

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

DOVER ELEMENTARY SCHOOL

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: DOVER ELEMENTARY SCHOOL	District Name: HILLSBOROUGH
Principal: MARIE CARACCIOLA	Superintendent: MARYELLEN ELIA
SAC Co-Chair: TRISHA WOODS & DR. SUE ROSE	Date of School Board Approval: PENDING SCHOOL BOARD APPROVAL

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

[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	Marie Caracciola	MA in Educational Leadership BS in Early Childhood Education Elementary Education Certification ESOL	6	12	11-12: C 67% AYP 10-11: C 67% AYP 09-10: B 100% AYP
Assistant Principal	Karen Fuentes	MA in Educational Leadership BA Certification in Elementary Education: PK-3, ESE K-12 HOUSSED: 4-5			11-12: C 67% AYP 10-11: C 67% AYP 09-10: B 100% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Janet Hoeksema	MA BA Primary Ed. (K-3) Reading (K-12) SLD (K-12)	3	3	11-12: C 67% AYP 10-11: C 67% AYP 09-10: B 100% AYP
2 nd -3 rd Grade Reading Resource Teacher	Margaret Brown	MA BA Educational Leadership Elementary (1-6) ESOL MH (K-12)	16	4	11-12: C 67% AYP 10-11: C 67% AYP 09-10: B 100% AYP

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1 st , 5 th Grade Reading Resource Teacher	Dr. Sue Rose	Ed. D MA BA ESOL Elementary (K-6) Early Childhood Gifted Ed. Leadership	5	5	11-12: C 67% AYP 10-11: C 67% AYP 09-10: B 100% AYP
3 rd , 4 th Grade Reading Resource Teacher	Trisha Woods	MA BA Elementary Gifted	4	1	11-12: C 67% AYP
Academic Interven- tion Specialist	Lara Diaz	MA BA Primary Education (K-3) ESOL	18	4	11-12: C 67% AYP 10-11: C 67% AYP 09-10: B 100% AYP

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	Principal	June 2012	

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2. Teacher Support through PLCs	Principal	Ongoing	
3. Teacher Support through a Weekly Calendar	Assistant Principal	Ongoing	
4. Empowering Effective Teachers Grant	Principal, Mentors, Peers	Ongoing	
5. Regular Time for Teacher Interaction	Principal	Ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Not ESOL Certified: 4	Teachers are completing the district provided courses required for ESOL 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)).

To	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Te	Te	Te	Te	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Qu	En	Bo	

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 Rule 6A-1.099811
 Revised July, 2012

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of Instructional Staff	are Teachers	with 1-5 Years of Experience	with 6-14 Years of Experience	with 15+ Years of Experience	with Advanced Degrees	with Advanced Degrees	with Advanced Degrees	with Advanced Degrees	with Advanced Degrees
84	5%	24%	34%	37%	44%	99%	100%	2%	95%
	(4)	(20)	(29)	(31)	(37)	(83)	(84)	(2)	(80)

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
Amanda Newman	Jessica Chavers	The district-based mentor is provided through the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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	Lilia Zamora		
	Maribel Solis		

Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A</p> <p>Services are provided to ensure that students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resources teachers, and mentors.</p>
<p>Title I, Part C- Migrant</p> <p>The Migrant Advocate provides services and support to students and parents. The Advocate works with teachers and other programs to ensure that the migrant students ‘ needs are being met.</p>
<p>Title I, Part D</p> <p>The district receives funds to support the Alternative Education Program that provides transition services from alternative education to the school of choice.</p>
<p>Title II</p> <p>The district receives funds for staff development to increase student achievement through teacher training.</p>
<p>Title III</p> <p>Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant students and English Language Learners.</p>
<p>Title X- Homeless</p> <p>The district receives fund to provide resources such as social work and tutoring for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.</p>

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Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide Summer School, Reading Coaches, and Extended Learning Programs.,
Violence Prevention Programs
Bullying is addressed school-wide via administration, guidance, and classroom instruction.
Nutrition Programs
Breakfast is free for all students.
Housing Programs
N/A
Head Start
Head start information is used to transition Head Start students into kindergarten.
Adult Education
N/A

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

School-Based MTSS/Rti Team

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Identify the school-based MTSS Leadership Team.

Principal

Assistant Principal

Academic Intervention Specialist

Reading Resource Teachers

Reading Coach

School Psychologist

Guidance Counselor

Migrant Social Worker

Migrant Reading Resource Teachers

Social Worker

Varying Exceptionality Teachers

SAC Chair

Ad Hoc Members:

Grade Level Team Representatives

Speech/Language Pathologist

Registered Nurse

Health Assistant

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Media Specialist

Bilingual School Psychologist

(Note that not all members attend every meeting, but are invited based on the goals for the meeting.)

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

The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The PSLT will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading
 - Extended Learning Programs before, during and after school
 - Intensive Reading classes
 - Creating, managing and updating the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars*, *Mini-Lessons* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)

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- Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
- Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas.)
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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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 SAC Chair is a member of the PSLT.
- The Administration, PSLT and SAC are involved in the School Improvement Plan development, monitoring, and updating throughout the year.
- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT monitors the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as classroom "walk-through" data related to various levels of fidelity.
- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning RLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area RLT representatives. Kindergarten through fifth grade level PLCs meet on a seven-day rotation that includes an RLT PLC prior to the beginning of the student school day.
- The PSLT, PLCs, and grade level teams all use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

Identify the problem

- review and analyze screening and collateral data, including curriculum content, behavior, and attendance

Analyze the problem, identify barriers, and determine why it is occurring

- develop and test hypotheses about why student/school problems are occurring (changeable barriers)

Design and implement an action plan

- develop instructional units and embed interventions based on confirmed hypotheses
- establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
- develop progress monitoring goals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established

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class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments)

- review goal statements to ensure they are ambitious, time-bound and meaningful (e.g., SMART goals)

Monitor progress and determine effectiveness of action plan

- assess the fidelity of instruction/intervention implementation and other PS/RtI processes
- assess progress toward SIP goals
- identify and address changeable barriers
- continue, alter, or develop new action plan

MTSS Implementation

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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.

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	PSLT, PLCs
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Sort Display Board	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers

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FAIR	Progress Monitoring and Reporting Network Data Sort Display Board	Reading Coach/ Reading PLC Facilitator, PLCs
CELLA	Sagebrush (IPT)	ELL Resource Teacher, PSLT Representative
Common Assessments* of chapter/ segments tests using adopted curriculum resources such as the MacMillan/ McGraw Hill Treasures, GO MATH, and National Geographic Science series	Subject Area Generated Database	Individual teachers, PLCs, PSLT
Mini-Assessments on specific tested Benchmarks	Subject Area Generated by Grade Level Teams Excel Database	Grade level teams, Individual teachers

*A Common Assessment covers a “chunk” of instruction within the District adopted curriculum. It covers all of the skills taught within a certain time period. The purpose of the Common Assessment is to assess students’ knowledge of the core curriculum. The results of the Common Assessment are used to:

- Determine if the lesson plans and teaching strategies used to teach the core curriculum were effective or need to be modified.
- Determine which skills need to be taught with alternative strategies.
- Determine which skills need to be re-taught within the core curriculum and which skills need to be moved to the Reinforcement Instructional Calendar.
- Determine which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
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Extended Learning Program (ELP) * <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)	School Generated Database in Excel	PSLT/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses such as easyCBM	Database provided by course materials (for courses that have one), School Generated Database in Excel	PSLT/PLC/Individual Teachers
Other Curriculum Based Measurement** <i>(see below)</i>	School Generated Database in Excel	PSLT/PLCs

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

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

- assess the same skills over time
- have multiple equivalent forms
- are sensitive to small amounts of growth over time.

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Describe the plan to train staff on MTSS.

Dover's area RtI Facilitator trained grade levels concerning the district student support process during their PLCs. Teachers are also involved in professional development in vertical teams during faculty meetings. Reading Resource Teachers as well as Math, Science, Writing, and Social Studies Contacts attend district meetings/trainings and return to share vital information with their respective teachers. We will invite our area RtI Facilitator for support and training as needed.

As the District's Problem Solving Team develops resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, identified through teacher input or EET evaluation data, will be presented during Tuesday faculty meeting times or rotating PLC meetings. Our school will invite our area RtI Facilitator to visit quarterly to review our progress in implementation of PS/RtI and provide on-site coaching and support to our PSLT/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

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Describe plan to support MTSS.

The RLT members facilitate grade level PLC meetings. Each RLT member guides the grade level (or levels) for which she provides the majority of instructional support. PSLT members, as well as special area, resource and ESE teachers participate in the PLCs of the grade levels they serve. The Principal and Assistant Principal are also actively involved. This results in maximum input of all instructional stakeholders, ongoing communication and effective instruction. Kindergarten through fifth grades plus the RLT meet as PLCs on a seven day rotating schedule prior to the school day. Grade level PLCs collaborate to do the following:

- disaggregate data
- determine instructional needs and focus
- develop intervention plans for Tier 2 and 3 students
- identify professional development needs.

On the seventh day, after each grade level PLC rotation, the RLT PLC accomplishes the following:

- debriefs grade level PLC meetings
- coordinates requested professional development
- identifies next PLC focus and any potential challenges.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Reading Resource Teachers
- Academic Intervention Specialist

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

The LLT is a subset of the Problem Solving Leadership Team. It guides the implementation of the SIP reading strategies.

The Principal is the LLT chairperson. All members have extensive expertise and experience in data analysis and reading interventions. They collaborate with instructional personnel in a variety of venues to deliver timely and targeted reading instruction to all students.

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

Implement and evaluate the SIP reading strategies across the content areas

Assist kindergarten and first grade teachers as they implement the Common Core State Standards

Prepare second through fifth grade teachers to implement the Common core State Standards

Provide professional development specific to identifying and including complex text within the instructional program across all content areas

Provide collaborative planning, modeling and observing of research-based reading strategies across the content areas

Analyze data

Implement the K-12 Reading Plan

NCLB Public School Choice

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

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

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

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

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Kindergarten include Kindergarten Round Up. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

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

***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](#).

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		

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. -Teachers' knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 2012-13. -Training all content area teachers</p>	<p>1.1. <u>Common Core Reading Strategy Across all Content Areas</u> Reading comprehension improves <u>when students are engaged in grappling with complex text.</u> Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and <u>share</u> complex texts with all students. <u>All content area teachers are responsible for implementation.</u> <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.1. <u>Who</u> -Principal -AP -Reading Resource Teachers -Academic Intervention Specialist -Reading Coach <u>How</u> -Reading PLC Logs -Language Arts PLC Logs -Social Studies PLC Logs -PLCs/Grade level teams turn their logs into administration and/or coach after a unit of instruction is complete. -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitators/ Reading Leadership Team shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. READING <u>3x per year</u> FAIR <u>During the Grading Period</u> -district adopted reading series pre, post, mid, section, end of unit assessments -intervention checks MATHEMATICS <u>2x per year</u> -district baseline and midyear assessment <u>During the grading period</u> -district adopted mathematics series chapter reviews and tests -mini assessments SCIENCE <u>2x per year</u></p>		
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					<p>-district baseline and midyear assessment</p> <p><u>During the grading period</u></p> <p>-district adopted science series pre, mid, end of unit, chapter, and intervention checks</p> <p>WRITING</p> <p><u>Monthly</u></p> <p>District prompts for demand writes/formative assessment</p> <p><u>During the grading period</u></p> <p>-daily student drafts and revisions</p> <p>-STAR interviews</p> <p>-student portfolios/writing notebooks</p>		
<p><u>Reading Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 39% to 42%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	39%	42%					
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		<p>1.2. -Teachers are at varying levels of skill in promoting student development in guided practice and independent practice. -Teachers need additional work in the area of “guided practice” in the readers’ workshop process.</p>	<p>1.2. <u>This Common Core Reading strategy crosses all content areas.</u> Students’ comprehension of course content improves by participating in lessons where teachers consistently follow the <u>Gradual Release lesson delivery model focused on text-based Higher Orders Thinking Skills (HOTS) questions.</u> — The Gradual Release model follows a specific sequence: Explicit instruction, modeled instruction, guided practice, and independent practice. (I do, we do, you do) As students become increasingly adept at answering and crafting text-based questions, their comprehension and engagement increases. <u>All content area teachers are responsible for implementation.</u></p>	<p><u>Who</u> -Principal -AP -Reading Coach -Reading Resource Teachers <u>How</u> -PLC logs turned into administration. -Evidence of strategy in teachers’ lesson plans -School-based informal walk-through form which includes the school’s SIP strategies -Administration shares positive outcomes observed in PLC meetings</p>	<p><u>Teacher Level</u> -Teachers reflect on lessons during the unit using specific evidence of learning such as running records, unit and mini assessments, and FAIR results to drive future instruction. -Teachers maintain their assessment results on the school developed assessment form. -Teachers use the assessment data to calculate their students’ progress towards the SMART Goal developed in their PLC. -Teachers chart their students’ individual progress towards mastery. <u>Leadership Team Level</u> -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator, Reading Coach, and Reading Resource Teachers share data with the Problem Solving Leadership Team. -PSLT uses data to evaluate the</p>	<p><u>Bx per year</u> FAIR <u>During the Grading Period</u> -pre, post, mid, section, end of unit assessments -intervention checks</p>	
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			<p><u>Action Steps</u></p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>		<p>effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>		
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		<p>1.3.-Not all teachers of the same course give the same common assessment at the end of the instructional cycle.</p> <p>-Lack of common planning time to discuss best practices before the unit of instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>1.3.</p> <p><u>Strategy:</u></p> <p><u>This reading strategy crosses all content areas.</u></p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate <u>Differentiated Instruction (DI) strategies.</u></p> <p>Differentiated Instruction is based on: acceleration, enrichment, extensions, and remediation.</p> <p>This strategy focuses on the following types of flexible grouping:</p> <p>Homogeneous/Cluster Ability Grouping</p> <p>Heterogeneous/Mixed Ability Grouping</p> <p>Individualized Work/Independent Study</p>	<p>1.3.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Resource Teachers</p> <p>-Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of differentiation in teachers' lesson plans seen during administration walk-throughs.</p> <p>-School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.3.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lessons during and after the unit using specific evidence of learning such as running records, unit and mini assessments, and FAIR results to drive future instruction.</p> <p>-Teachers maintain their assessments on the school developed assessment form.</p> <p>-Teachers use the assessment data to calculate their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress toward the SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data for their grade level.</p> <p>-After each assessment, PLCs will ask the following questions:</p> <p><i>1. How are we using data</i></p>	<p><u>3x per year</u></p> <p>FAIR</p> <p><u>During the Grading Period</u></p> <p>-pre, post, mid, section, end of unit assessments</p> <p>-intervention checks</p>	
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			<p>Whole Class Instruction</p> <p>Pairs or Partners</p> <p>—</p> <p>—</p> <p><u>Action Steps:</u></p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>		<p>to inform our instruction?</p> <p>2. What barriers to implementation are we facing and how will we address them?</p> <p>3. To what degree are we making progress towards our SMART goal?</p> <p>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</p> <p>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</p> <p>6. Are there skills that need to be re-taught to targeted students?</p> <p>7. What accommodations for learning modalities, readiness, and interests will be most effective?</p> <p>8. How do we report and share our results with the Leadership Team?</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators/Team Leaders share their data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental</p>	
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					instruction.		
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						
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1. See Goal 1.1						

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<p><u>Reading Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2012 FCAT Reading will increase from 14% to 17%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>14%</p>	<p>17%</p>					
		<p>2.2.</p> <p>See Goal 1.2</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p> <p>See Goal 1.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>B.1. -The Extended Learning Program (ELP) does not always target the specific skill weakness of the students or collect data on an ongoing basis -There is not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers</p>	<p>B.1. <u>Strategy</u> <u>Reading comprehension will improve for students who receive additional instruction that targets non-mastered skills and strategies.</u> <u>Action Steps</u> Teachers will identify students requiring additional support. PLCs will determine the specific delivery system for each student.</p>	<p>B.1. <u>Who</u> Administrators <u>How</u> Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation and student progress.</p>	<p>B.1. PLCs will review the ELP data for each group on a monthly basis and present this information to the PSLT.</p>	<p>B.1. <u>3x per year</u> FAIR <u>During the Grading Period</u> -pre, post, mid, section, end of unit assessments -intervention checks</p>		
<p><u>Reading Goal #3:</u> Points earned from students making learning gains on the 2012 FCAT Reading will increase from 68 to 73 points</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	68	73					
		B.2. See Goal 1.3	B.2.	B.2.	B.2.	B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>1.3.-Not all teachers of the same course give the same common assessment at the end of the instructional cycle.</p> <p>-Lack of common planning time to discuss best practices before the unit of instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction</p>	<p>1.3.</p> <p><u>Strategy:</u></p> <p><u>This reading strategy crosses all content areas.</u></p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate <u>Differentiated Instruction (DI) strategies.</u></p> <p>Differentiated Instruction is based on: acceleration, enrichment, extensions, and remediation.</p> <p>This strategy focuses on the following types of flexible grouping:</p> <p>Homogeneous/ Cluster Ability Grouping</p> <p>Heterogeneous/</p>	<p>1.3.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Resource Teachers</p> <p>-Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of differentiation in teachers' lesson plans seen during administration walk-throughs.</p> <p>-School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.3.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lessons during and after the unit using specific evidence of learning such as running records, unit and mini assessments, and FAIR results to drive future instruction.</p> <p>-Teachers maintain their assessments on the school developed assessment form.</p> <p>-Teachers use the assessment data to calculate their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress toward the SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data for their grade level.</p> <p>-After each assessment, PLCs will ask the following questions:</p> <p><i>1. How are we using data to inform our instruction?</i></p> <p><i>2. What barriers to implementation are we</i></p>	<p><u>3x per year</u></p> <p>FAIR</p> <p><u>During the Grading Period</u></p> <p>-district adopted reading series pre, post, mid, section, end of unit assessments</p> <p>-intervention checks</p> <p>-easyCBM progress monitoring</p>		
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	<p>(both with the low performing and high performing students).</p>	<p>Mixed Ability Grouping</p> <p>Individualized Work/Independent Study</p> <p>Whole Class Instruction</p> <p>Pairs or Partners</p> <p>—</p> <p>—</p> <p><u>Action Steps:</u></p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>		<p><i>facing and how will we address them?</i></p> <p><i>3. To what degree are we making progress towards our SMART goal?</i></p> <p><i>4. Are there skills that need to be re-taught in a whole lesson to the entire class?</i></p> <p><i>5. Are there skills that need to be re-taught as mini-lessons to the entire class?</i></p> <p><i>6. Are there skills that need to be re-taught to targeted students?</i></p> <p><i>7. What accommodations for learning modalities, readiness, and interests will be most effective?</i></p> <p><i>8. How do we report and share our results with the Leadership Team?</i></p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators/Team Leaders share their data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction.</p>			
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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the Lowest 25% making learning gains in reading will increase from 72 points to 73 points.							
	72	73					
		4.2. See Goal 1.3	4.2.	4.2.	4.2.	4.2.	
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%.							

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<u>Reading Goal #5:</u>							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5A.1. White: Y Black: NA Hispanic: Y Asian: NA American Indian: NA	5A.1.	5A.1.	5A.1.	5A.1.		
<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	White: Y Black: NA Hispanic: Y Asian: NA American Indian: NA	White: NA Black: NA Hispanic: NA Asian: NA American Indian: NA					
		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 reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		

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<p><u>Reading Goal #5B:</u></p> <p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 36% to 39%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Y</p>	<p>NA</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. -Improving the proficiency of ELL students is critical to their success. -Some teachers are unfamiliar with this strategy. To address this barrier, the ESOL Resource Teacher will provide professional development to update teachers. -Teachers implementation of A+ Rise is not consistent across content areas.</p>	<p>5C.1. <u>ELLs (Lys/LFs) comprehension improves when teachers implement the strategies in A+ Rise.</u> The on-line program is available on IDEAS under Programs for ELL. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all classroom teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ across all content areas. -ERT and Migrant Resource Teachers model lessons using A+ Rise Strategies for ELLs. -ERT or Migrant Resource Teachers observe teachers using the strategies to provide feedback, coaching, and support. -District Resource Teachers provide professional development to administrators on how to conduct effective fidelity checks for implementation of</p>	<p>5C.1. <u>Who</u> -Administrators -District Resource Teachers -ESOL Resource Teacher -ESOL Resource Teachers -Migrant Resource Teachers <u>How</u> -Administrative and ERT walk-throughs -Professional development</p>	<p>5C.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs use data to calculate the ELL SMART goal across grade levels. -ERTs meet with teachers to assist with eh analysis of data. <u>Leadership Team Level</u> -PLC facilitator shares ELL SMART Goal data with the Problem solving Leadership Team. -Data is used to drive teacher support and teacher supplemental instruction.</p>	<p>5C.1. FAIR CELLA <u>During the Grading Period</u> -pre, post, mid, section, end of unit assessments -intervention checks</p>		
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		A Rise strategies for ELLs.					
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of English Language Learners scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 29% to 30%.							
	29%	30%					
	—	5C.2. -Lack of understanding that teachers need to provide ELL accommodations beyond FCAT testing. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.	5C.2. CELLs (LYA, LYB, and LYC) comprehension of content areas improves through participation in the following <u>day-to-day accommodations for content area lessons and assessments:</u> -Extended time -Small group testing -Paraprofessional support -Use of heritage language dictionary	5C.2. <u>Who</u> -Administrators -ESOL Resource Teachers -Migrant Resource Teachers -Bilingual Paraprofessionals <u>How</u> -Administrative and ERT walk-throughs	5C.2. Analyze core curriculum and district level assessments for ELL students. Correlate accommodations to determine the most effective approach for individual students.	5C.2. <u>During the Grading Period</u> -pre, post, mid, section, end of unit assessments -intervention checks	

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		5C.3. See Goal 1.3	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. -Need to provide a school- wide organizational structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher.</p>	<p>5D.1. SWD student improves through the effective and consistent implementation of each student's IEP goals, strategies, modifications, and accommodations. -Throughout the year, teachers review students' IEPs to ensure that they are being implemented with accuracy and consistency. -Teachers collaborate with ESE teachers to improve effective lesson delivery and assessment strategies. -ESE teachers provide feedback and coaching on appropriate strategies.</p>	<p>5D.1. <u>Who</u> -Administrators -ESE teachers <u>How</u> Administrator reviews IEP Progress Reports</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes to drive further instruction. <u>PLC Level</u> -PLCs determine progress toward the SMART goal . -PLCs reflect on lesson outcomes to determine future instruction and professional development needs. <u>Leadership Team Level</u> -Grade levels share data. -Data determines level of teacher support and professional development needs.</p>	<p>5D.1. <u>During the Grading Period</u> Content area tests with data disaggregated for SWD performance</p>		
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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Students with Disabilities scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 19% to 24%.	19%	24%					
		5D.2. See Goal 1.3	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

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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
Primary and Intermediate Independent Reading: Helping All Readers to Blossom	Reading K-5	Reading Leadership Team	School-wide	Prior to preplanning	PLC discussion and support	Administration
District CCSS Training:	K-1	District Training	Individual teachers attend district training and discuss at PLCs	Various times	PLC discussion and support	Administration
Deepening Understanding and Applying the Reading CCSS	2-3			On-going		Reading Leadership Team
Tools for Teachers: Text Complexity: Implementing Key Shifts in the CCSS-Part One	4-5 K-5	District Training	School-wide	Prior to preplanning	PLC discussion and support	Administration
Reading Resource Teachers share information from district Reading Contact Meetings	K-5	District Training	School-wide	On-going	Reading Leadership Team provides grade level and individual support	Administration
Family Reading Night	HS-5	Reading Leadership Team	School-wide	October 25, 2013	Parents were provided with a variety of interactive reading activities	Administration
Weekly Open Library Night	HS-5	Media specialist	School-wide	On-going /weekly	Parents and students have access to computers and reading materials that are unavailable in their homes	Administration

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 Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1.-Not all teachers of the same course give the same common assessment at the end of the instructional cycle.</p> <p>-Lack of common planning time to discuss best practices before the unit of instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction</p>	<p>1.1.</p> <p><u>Strategy:</u></p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate Differentiated Instruction (DI) strategies.</p> <p>Differentiated Instruction is based on: acceleration, enrichment, extensions, and remediation.</p> <p>This strategy focuses on the following types of flexible grouping:</p> <p>Homogeneous/ Cluster Ability Grouping</p> <p>Heterogeneous/ Mixed Ability Grouping</p> <p>Individualized</p>	<p>1.1.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Resource Teachers</p> <p><u>How</u></p> <p>-PLC logs turned into administration.</p> <p>-Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.1.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lessons during and after the unit using specific evidence of learning such as chapter and mini assessments to drive future instruction.</p> <p>-Teachers maintain their assessments on the school developed assessment form.</p> <p>-Teachers use the assessment data to calculate their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress toward the SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data, PLCs calculate the SMART goal data for their grade level.</p> <p>-After each assessment, PLCs will ask the following questions:</p> <p>1. How are we using data to inform our instruction?</p> <p>2. What barriers to implementation are we facing and how will we address them?</p>	<p>1.1.</p> <p><u>2x per year</u></p> <p>District baseline and mid-year assessment</p> <p><u>During the Grading Period</u></p> <p>-Chapter reviews and tests</p> <p>-Mini assessments</p>		
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	<p>(both with the low performing and high performing students).</p>	<p>Work/Independent Study</p> <p>Whole Class Instruction</p> <p>Pairs or Partners</p> <p>—</p> <p>—</p> <p><u>Action Steps:</u></p> <p>Action steps for this strategy are outlined on grade level PLC action plans.</p>		<p>3. <i>To what degree are we making progress towards our SMART goal?</i></p> <p>4. <i>Are there skills that need to be re-taught in a whole lesson to the entire class?</i></p> <p>5. <i>Are there skills that need to be re-taught as mini-lessons to the entire class?</i></p> <p>6. <i>Are there skills that need to be re-taught to targeted students?</i></p> <p>7. <i>What accommodations for learning modalities, readiness, and interests will be most effective?</i></p> <p>8. <i>How do we report and share our results with the Leadership Team?</i></p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators/Team Leaders share their data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction.</p>			
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<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 32% to 35%.	32%	35%					

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		<p>1.2.</p> <p>-Teachers are at varying levels of skill in promoting student development in guided practice and independent practice.</p> <p>-Teachers need additional work in the area of “guided practice” in the readers’ workshop process.</p>	<p>1.2.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students’ comprehension of course content improves by participating in lessons where teachers consistently follow the Gradual Release lesson delivery model such as:</p> <p>--Explicit instruction, modeled instruction, guided practice, and independent practice. (I do, we do, you do)</p> <p><u>Action Steps</u></p> <p>Action steps for this strategy are outlined on grade level PLC action plans.</p>	<p><u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Reading Coach</p> <p>-Reading Resource Teachers</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs.</p> <p>-School-based informal walk-through form which includes the school’s SIP strategies.</p>	<p><u>Teacher Level</u></p> <p>-Teachers reflect on lessons during the unit using specific evidence of learning such as chapter and mini assessments to drive future instruction.</p> <p>-Teachers maintain their assessment results on the school developed assessment form.</p> <p>-Teachers use the assessment data to calculate their students’ progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students’ individual progress towards mastery.</p> <p><u>PLC Level</u></p> <p>-PLCs calculate the average unit assessment score for all their students across the PLC per unit.</p> <p>-PLCs discuss how to report and share the data with the Leadership Team.</p> <p>-Data is used to identify effective activities for future lessons.</p>	<p>1.2.</p> <p><u>District Baseline and Mid-Year Tests</u></p> <p><u>During the Grading Period</u></p> <p>-Chapter reviews and tests</p> <p>-Mini assessments</p>	
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					<p><u>Leadership Team Level</u></p> <p>-Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-PLC facilitator, Reading Coach, and Reading Resource Teachers share data with the Problem Solving Leadership Team.</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>		
		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		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1. See Goal 1.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Mathematics Goal #2:</u> The percentage of students achieving Level 4 or 5 FCAT Math will increase from 8% to 11%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>8%</p>	<p>11%</p>					
		<p>2.2. See Goal 1.2</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>3.1. See Goal 1.1</p>	<p>3.1.</p>	<p>3.1.</p>	<p>3.1.</p>	<p>3.1.</p>		
<p><u>Mathematics Goal #3:</u> Points earned from students making learning gains on the FCAT Math will increase from 65 points to 66 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

	65 points	66 points					
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		<p>B.2.</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weakness of the students or collect data on an ongoing basis</p> <p>-There is not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers</p>	<p>B.2.</p> <p><u>Strategy</u></p> <p>Before, during, and after school ELP-Targeting Specific Skills</p> <p>Tier 2/3</p> <p>Students' reading comprehension will improve through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.</p> <p>Plan</p> <p><u>Teachers</u></p> <p>-Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered. Communication will be through student progress logs.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>Do/Check</p>	<p>B.2.</p> <p><u>Who</u></p> <p>Administrators</p> <p><u>How</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation and student progress.</p>	<p>B.2.</p> <p>Administrators will review the ELP data for each group on a monthly basis and present this information to the PSLT.</p>	<p>B.2</p> <p><u>District Baseline and Mid-Year Tests</u></p> <p><u>During the Grading Period</u></p> <p>-Chapter reviews and tests</p> <p>-Mini assessments</p>	
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			<p><u>Teachers</u></p> <p>-ELP will be held daily before school, daily during school, and after school 2 times per week.</p> <p>-Progress monitoring data will be collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.</p> <p>Check/Act</p> <p><u>Teachers</u></p> <p>When the students have mastered the necessary skills, they will be exited from the ELP program.</p>				
		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	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	Student Evaluation Tool		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. See Goal 1.1</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>	<p>4.1.</p>		
<p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2012 FCAT Math will increase from 75 to 80 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>75 points</p>	<p>80 points</p>					

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		4.2. See Goal 3.2	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. White: Y Black: NA Hispanic: 31% Asian: NA American Indian: NA -Not all teachers of the same course give the same common assessment at the end of the instructional cycle. -Lack of common planning time to discuss best practices before the unit of instruction. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data</p>	<p>5A.1. <u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate Differentiated Instruction (DI) strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions, and remediation. This strategy focuses on the following types of flexible grouping: Homogeneous/ Cluster Ability Grouping Heterogeneous/ Mixed Ability Grouping Individualized</p>	<p>5A.1. <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers <u>How</u> -PLC logs turned into administration. -Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>5A.1. <u>Teacher Level</u> -Teachers reflect on lessons during and after the unit using specific evidence of learning such as chapter and mini assessments to drive future instruction. -Teachers maintain their assessments on the school developed assessment form. -Teachers use the assessment data to calculate their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress toward the SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data for their grade level. -After each assessment, PLCs will ask the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. What barriers to implementation are we facing and how will we address them?</i></p>	<p>1.1. <u>2x per year</u> District baseline and mid-year assessment <u>During the Grading Period</u> -Chapter reviews and tests -Mini assessments</p>		
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	<p>to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>Work/Independent Study</p> <p>Whole Class Instruction</p> <p>Pairs or Partners</p> <p>—</p> <p>—</p> <p><u>Action Steps:</u></p> <p>Action steps for this strategy are outlined on grade level PLC action plans.</p>		<p>3. <i>To what degree are we making progress towards our SMART goal?</i></p> <p>4. <i>Are there skills that need to be re-taught in a whole lesson to the entire class?</i></p> <p>5. <i>Are there skills that need to be re-taught as mini-lessons to the entire class?</i></p> <p>6. <i>Are there skills that need to be re-taught to targeted students?</i></p> <p>7. <i>What accommodations for learning modalities, readiness, and interests will be most effective?</i></p> <p>8. <i>How do we report and share our results with the Leadership Team?</i></p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators/Team Leaders share their data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction.</p>			
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<u>Mathematics Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Hispanic students scoring proficient/satisfactory on 2013 FCAT Mathematics will increase from 31% to 36%.							
	White: Y Black: NA Hispanic: 31% Asian: NA American Indian: NA	White: NA Black: NA Hispanic: 36% Asian: NA American Indian: NA					

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		<p>5A.2.</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weakness of the students or collect data on an ongoing basis</p> <p>-There is not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers</p>	<p>5A.2</p> <p><u>Strategy</u></p> <p>Before, during, and after school ELP-Targeting Specific Skills</p> <p>Tier 2/3</p> <p>Students' reading comprehension will improve through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.</p> <p>Plan</p> <p><u>Teachers</u></p> <p>-Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered. Communication will be through student progress logs.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>Do/Check</p>	<p>5A.2.</p> <p><u>Who</u></p> <p>Administrators</p> <p><u>How</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation and student progress.</p>	<p>5A.2.</p> <p>Administrators will review the ELP data for each group on a monthly basis and present this information to the PSLT.</p>	<p>5A.2</p> <p><u>District Baseline and Mid-Year Tests</u></p> <p><u>During the Grading Period</u></p> <p>-Chapter reviews and tests</p> <p>-Mini assessments</p>	
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			<p><u>Teachers</u></p> <p>-ELP will be held daily before school, daily during school, and after school 2 times per week.</p> <p>-Progress monitoring data will be collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.</p> <p>Check/Act</p> <p><u>Teachers</u></p> <p>When the students have mastered the necessary skills, they will be exited from the ELP program.</p>				
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		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1. See Goal 5A.1.	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of Economically Disadvantaged students scoring proficient/satisfactory on 2013 FCAT Mathematics will increase from 32% to 38%.	32%	38%					
		5B.1. See Goal 5A.2.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. See Goal 5.A.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> The percentage of English Language Learners (ELL) scoring proficient/satisfactory on 2013 FCAT Mathematics will increase from 30% to 36%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	30%	36%					

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		5C.2. See Goal 5.A.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. See Goal 5A.1.	5D.1.	5D.1.	5D.1.	5D.1.		
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<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students with Disabilities (SWD) scoring proficient/satisfactory will increase from 14% to 22% .	14%	22%					
		5D.2. See Goal 5A.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

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

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

**Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012**

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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
Hot Talk and Cool Moves	K-5	Darrell Frost District Trainer	School-wide	Pre-preplanning	Diana Suarez, 3 rd grade teacher presented overview/examples of follow through at a September faculty meeting	Administration
ELL Strategies	K-5	Ana Martoglio	Grade Level PLCs	August November	Administrative Team	Administration
Differentiated Instruction	K-5	PLC Leaders	Grade Level PLCs, Team Meetings	On-going	Administrative team	Administration

Elementary and Middle School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. -Not all teachers of the same course give the same common assessment at the end of the instructional cycle. -Lack of common planning time to identify and analyze core curriculum assessments. -Lack of planning time to analyze data to identify best practices. - Need additional training to implement effective PLCs. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>1.1. <u>Strategy:</u> The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate Differentiated Instruction (DI) strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions, and remediation. This strategy focuses on the following types of flexible grouping: Homogeneous/Cluster Ability Grouping Heterogeneous/</p>	<p>1.1. <u>Who</u> -Principal -AP -Instruction Coaches -Resource Teachers -Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lessons during and after the unit using specific evidence of learning such as running records, unit and mini assessments, and FAIR results to drive future instruction. -Teachers maintain their assessments on the school developed assessment form. -Teachers use the assessment data to calculate their students' progress towards the SMART Goal developed in their PLC. -Teachers chart their students' individual progress toward the SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data for their grade level. -After each assessment, PLCs will ask the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. What barriers to implementation are we facing</i></p>	<p><u>2x per Year</u> District baseline and mid-year tests <u>During the Grading Period</u> Pre, mid, end of unit, chapter, and intervention checks</p>		
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	<p>Mixed Ability Grouping</p> <p>Individualized Work/ Independent Study</p> <p>Whole Class Instruction</p> <p>Pairs or Partners</p> <p>—</p> <p>—</p> <p><u>Action Steps:</u></p> <p>Plan</p> <p><u>Professional Development</u></p> <p>Dover instructional staff will revisit and continue to implement instructional practices learned from <i>Successful Teaching in the Differentiated Classroom</i>.</p> <p><u>Teacher Planning</u></p> <p>To meet the needs of all students,</p>		<p><i>and how will we address them?</i></p> <p>3. <i>To what degree are we making progress towards our SMART goal?</i></p> <p>4. <i>Are there skills that need to be re-taught in a whole lesson to the entire class?</i></p> <p>5. <i>Are there skills that need to be re-taught as mini-lessons to the entire class?</i></p> <p>6. <i>Are there skills that need to be re-taught to targeted students?</i></p> <p>7. <i>What accommodations for learning modalities, readiness, and interests will be most effective?</i></p> <p>8. <i>How do we report and share our results with the Leadership Team?</i></p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators/Team Leaders share their data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction.</p>			
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	<p>teachers use data from previous assessments, daily classroom performance/work, student interests, and student learning modalities to plan for the delivery of new content. PLCs/grade level teams use the checklist/self assessment from <i>Successful Teaching in the Differentiated Classroom</i> (listed in appendix) to plan lessons and address the following questions:</p> <p>-Do I give my students:</p> <ul style="list-style-type: none"> -Different ways to take in information -Different amounts of time to complete work -Different assignments depending on ability, 					
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		<p>readiness, comprehension level, learning preferences/ styles, and interests</p> <p>-Different types of assessments</p> <p>For all students, do I:</p> <p>-Use data to drive instruction to plan, implement, and assess a unit of study</p> <p>-Create a variety of activities and tasks that allows students to explore concepts and standards in different ways</p> <p>-Give students choices in some of their learning activities</p> <p>For high performing and gifted students, do I:</p> <p>-Make modifications to ensure</p>					
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	<p>students are challenged with rigorous activities that require higher order thinking</p> <p>-Use curriculum compacting, independent study, and extension activities</p> <p>For lower ability and learning disabled students, do I:</p> <p>-Assess prerequisite skills and knowledge that need remediation</p> <p>-Use a variety of strategies and modalities for remediation activities</p> <p>For English Language Learners, do I:</p> <p>-Use gestures, visuals, and graphic organizers</p> <p>- Specifically</p>					
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		<p>pinpoint and teach the academic language necessary to complete tasks</p> <p>-Recognize cultural / experiential differences and include these in units and example</p> <p>PLCs identify the essential skills and learning targets for the upcoming unit of instruction to answer the question, "What do we want students to learn?"</p> <p>PLCs identify the common assessment for the upcoming unit of instruction to answer the question, "How will we know if they have learned it?"</p>					
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		<p>Do/Check</p> <p>Teachers in the Classroom</p> <p>-Teachers implement lessons using Differentiated Instruction activities. -At the end of the unit, teachers give a common assessment previously identified from the core curriculum material.</p> <p>Check/Act</p> <p><u>Teachers/ PLCs after the Common Assessment</u></p> <p>-Based on the data, teachers reflect on their own teaching.</p> <p>-Teachers provide timely feedback that students use to enhance their learning.</p> <p>-Teachers bring their common</p>					
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	<p>assessment data to PLCs and discuss the outcomes and effectiveness of their DI lessons.</p> <p>-Effective DI activities, strategies, and techniques are identified, discussed and modeled to increase the effectiveness of future lessons.</p> <p>—</p> <p><u>Administrators/Leadership Team</u></p> <p>-Through walkthroughs, teachers are identified that excel in DI strategies and techniques in order to set up demonstration classrooms.</p> <p>-Classroom coverage is provided for teachers to attend demonstration classrooms.</p> <p>-PLC</p>					
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		<p>Facilitators/ Subject Area Leaders put DI strategies and techniques on every agenda to allow students to share successes and challenges.</p> <p>-DI strategies and techniques are on the Leadership Team's agenda to discuss strategy implementation progress, identify barriers, and determine specific teacher support to overcome barriers.</p> <p><i>Whole Faculty</i></p> <p>Teachers will share/model successful DI strategies and techniques.</p>					
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<u>Science Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 31% to 34%.	31%	34%					

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		1.2. Teachers are at varying skill levels in the use of the 5E lesson plan model.	1.2. <u>Strategy</u> Students' science skills will improve through participation in the <u>5E Instructional Model: Engage, Explore, Explain, Elaborate, and Evaluate.</u> <u>Action Steps</u> -Teachers will attend district Science training and share 5E Instructional Model information with their PLCs/ Teams. -PLCs will write SMART goals for their instructional units -Teachers will implement the 5E Instructional Model during Science instruction. -Teachers will discuss data gathered from common assessments to drive further instruction.	1.2. <u>Who</u> Administration Science Contact <u>How</u> -Classroom walk-throughs -Lesson plan checks	1.2. Teacher Level -Teachers embed the 5E Instructional Model in their lesson plans. -Teachers reflect on lesson outcomes to modify/drive future instruction. PLC Level -Teachers determine progress toward SMART goals during PLC/grade level team meetings. -PLCs/grade level teams use the data analysis to continue to implement or modify the instructional unit. -Data analysis also determines the direction for teacher support and professional development.	1.2. <u>2x per Year</u> District baseline and mid-year tests <u>During the Grading Period</u> Pre, mid, end of unit, chapter, and intervention checks	
		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		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. See Goal 1.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>		
<p><u>Science Goal #2:</u> The percentage of students scoring a Level 4 or 5 on the 2013 FCAT Science will increase from 4% to 7%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>4%</p>	<p>7%</p>					
		<p>2.2. See Goal 1.2</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

Science Professional Development

Professional Development

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(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 Vocabulary	K-5	District Trainer	School-wide	Pre-preplanning August	Discuss and monitor in PLC/Team Meetings	Administration
5E Instructional Model	K-5	District or School Science Contact	School-wide	January	Implement and monitor instructional practice	Administration

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		

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. -Not all teachers of the same course give the same common assessment at the end of the instructional cycle.</p> <p>-Lack of common planning time to discuss best practices before the unit of instruction.</p> <p>-Lack of common planning time to identify and analyze core curriculum assessments.</p> <p>-Lack of planning time to analyze data to identify best practices.</p> <p>- Need additional training to implement effective PLCs.</p> <p>- Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students).</p>	<p>1.1. <u>Strategy:</u></p> <p><u>This reading strategy crosses all content areas.</u></p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate <u>Differentiated Instruction (DI) strategies.</u></p> <p>Differentiated Instruction is based on: acceleration, enrichment, extensions, and remediation.</p> <p>This strategy focuses on the following types of flexible grouping:</p> <p>Homogeneous/ Cluster Ability Grouping</p>	<p>1.1. <u>Who</u></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-Resource Teachers</p> <p>-Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of differentiation in teachers' lesson plans seen during administration walk-throughs.</p> <p>-School-based informal walk-through form which includes the school's SIP strategies.</p>	<p>1.1. <u>Teacher Level</u></p> <p>-Teachers reflect on lessons during and after the unit using specific evidence of learning such as running records, unit and mini assessments, and FAIR results to drive future instruction.</p> <p>-Teachers maintain their assessments on the school developed assessment form.</p> <p>-Teachers use the assessment data to calculate their students' progress towards the SMART Goal developed in their PLC.</p> <p>-Teachers chart their students' individual progress toward the SMART Goal.</p> <p><u>PLC Level</u></p> <p>-Using the individual teacher data such as STAR interviews and Writing Notebooks, PLCs calculate the SMART goal data for their grade level.</p> <p>-After each assessment, PLCs will ask the following questions:</p> <p><i>1. How are we using data to inform our instruction?</i></p>	<p><u>Monthly</u></p> <p>District prompts for demand writes/ formative assessments</p> <p><u>During the Grading Period</u></p> <p>-Daily student drafts and revisions</p> <p>-STAR interviews</p> <p>-Student portfolios/ writing notebooks</p>	
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		<p>Heterogeneous/ Mixed Ability Grouping</p> <p>Individualized Work/ Independent Study</p> <p>Whole Class Instruction</p> <p>Pairs or Partners</p> <p>—</p> <p>—</p> <p><u>Action Steps:</u></p> <p>Action steps for this strategy are outlined on grade level/content are PLC action plans.</p>		<p>2. <i>What barriers to implementation are we facing and how will we address them?</i></p> <p>3. <i>To what degree are we making progress towards our SMART goal?</i></p> <p>4. <i>Are there skills that need to be re-taught in a whole lesson to the entire class?</i></p> <p>5. <i>Are there skills that need to be re-taught as mini- lessons to the entire class?</i></p> <p>6. <i>Are there skills that need to be re-taught to targeted students?</i></p> <p>7. <i>What accommodations for learning modalities, readiness, and interests will be most effective?</i></p> <p>8. <i>How do we report and share our results with the Leadership Team?</i></p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitators/Team Leaders share their data with the Problem Solving Leadership Team.</p> <p>-Data will be used to plan for future supplemental instruction.</p>			
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<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring Level 3.0 or higher on the 2012 FCAT Writes will increase from 79% to 82%.							
	79%	82%					

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		<p>1.2. -Teachers are at varying levels of skill in promoting student development in guided practice and independent practice. -Teachers need additional work in the area of “guided practice” in the readers’ workshop process.</p>	<p>1.2. <u>This Common Core Reading strategy crosses all content areas.</u> Students’ comprehension of course content improves by participating in lessons where teachers consistently follow the <u>Gradual Release lesson delivery model within the context of the Writer’s Workshop Model.</u> — The Gradual Release model follows a specific sequence: Explicit instruction, modeled instruction, guided practice, and independent practice. (I do, we do, you do) As students become increasingly adept at developing text-based responses, their writing craftsmanship and engagement increases. —</p> <p><u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.2. <u>Who</u> -Principal -AP -Writing Contact Teacher <u>How</u> -PLC logs turned into administration. -Evidence of strategy in teachers’ lesson plans -School-based informal walk-through form which includes the school’s SIP strategies -Administration shares positive outcomes observed in PLC meetings</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit using student daily drafts and revisions, STAR interviews, and district demand writes to determine progress and lesson focus. -Teachers maintain their assessment results on the school developed assessment form. -Teachers use the assessment data to calculate their students’ progress towards the SMART Goal developed in their PLC. -Teachers chart their students’ individual progress towards mastery. <u>Leadership Team Level</u> -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator, Reading Coach, and</p>	<p>1.2. <u>Monthly</u> District prompts for demand writes/formative assessments <u>During the Grading Period</u> -Daily student drafts and revisions -STAR interviews -Student portfolios/writing notebooks</p>	
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					<p>Reading Resource Teachers share data with the Problem Solving Leadership Team.</p> <p>-PSLT uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>		
		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.

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PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Implementation will be evident in lesson plans and data analysis in PLCs	
District Intermediate MOODLE and Primary Writing Scoring Calibration Professional Development	Scoring Primary and Intermediate Writing	District Trainers	School-wide	September - Ongoing		Administration

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	Strategy Data Check	Student Evaluation Tool		
1. Attendance	I.1. -Students are absent and parents do not contact the school. -Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance.	I.1 The school’s attendance committee consists of the School Social Worker, Migrant Social Worker, and Migrant Advocate. The Migrant Social Worker will maintain a database of students with significant attendance problems, meet with parents to develop interventions, and monitor progress.	I.1. The attendance committee will keep a log and notes that will be reviewed by the Principal and shared with the targeted students’ teachers.	I.1. The attendance committee will monitor the attendance data for the targeted students.	I.1. Viewpoint Attendance and Tardy data DP Clerk reports		

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<p>Attendance Goal #1:</p> <ul style="list-style-type: none"> •The attendance rate will increase from 95.65% to 96% in 2013. •The number of students who have 10 or more <u>unexcused</u> absences throughout the school year will decrease by 10%: from 83 to 74 students. •The number of students who have 10 or more <u>unexcused</u> tardies to school throughout the school year will decrease by 10%: from 29 to 26 students. 	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>95.65%</p>	<p>96%</p>					
	<p><u>2012 Current Number of Students with Excessive Absences</u> <u>(10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences</u> <u>(10 or more)</u></p>					
	<p>83</p>	<p>74</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					

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	29	26					
		1.2. -Student school attendance is not a priority in families who are impacted by serious personal, family, or financial issues.	1.2 The School Social Worker and Migrant Social worker will implement an attendance program with targeted students.	1.2. The School Social Worker and Migrant Social Worker will keep an attendance log to monitor and reward student attendance.	1.2. The attendance committee will monitor the attendance data for the targeted students.	1.2. Viewpoint attendance and Tardy data DP Clerk reports	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

PD Content /Topic 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
School Attendance Plan Update	K-5	Ana Sanchez	School-wide	January Faculty Meeting	PLCs, Attendance Logs	Ana Sanchez

Suspension Goal(s)

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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	Strategy Data Check	Student Evaluation Tool		
1. Suspension	I.1. Teachers need to have common school-wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior.	I.1. PSLT will assign a subgroup to review school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.	I.1. PSLT “Managing and Motivating” subgroup	I.1. PSLT “Managing and Motivating” subgroup will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly.	I.1 ODR and suspension data cross-referenced with mainframe discipline data		

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<p>Suspension Goal #1:</p> <ul style="list-style-type: none"> •The total number of In-School Suspensions will decrease by 10% from 7 to 6 In-School Suspensions •The total number of students receiving In-School Suspensions throughout the year will decrease by 10%: from 6 to 5 students. •The total number of Out-of-School Suspensions will decrease by 10%: from 15 to 13 Out-of-School Suspensions. •The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%: from 10 to 9 students. 	<p><u>2012 Total Number of</u> <u>In-School Suspensions</u></p>	<p><u>2013 Expected Number of</u> <u>In-School Suspensions</u></p>					
	7	6					
	<p><u>2012 Total Number of Students Suspended</u> <u>In-School</u></p>	<p><u>2013 Expected Number of Students Suspended</u> <u>In-School</u></p>					
	6	5					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of</u> <u>Out-of-School Suspensions</u></p>					
	15	13					

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	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>Out-of- School</u>	<u>Out-of-School</u>					
	10	9					
		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
Character through Literature training	K-5	Marie Rodgers	Voluntary school-wide	Sessions after school during January-March	PSLT “Managing and Motivating Student Behavior” subgroup will review data on Office Discipline Referrals and Out of School suspensions monthly	Amanda Reed, School Psychologist PSLT “Managing and Motivating Student Behavior” subgroup

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 <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1. NA	1.1.	1.1.	1.1.	1.1.		

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Enter narrative for the goal in this box.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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

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

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 <u>Parent Involvement Goal #1:</u>	1.1. See Title I Parent Involvement Plan	1.1.	1.1.	1.1.	1.1.		

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Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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 <u>Parent Involvement Goal #2:</u>	2.1.	2.1.	2.1.	2.1.	2.1.		

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Enter narrative for the goal in this box.	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
		2.1.	2.1.	2.1.	2.1.	2.1.	
		2.1.	2.1.	2.1.	2.1.	2.1.	

Parent Involvement Professional Development

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

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

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

K-5

Velia Pedrero

District Training for School Guidance August 2012
Counselors

School Parent Involvement Plan

Velia Pedrero

Health and Fitness Goal(s)

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

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

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<p>1. Health and Fitness Goal</p>	<p>1.1. -Teachers do not always make providing daily physical education a priority.</p>	<p>1.1. -Elementary students will engage in 150 minutes of physical education per week in kindergarten through 5th grade.</p>	<p>1.1. <u>Who</u> Administration Physical Education Teachers <u>How</u> Class schedules and lesson plans</p>	<p>1.1. Class schedules and lesson plans PACER data</p>	<p>1.1. -Classroom teachers document 90 minutes of teacher directed physical education in their lesson plans. -Physical education teachers' schedules document the remaining 60 minutes of the mandated 90 minutes of physical education. - PACER test for assessing aerobic capacity and cardiovascular health</p>		
<p><u>Health and Fitness Goal #1:</u> The number of students scoring in the "Healthy Fitness Zone" (HFZ) on the PACER test for assessing aerobic capacity and cardiovascular health will increase from 59 % on the 2012 Pretest to 69% on the 2013 Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>59%</p>	<p>69%</p>					

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		1.2. -Teachers do not always make providing daily physical education a priority.	1.2. -Students will use the playground equipment, walk/jog/run in designated areas, participate in the exercises presented on the daily closed-circuit WDINO Dover Morning Show, and exercise to outdoor activities provided in the 150 Minutes of Elementary Physical Education district folder on IDEAS to increase physical activity.	1.2. <u>Who</u> Administration Physical Education Teachers <u>How</u> Class schedules and lesson plans	1.2. Class schedules and lesson plans PACER data	1.2. -Classroom teachers document 90 minutes of teacher directed physical education in their lesson plans. -Physical education teachers' schedules document the remaining 60 minutes of the mandated 90 minutes of physical education. - PACER test for assessing aerobic capacity and cardiovascular health	
		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 Coach Shepard	PD Participants (e.g. , PLC, subject, grade level, or school-wide) School-wide	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) November Faculty Meeting	Strategy for Follow-up/Monitoring Administrative lesson plan checks	Person or Position Responsible for Monitoring Administration, Coach Shepard
"PE 101" - Update on PACER Test and physical activity opportunities	K-5					

Continuous Improvement Goal(s)

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

<p>Additional Goal(s)</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
<p>Based on the analysis of school data, identify and define areas in need of improvement:</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>		

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<p>1. Continuous Improvement Goal</p>	<p>1.1. Finding enough time to meet is difficult.</p>	<p>1.1. K through 5th grade PLCs will meet on a seven day rotation from 7:20 to 8:00AM before school. The Reading Leadership Team will meet on the seventh day to review progress and data to determine the next steps.</p> <p>Grade level teams meet weekly and follow the plan, do, check, act process for instructional units</p>	<p>1.1. <u>Who</u> Administration Reading Leadership Team Problem Solving Leadership Team</p> <p><u>How</u> Review PLC logs Review team meeting notes</p>	<p>1.1. PLC logs PSLT logs Team meeting notes</p>	<p>1.1. PLC logs PSLT logs Team meeting notes</p>		
<p><u>Continuous Improvement Goal #1:</u></p> <p>The percentage of teachers who somewhat agree or strongly agree that the teachers of this school meet on a regular basis to discuss student learning, share best practices, problem solve, and develop lessons that improve student performance will <u>maintain</u> at 98%.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>98%</p>	<p>98%</p>					

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		1.2. -Not all staff members are trained in PLC participation and implementation. -PLC Facilitators are not all trained to lead PLC.	1.2. The Problem Solving Leadership Team will build capacity within -PLCs so that participants will fully participate in the process and assume more responsibility for leadership.	1.2. <u>Who</u> Administration Reading Leadership Team Problem Solving Leadership Team <u>How</u> Review PLC logs Review team meeting notes	1.2. PLC logs PSLT logs Team meeting notes	1.2. PLC logs PSLT logs Team meeting notes	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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EET Training on Domain 4	K-5	Principal	School-wide	Training during a September faculty meeting	PLC and Team meeting participation	Administration
Intervention Design Training	K-5	Troy Loker, Area 6 District Resource Teacher	School-wide	Training during grade level meetings	PLC Monitor Intervention Plans	Administration, Leadership Team

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	

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<p>C. Students scoring proficient in Listening/Speaking.</p>	<p>1.1.</p> <p>See ELL Reading Goal 5C.1</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 CELLA Listening/Speaking will increase from 44% to 47%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>44%</p>					

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		1.2. See ELL Reading Goal 5C.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	

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D. Students scoring proficient in Reading.	2.1. See ELL Reading Goal 5C.1	2.1.	2.1.	2.1.	2.1.	
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<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 CELLA Reading will increase from 30 % to 33%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>33%</p>					
		<p>2.2.</p> <p>See ELL Reading Goal 5C.2</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>E. Students scoring proficient in Writing.</p>	<p>2.1.</p> <p>See ELL Reading</p> <p>Goal 5C.1</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 CELLA Writing will increase from 27 % to 30%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

	30%					
		2.2. See ELL Reading Goal 5C.2	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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

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<p><u>STEM Goal #1:</u></p> <p>Teachers need to integrate math, science and technology throughout the curriculum.</p>	<p>1.1.</p> <p>-Teachers are not aware of the importance of integrating math, science and technology throughout their lessons.</p> <p>-Teachers need further instruction on including technology-based projects in their plans.</p> <p>-Finding common planning time is difficult.</p>	<p>1.1.</p> <p>-Student achievement in math and science will increase through integration of technology-based projects and/or presentations within the curriculum.</p>	<p>1.1.</p> <p>-Administration will review lesson plans</p> <p>-PLCs will develop grade level project rubrics</p>	<p>1.1.</p> <p>PLCs will monitor the project rubrics</p>	<p>1.1.</p> <p>-Teachers will evaluate projects using grade level rubrics.</p> <p>-Students will self-evaluate using the grade level rubrics.</p> <p><u>-2x per Year</u></p> <p>District baseline and mid-year tests</p> <p><u>During the Grading Period</u></p> <p>Pre, mid, end of unit, chapter, and intervention checks</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

STEM Professional Development

Professional Development (PD) aligned with Strategies through

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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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
5E Instructional Model	K-5	District Trainer	School-wide	January	Implement and monitor instructional practice	Administration
Differentiated Instruction	K-5	PLC Leaders	Grade Level PLCs, Team Meetings	On-going	Administrative Team	Administration
Integrating Technology in the Curriculum	K-5	Pam Tanner, Technology Teacher	School-wide	On-going	Monitor number of integrated math, science and technology projects and presentations	Administration

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

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

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<p><u>CTE Goal #1:</u></p> <p>Expose students to a variety of careers and the preparation required for each specific career.</p>	<p>1.1.</p> <p>-Students with families from limited backgrounds and financial resources are unaware of the opportunities available to them.</p> <p>-Finding presenters to come share their careers is difficult.</p>	<p>1.1.</p> <p>-Schedule a variety of representatives from different careers to speak with students on an on-going basis to increase student awareness of possible career opportunities.</p> <p>-Involve students in projects that simulate careers such as television production and journalism through the morning closed circuit news program, a school-wide mail delivery program, student-run newspapers, etc.</p>	<p>1.1.</p> <p>-Teachers</p> <p>-Administration</p>	<p>1.1.</p> <p>Monitor student participation and variety of careers involved in short-term and long-term projects.</p>	<p>1.1.</p> <p>-Log the number of students and variety of career projects.</p> <p>-Career awareness inventory</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

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

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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
Establish a Career Committee K-5		Guidance Counselor	School-wide	On-going	Career Committee minutes	Administration Guidance counselor

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		
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
Parent Involvement Plan Goals	Child care during all SAC meetings in a teacher’s classroom (the teacher gets to order \$100.00 worth of classroom supplies.) Parents have a safe environment for their children so they can attend SAC meetings.	\$100.00	

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Science Goal 1.1.	Dover Science Fair Awards	\$100.00	
Attendance Goal1.1.	Transportation for 5 th Grade Turkey Creek Middle school Orientation	\$200.00	
Reading Goal 1.3.	Mini-grants for Teachers	\$1,000.00	
Reading goal 1.1.	Media Center Supplies	\$284.80	
Final Amount Spent	\$1,684.80		