star Interview	Nancy Mooy Jessica Harmeling	On going	
3. EET: Empowering Effective Teachers	Nancy Mooy Jessica Harmeling	On going	
4. Opportunities for teacher leadership	Nancy Mooy Jessica Harmeling	On going	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective.
(1)	The teacher has signed an agreement to earn certification, this is time bound and the teacher is taking classes through Hillsborough County Public Schools towards certification. The teacher attends monthly meetings in working on obtaining certification.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
52	5.7% (3)	36% (19)	34% (18)	23% (12)	23% (12)	100% (52)	2% (1)	2% (1)	61% (32)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

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

Kristin Stanley	Jennifer Capper Heather Nicolosi	Teachers with less than 2 years of experience are assigned a mentor through Empowering Effective Teachers.	Planned meetings with teachers, observations with feedback, collaboration on lesson planning and classroom strategies.

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 I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs

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

Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. Principal: Nancy Mooy Assistant Principal: Jessica Harmeling Guidance Counselor: Kanika Rohatgi School Psychologist: Kathleen Ertell Social Worker: Stephanie Harden</p>
<p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS meets bi-weekly or as needed to review school-wide data, recommend instructional practices and identify students requiring Tier2 or Tier3 interventions.</p>
<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The MTSS reviews school-wide data to identify/analyze instructional needs and recommend effective instructional best practices. The school improvement plan addresses the MTSSs recommendations.</p>
MTSS Implementation
<p>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.</p> <p>Tier 1 MTSS reviews school-wide data based on common assessments including district and state level testing. Tier 2 PLCs review grade level curriculum based assessments within the continuous improvement model including district and state level testing. Tier 3 RtI Team and RtI consultants review individual student data including district and state level testing, DRAs, GO Math Unit Tests, Demand Writes, Science and</p>

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

Behavioral records.

Describe the plan to train staff on MTSS.

In the absence of our reading coach, the school psychologist will present an RTI inservice at a staff meeting and will train teachers on using Easy CBM. MTSS members will participate in grade level PLCs when possible. RTI team will consult regularly with teachers who are developing and implementing Tier 2 and Tier 3 interventions.

Describe plan to support MTSS.

MTSS team will meet bi-weekly to discuss and analyze students by grade level demonstrating the need for interventions or alternate instructional environments. This information is communicated with the general education teachers and a plan is developed in collaboration with the MTSS team and the teachers . A part of this plan entails a time line of implementing interventions or changes to the instructional environment and a follow-up date to analyze and review whether the plan in place was effective.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Nancy Mooy

Assistant Principal: Jessica Harmeling

Media Specialist: Virginia Campbell

Reading Coach: Kimberly Youmans

4th Grade Teacher: Dawn Steele

5th Grade Teacher: Yolundra Whitehead

2nd Grade Teacher: Gaylee Mendenhall

1st Grade Teacher: Elizabeth Slagal

3rd Grade Teacher: Lori Miller

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).The LLT is a subgroup of the MTSS. The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the LLT Chair. 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 MTSS support plan. Additionally the principal ensures that the 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: Book study, Co-planning, modeling and observation of research-based reading strategies within lessons across content areas.

Data-Analysis: (On Going)

Hillsborough 2012

Rule 6A-1.099811

Revised July, 2012

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

Examine strengths and weaknesses of our reading practices within the school as demonstrated on state assessments. Once weaknesses have been identified the LLT will develop a plan of how to improve those areas of weakness.

NCLB Public School Choice

- **Supplemental Educational Services (SES) Notification**

***Elementary Title I Schools Only: Pre-School Transition**

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

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

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	1.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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: <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	1.1. Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.	1.1. School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration	1.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, end of the unit), FAIR assessments, Easy CBM progress monitoring.
<u>Reading Goal #1:</u> The percentage of students scoring a level 3 or higher on the 2013 FCAT Reading will increase from 78% to 80%.	<u>2012 Current Level of Performance:*</u> 78%	<u>2013 Expected Level of Performance:*</u> 80%					
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. - PLCs struggle with how to structure curriculum	2.1. Student achievement improves through teachers working	2.1. Who Principal	2.1. School has a system for PLCs to record and report during the	2.1. <u>During the Grading Period</u> Common assessments (pre,

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

<p>Reading Goal #2: The percentage of students scoring a level 4 or higher on the 2013 FCAT Reading will increase from 48% to 50%.</p>	<p>2012 Current Level of Performance:*</p> <p>48%</p>	<p>2013 Expected Level of Performance:*</p> <p>50%</p>	<p>conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.</p>	<p>collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <p>Specific action steps are listed on grade-level action plans, housed at the school site.</p>	<p>AP PLC facilitators</p> <p><u>How</u> PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs.</p> <p>Administrators attend targeted PLC meetings</p> <p>Progress of PLCs discussed at monthly PLC Leaders meetings.</p> <p>Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.</p>	<p>grading period SMART goal outcomes to administration,</p>	<p>post, mid, end of the unit) FAIR assessments, Easy CBM progress monitoring.</p>	
				2.2.	2.2.	2.2.	2.2.	2.2.
				2.3	2.3	2.3	2.3	2.3
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	
<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>			<p>3.1. - PLCs struggle with how to structure curriculum</p>	<p>3.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? 	<p>3.1. <u>Who</u> Principal AP PLC facilitators</p> <p><u>How</u> PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs.</p> <p>Administrators attend targeted PLC meetings</p> <p>Progress of PLCs discussed at monthly PLC Leaders meetings.</p> <p>Administration updates the</p>	<p>3.1. School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration,.</p>	<p>3.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, end of the unit) FAIR assessments, Easy CBM progress monitoring.</p>	
<p>Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 78 points to 80 points.</p>	<p>2012 Current Level of Performance:*</p> <p>78 points</p>	<p>2013 Expected Level of Performance:*</p> <p>80 points</p>	<p>conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.</p>	<p>collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? 	<p>AP Principal PLC facilitators</p> <p><u>How</u> PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs.</p> <p>Administrators attend targeted PLC meetings</p> <p>Progress of PLCs discussed at monthly PLC Leaders meetings.</p> <p>Administration updates the</p>	<p>grading period SMART goal outcomes to administration,.</p>	<p>post, mid, end of the unit) FAIR assessments, Easy CBM progress monitoring.</p>	

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

				Specific action steps are listed on grade-level action plans, housed at the school site.	faculty monthly on PLC progress, tips and strategies as well as barriers.		
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1.	4.1.	4.1.	4.1.
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 77 to 79 points.	<u>2012 Current Level of Performance:*</u> 77 points	<u>2013 Expected Level of Performance:*</u> 79 points	4.1. - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	4.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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: <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	4.1. Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.	4.1. School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration.,.	4.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, end of the unit) FAIR assessments, Easy CBM progress monitoring.
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the	Student Evaluation Tool

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

			effectiveness of strategy?					
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
Reading Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	Y							
			5A.2.	5A.2	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B1 - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	5B1 Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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?	5B1 Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs.	5B1 School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration,.	5B1 During the Grading Period Common assessments (pre, post, mid, end of the unit) FAIR assessments, Easy CBM progress monitoring.	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	Y							

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

				2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.		
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C1	5C1	5C1	5C1	5C1
Reading Goal #5C:			- PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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:	Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs.	School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration..	During the Grading Period Common assessments (pre, post, mid, end of the unit) FAIR assessments, Easy CBM progress monitoring.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y						
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1. - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	5D.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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 learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	5D.1. Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.	5D.1. School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration.,	5D.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, end of the unit) FAIR assessments, Easy CBM progress monitoring.	
<u>Reading Goal #5D:</u>	2012 Current Level of Performance:*						2013 Expected Level of Performance:*
	Y						
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study that Addresses Common Core Standards and Improving Rigor in	K-5	Administration and Faculty Members with Field Expertise	School-wide and/or Faculty Members (Voluntary)	2012-2013 School Year	Administrative Walk-Throughs, Faculty Discussions, Progress Monitoring in Reading	Administration, Team Leaders, PLC Facilitators, Book Study Facilitators

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

Reading Classes						

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	1.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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 learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	1.1. Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.	1.1. School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration,.	1.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, end of the unit)
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT math will increase from 69% to 71%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	69%	71%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1. - PLCs struggle with how to structure curriculum	2.1. Student achievement improves through teachers working	2.1. Who Principal	2.1. School has a system for PLCs to record and report during the	2.1. <u>During the Grading Period</u> Common assessments (pre,

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

<p>Mathematics Goal #2:</p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 33% to 35%.</p>	<p>2012 Current Level of Performance:*</p> <p>33%</p>	<p>2013 Expected Level of Performance:*</p> <p>35%</p>	<p>conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.</p>	<p>collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? <p>Specific action steps are listed on grade-level action plans, housed at the school site.</p>	<p>AP PLC facilitators</p> <p><u>How</u> PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs.</p> <p>Administrators attend targeted PLC meetings</p> <p>Progress of PLCs discussed at monthly PLC Leaders meetings.</p> <p>Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.</p>	<p>grading period SMART goal outcomes to administration..</p>	<p>post, mid, end of the unit)</p>	
				2.2.	2.2.	2.2.	2.2.	2.2.
				2.3	2.3	2.3	2.3	2.3
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	
<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>			<p>3.1. - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.</p>	<p>3.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they 	<p>3.1. <u>Who</u> Principal AP PLC facilitators</p> <p><u>How</u> PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs.</p> <p>Administrators attend targeted PLC meetings</p> <p>Progress of PLCs discussed at monthly PLC Leaders meetings.</p>	<p>3.1. School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration..</p>	<p>3.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, end of the unit)</p>	
<p>Mathematics Goal #3:</p> <p>Points earned from students making learning gains on the 2013 FCAT Math will increase from 75 to 77 points.</p>	<p>2012 Current Level of Performance:*</p> <p>75 points</p>	<p>2013 Expected Level of Performance:*</p> <p>77 points</p>	<p>conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.</p>	<p>collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they 	<p>AP PLC facilitators</p> <p><u>How</u> PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs.</p> <p>Administrators attend targeted PLC meetings</p> <p>Progress of PLCs discussed at monthly PLC Leaders meetings.</p>	<p>grading period SMART goal outcomes to administration..</p>	<p>post, mid, end of the unit)</p>	

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

				already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.		
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 65 points to 67 points.	2012 Current Level of Performance:* 65 points	2013 Expected Level of Performance:* 67 points	- PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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: <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.	School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration..	During the Grading Period Common assessments (pre, post, mid, end of the unit)
			4.2.	4.2.	4.2.	4.2.	4.2.
				4.3.	4.3.	4.3.	4.3.

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See goal 1.1	5A.1. See goal 1.1	5A.1. See goal 1.1	5A.1. See goal 1.1	
Math Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 81%-83%. The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 45% to 51%. The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 70% to 73%.	<u>2012 Current Level of Performance:*</u> White:81% Black: 45% Hispanic: 70%	<u>2013 Expected Level of Performance:*</u> White:83% Black: 51% Hispanic: 73%						
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B1 - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their	5B1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically,	5B1 Who Principal AP PLC facilitators	5B1 School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration,.	5B1. <u>During the Grading Period</u> Common assessments (pre, post, mid, end of the unit)	
Mathematics Goal #5B: The percentage of economically	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						

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

disadvantaged students scoring proficient on the /satisfactory on the 2013 FCAT Math will increase from 61% 65%.	61%	65%	learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	they use the Plan, Do, Act, Check 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: <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.		
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
				5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C1 - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	5C1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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: <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 	5C1. Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders	5C1 School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration,.	5C1 <u>During the Grading Period</u> Common assessments (pre, post, mid, end of the unit)
<u>Mathematics Goal #5C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 70%-73%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70%	73%					

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

				4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.		
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	5D.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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 learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	5D.1. Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.	5D.1. School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration..	5D.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, end of the unit)
Mathematics Goal #5D: The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 39%- 45%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	39%	45%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

End of Elementary or Middle School Mathematics Goals

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

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a 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
Modeling/coaching best practices in math to improve scores.	Grades 2-5	District resource teachers	2 nd -5 th grade math teachers	2012-2013 school year	Administrative Walk-Throughs, Faculty Discussions, Progress Monitoring in Math	Administration, Team Leaders, PLC Facilitators

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	1.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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 learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	1.1. Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.	1.1. School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration,.	1.1. During the Grading Period Common assessments (pre, post, mid, end of the unit)
Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 59% to 61%.	59%	61%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this	2.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act,	2.1. Who Principal AP PLC facilitators	2.1. School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration,.	2.1. During the Grading Period Common assessments (pre, post, mid, end of the unit)
Science Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 22% to 23%.	22%	23%	barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	Check 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: <ol style="list-style-type: none"> 1. What is it we expect them to learn? 2. How will we know if they learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.		
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science instruction	K-5	PLC Leadership Team	K-5 th grade teachers	Once a month in grade level PLCs	Administrative Walk-Throughs, Faculty Discussions, Progress Monitoring in Science	Administration, Team Leaders, PLC Facilitators
District level training	3-5	PLC Leadership Team	Grades 3-5	2012-2013 school year	Administrative Walk-Throughs, Faculty Discussions, Progress Monitoring in Science	Administration, Team Leaders, PLC Facilitators

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. - PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act method of evaluating PLC efficiency.	1.1. Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan, Do, Act, Check 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 learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Specific action steps are listed on grade-level action plans, housed at the school site.	1.1. Who Principal AP PLC facilitators How PLCs turn their logs into administration bi-weekly. Quarterly, PLCs meet with administration and resource teachers to discuss/ analyze the progress of PLCs. Administrators attend targeted PLC meetings Progress of PLCs discussed at monthly PLC Leaders meetings. Administration updates the faculty monthly on PLC progress, tips and strategies as well as barriers.	1.1. School has a system for PLCs to record and report during the grading period SMART goal outcomes to administration..	1.1. <u>During the Grading Period</u> Common assessments (pre, post, mid, end of the unit)
Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of stuents scoring a Level 3.0 or higher on the 2013 FCAT Writing will increase from 94% to 95%.	94%	95%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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

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

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Writing instruction	K-5	PLC Leadership Team	K-5 th grade teachers	Once a month in grade level PLCs	Administrative Walk-Throughs, Faculty Discussions, Progress Monitoring in Writing	Administration, Team Leaders, PLC Facilitators

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1. -Students are absent when the military is off from work and the parents do not bring their child into school, due to living off base. -Parents arrive late and check their children out early.	1.1. -Attendance Clerk will print out a weekly report of all students with a high number of absences, tardies, and sign-outs. -Beginning at the 5 th unexcused absence, a letter will be sent home to the parents outlining the state statute that requires parents to send students to school. -When a student reaches 5 days of unexcused absences, the guidance counselor or other identified staff contact the parents via the phone and records documentation on the Attendance Intervention Form. -After 6 unexcused absences, an attendance referral is generated. The social worker and other relevant personnel (guidance counselor, child psychologist) communicates with the family to create an Attendance Improvement Plan. -An Attendance committee will be formed with the following staff: Social Worker, Child Psychologist, Administration	1.1. Who: Child Psychologist Social Worker Administration How? Attendance Committee will review the interventions for students with excessive sign-ins and outs.	1.1. Attendance Committee will monitor the attendance data from the targeted group of students. 1 st quarter check: Attendance rate: 96.4%	1.1. Instructional Planning Tool Attendance/Tardy data
Attendance Goal #1: 1. The attendance rate will increase from 95.97% in 2011-2012 to 96.50% in 2013. 2. The attendance rate will increase from 95.97% in 2011-2012 to 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 by 10%.	<u>2012 Current Attendance Rate:*</u> 95.97%	<u>2013 Expected Attendance Rate:*</u> 96.50%	-The social worker is only at our school one and a half days per week and cannot follow-up on every student with a high number of absences. -The social worker is not responsible for follow-up on students with a high number of tardies. -Teachers are not completely aware of the process followed for students with high numbers of absences. -Teachers do not make administration aware of high absences and tardies until the end of each nine weeks.				
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u> 31	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u> 27					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u> 99	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u> 89					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Policies	K-5	Social Worker	School Wide	Before the end of the first	Attendance logs	Social Worker

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

and Procedures Training				semester.		

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1. Instructional staff with Classroom Management needs. Staffing vacancies.	1.1 Professional Development offered through the county for classroom management: Such as CHAMPS, TIP, CTA and strategies provided by school psychologist post observation. Hiring and Retention of highly effective teachers.	1.1. Quarterly review of discipline data as indicated by behavioral referrals and indicators on the report card.	1.1. PSLT will review data on Office Discipline Referrals and in and out of school suspensions quarterly.	1.1. Monthly Data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
1. The total number of In-School Suspensions will decrease by 10%.	3	1					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	2	1					
3. The total number of Out-of-School Suspensions will decrease by 10%.	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	6	1					
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	3	1					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior Management	K-5	Administration and School Psychologist	Grade Level Teams	Quarterly PLCs or as needed	Review the number of behavioral referrals and behavior indicators on report cards as well as behavior plans in place.	Classroom teachers, administration, VE teachers and school psychologist.

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal	2012 Current Dropout Rate: * 2013 Expected Dropout Rate: *					

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

in this box.							
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u>							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.

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

		1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement		2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:						
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*				
			2.1.	2.1.	2.1.	2.1.
		2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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

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

						effectiveness of strategy?	
1. Health and Fitness Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Health and Fitness Goal #1: 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 76% to 86%.	2012 Current Level :*	2013 Expected Level :*	Teachers use Teacher PE as a free recess time. -Not all teachers go outside 3 times a week for Teacher PE.	-The certified PE Coach will teach classes 2 days a week to students. On the other 3 days, teachers will conduct Teacher PE with their students. -Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	Who: -Administration -PE Coach -Teachers How: -Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the 150Minutes of Elem. Physical Education Folder on IDEAS.	-Class Schedules -Walkthroughs -H.E.A.R.T. team notes/agendas	-Teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Physical Education.
	76%	86%					
				1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a 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

Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1. -There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Act-Check model.	1.1. The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act move. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act move for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1. Who Principal Leadership Team PLC facilitators	1.1. Quick PLC informal surveys will be administered during the school year every two months. The Leadership Team will share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1. PLC Survey materials from Teams to Teach (Anne Jolly)
<u>Continuous Improvement Goal #1:</u> The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance will increase from 56.3% to 59%."	2012 Current Level :*	2013 Expected Level :*	-Confusion on how the Plan-Do-Act-Check model works				
	56.3%	59%	-Some resistance of staff members attending PLCs and/or arriving on time to meetins.				
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Plan-Do-Act-Check model	Leadership Team and all teachers	Leadership Team PLC Facilitators	School-wide	PLCs meet every three weeks for Plan-Do-Check-Act PLCs.	Administrator walk-throughs Administrator and leadership attendance at PLC meetings PLC Survey data	Leadership Team

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

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End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1. -Lack of understanding that teacher can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at vaying levels of expertise in providing heritage language support.	1.1. ELLs (LYA, LYB, & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments 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)	1.1. <u>Who</u> -School based administrators -ELL Para <u>How</u> -Administrative walk-throughs using the walkthroughs look for Committee meeting recommendations. In addition, tools from the Rti handbook, and ELL Rti checklist, and ESOL strategies checklist can be used as walk-through forms.	1.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.1. <u>During the grading period</u> Core curriculum end of core common unit/segment tests.
CELLA Goal #C:	2012 Current Percent of Students Proficient in Listening/Speaking:					
The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 22% to 24%.	22%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		1.1. -Lack of understanding that teacher can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.	1.1. ELLs (LYA, LYB, & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments 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	1.1. <u>Who</u> -School based administrators -ELL Para <u>How</u> -Administrative walk-throughs using the walkthroughs look for Committee meeting recommendations. In addition, tools from the Rti handbook, and ELL Rti checklist, and ESOL strategies checklist can be used as walk-through	1.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	1.1. <u>During the grading period</u> Core curriculum end of core common unit/segment tests.
CELLA Goal #D:	2012 Current Percent of Students Proficient in Reading :					
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 35% to 37%.	35%					

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

			(lesson and assessments)	forms.		
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1. -Lack of understanding that teacher can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.	2.1. ELLs (LYA, LYB, & LYC) comprehension of course content/standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies.: <ol style="list-style-type: none">1. Extended time (lesson and assessments)2. Small group testing3. Para support (lesson and assessments)4. Use of heritage language dictionary (lesson and assessments)	2.1. Who -School based administrators -ELL Para How -Administrative walk-throughs using the walkthroughs look for Committee meeting recommendations. In addition, tools from the RtI handbook, and ELL RtI checklist, and ESOL strategies checklist can be used as walk-through forms.	2.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	2.1. <u>During the grading period</u> Core curriculum end of core common unit/segment tests.
CELLA Goal #E:	<u>2012 Current Percent of Students Proficient in Writing :</u>					
The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 30% to 32%.	30%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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

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

goal in this box.							
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	G.1.	G.1.	G.1.	G.1.
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
G:							
Enter narrative for the goal in this box.							
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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

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

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

H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J: Enter narrative for the goal in this box.	2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i>					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
K. Students scoring in the middle or upper third (proficient) in Biology.			K.1.	K.1.	K.1.	K.1.	K.1.
Biology Goal K: Enter narrative for the goal in this box.	2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i>					

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

			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			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
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal L:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal							

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

in this box.							
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Increase the number of and participation in STEM competitions and events, including STEM Fair, Math Bowl, Science Bowl, Lego Robotics, and Science Olympics	1.1. Need common planning time for math and science teachers. Need teachers to be willing to prepare students for Math Bowl and other events.	1.1. Explicit direction fro STEM professional learning communities to be established. Documentation of planning of units and outcomes of units in logs. Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1. PLC and/or grade level leaders	1.1. Administrative walk-throughs	1.1. Data from number of students attending in STEM programs, student survey, administrative walk throughs
	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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

Professional Learning Communities	K-5	PLC Leader	School-wide	On-going	Administrative Walkthroughs	Administration, PLC Leader
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End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
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 1 event in 2011-2012 to 3 events in 2012-2013.	1.1. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.1. Utilize Mac Dill AFB as a resource for speakers on a variety of careers.	1.1. Administration and teachers will informally evaluate success of increased participation of guest speakers.	1.1. Log of CTE special speakers.	1.1. Student survey on the effectiveness of 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.
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities	K-5	PLC Leader	School-wide	On-going	Administrative Walkthroughs	Administration, PLC Leader

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
1.1, Working Collaboratively	Purchase of Daily 5 professional books to run a book study.	\$400.00	\$441.60
1.1 Working Collaboratively	Intermediate book study	\$500.00	
1.1, Working Collaboratively	Subs for PLC Data Chats	\$223.88	
1.1 Working Collaboratively	Math resources	\$300.00	
Final Amount Spent			