

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1 Updated 11/8/12

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Miles Elementary	District Name: Hillsborough
Principal: Christopher R. Fonteyn	Superintendent: Mary Ellen Elia
SAC Chair: Deidre Hankins	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Christopher R. Fonteyn	B.A. English Literature M.A. Educational Leadership ESOL Gifted	2	6	Miles 2011-2012: C AYP Miles 2010-2011: D AYP-64% Miles 2009-2010: F AYP- 67%
Assistant Principal	Sharnel I. Carr	MS Educational Leadership BS Elem. Ed, ESOL	6	5	Miles 2011-2012: C AYP Miles 2010-2011: D AYP-64% Miles 2009-2010: F AYP-67%

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading Coach	Kimberly Sardegna	Elem Ed, ESOL Endorsement	16	8	Miles 2011-2012: C AYP Miles 2010-2011: D AYP-64% Miles 2009-2010: F AYP-67%
Reading Coach	Mialana Johnson	Elem Ed ESOL ESE	2	2	Miles 2011-2012: C AYP Miles 2010-2011: D AYP-64% Witter 2009-2010: C AYP-82%
Writing Resource Teacher	Anna Moody	Elem Ed	2	2	Miles 2011-2012: C AYP Miles 2010-2011: D AYP-64% USF/Patel 2009-2010: B AYP-97%
Math Resource Teacher	Darryl Frost	Elem Ed ESOL	1	12	Miles 2011-2012: C AYP Graham 2010-2011: 85% Graham 2009-2010: 90%
Reading Resource Teacher	Stefanie Fowler	Elem Ed ESOL	7	3	Miles 2011-2012: C AYP Miles 2010-2011: D AYP-64% Miles 2009-2010: F AYP-67%
Science Resource Teacher	Anne Rossi	Elem Ed ESOL Gifted	38	2	Miles 2011-2012: C AYP Miles 2010-2011: D AYP-64% Miles 2009-2010: F AYP-67%

Highly Qualified Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Renaissance Job Fair	Title I General Director	June 2011	
2. Teacher Interview Day	General Directors	June 2011	
3. Recruitment Fairs	Supervisor of Teacher Recruitment	Ongoing	
4. Salary Differential	Federal Programs	Ongoing	
5. Empowering Effective Teachers	Principal/ AP, Mentors, Peers	Ongoing	
6. Regular Time for Teacher Planning	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.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Francis Acevedo <ul style="list-style-type: none"> ▪ Highly qualified for Elementary Education position. ▪ Out of field for ELL 	Pre-K/Primary Foreign Language (Spanish)	EELP	Working on ESOL Endorsement. Has completed 1 class. Plans to take the 2nd class during the 10-11 school year. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.
Jocelyn Bell <ul style="list-style-type: none"> ▪ Highly qualified for Elementary Education position. ▪ Out of field for ELL 	Elementary Ed. K-6 Music	5 th Grade	Working on ESOL Endorsement. Has completed 3 classes. Plans to take the 4th class during the 11-12 school year. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.
Heather Clayton <ul style="list-style-type: none"> ▪ Highly qualified for Elementary Education position. ▪ Out of field for ELL 	Elementary Ed. K-6	4 th Grade	Working on ESOL Endorsement. Has completed 1 class. Plans to take the 2nd class during the 11-12 school year. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.
Elizabeth Dahdal <ul style="list-style-type: none"> ▪ Highly qualified for Elementary Education position. ▪ Out of field for ELL 	Pre-K/Primary	1 st Grade	Working on ESOL Endorsement. Has completed 3 classes. Plans to take the 4th class during the 11-12 school year. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.

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<p>Darla France</p> <ul style="list-style-type: none"> ▪ Highly qualified for Elementary Education position. ▪ Out of field for ELL 	Elementary Ed. K-6 School Social Worker PK-12	Kindergarten	Working on ESOL Endorsement. Has completed 4 classes. Plans to take the 4th class during the 11-12 school year. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.
<p>Jennie Kernaghan</p> <ul style="list-style-type: none"> ▪ Highly qualified for Elementary Education position. ▪ Out of field for ELL 	Elementary Ed. K-6	4 th Grade	Working on ESOL Endorsement. Has completed 2 classes. Plans to take the 3rd class during the 11-12 school year. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.
<p>Bree Lockett</p> <ul style="list-style-type: none"> ▪ Highly qualified for Elementary Education position. ▪ Out of field for ELL 	Elementary Ed. K-6	4 th Grade	Working on ESOL Endorsement. Has completed 3 classes. Plans to take the 4th class during the 11-12 school year. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.
<p>Mildred Vinas</p> <ul style="list-style-type: none"> ▪ Highly qualified for Elementary Education position. ▪ Out of field for ELL 	Pre-K/Primary	EELP	Working on ESOL Endorsement. Has completed 1 class. Plans to take the 2nd class during the 11-12 school year. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.
<p>Latoya Simmonds</p> <ul style="list-style-type: none"> ▪ Highly qualified for Elementary Education position. ▪ Out of field for ELL 	Elementary Ed. K-6	5 th Grade	Working on ESOL Endorsement. Has completed 1 class. Plans to take the 2nd class during the 11-12 school year. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.
<p>Latonya Stanley</p> <ul style="list-style-type: none"> ▪ Highly qualified for ESE ▪ Out of field for ELL 	Exceptional Student Education	VE	Must take and pass Elementary Certification Exam and add it to her certificate. Working on ESOL Endorsement. Has completed 1 class. Plans to take the 2nd class during the 11-12 school year. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings.

Staff Demographics

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

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

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
64	3% (2)	38% (24)	31% (20)	28% (18)	39% (25)	100% (64)	3% (2)	3% (2)	58% (37)

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
Holly Gaiden	Kelly Whitman	Ms. Gaiden is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Kimberly Sardegna	Kelly Whitman	Mrs. Sardegna is the school’s Reading Coach.	On-going co-planning, modeling of lessons and observation with feedback.

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 1, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students’ needs are</p>

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being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education N/A
Job Training N/A

Other
N/A

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

School-Based Rti Team

Identify the school-based Rti Leadership Team.

The Rti Leadership team (Problem Solving Leadership Team – PSLT) includes:

- Principal
- Assistant Principal for Elementary Instruction
- Guidance Counselors
- School Psychologist
- Social Worker
- Speech Pathologist
- Academic Coaches (Reading, Science, Math, Writing)
- ESE teachers
- SAC Chair
- ELP Coordinator
- ELL Representative

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

Describe how the school-based Rti Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate Rti 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 (eg. social emotional growth, 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 bi-monthly and use the problem solving process to:

- Oversee the multi-Tiered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement enrichment and/or supplemental intervention services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading, math and science
 - Extended Learning Programs during and after school
 - Saturday Academies
 - Create, manage and update the school resource map

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- Walk to Success (K-3)
- 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)
 - 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.

Describe the role of the school-based RtI 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 Chair of SAC is a member of the PSLT.
- The PSLT and SAC were involved in the School Improvement Plan development that was initiated prior to the end of the 2010-2011 school year and during preplanning for the 2011-2012 school 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 will monitor the effectiveness of the strategies developed in problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second and third nine weeks. At the end of the fourth nine weeks, student aggregate and disaggregate data will be analyzed to measure the success of our core and supplemental instructional supports. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.

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Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT 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/ grade level PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - review and analyze screening and collateral data
 - develop and test hypotheses about why student/school problems are occurring (changeable barriers)
 - develop and target 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 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)
 - assess the fidelity of instruction/intervention implementation and other PS/RtI processes

RtI Implementation

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

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released test	School Generated Excel Database	Reading Coach, LA SAL, Math SAL,

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		Science SAL, APC
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 Wall	PSLT, PLCs, individual teachers
Program Generated Assessments (eg. I-Station, Rosetta Stone, FCAT Explorer, FASTT Math)	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Common Assessments* (<i>see below</i>) of chapter/segments tests using adopted curriculum resources	Subject Area Generated Database	SALS, individual teachers, PSLT
Nine Week Exams (Science 5 th)	Scantron Achievement Series	PLC (5 th), individual teachers, PSLT
DRA 2, RR	Subject Area Generated Excel Database	Individual teachers
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	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
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
Program Generated Assessments (eg. I-Station, Rosetta Stone, FCAT Explorer, FASTT Math)	Software	Individual teachers

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EasyCBM	School Generated Database in Excel	PSLT/ Individual Teachers
FAIR OPM	School Generated Database in Excel	PSLT/ Reading Coach
Ongoing assessments within Intensive Courses	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 tutoring during the school day or Extended Learning Program (ELP) 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. Specials teachers pull small groups during the RtI block for various grade levels for RtI interventions.

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

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

Describe the plan to train staff on RtI.

Staff will overview training over the course of several faculty meetings during the 2011-2012 school year. PSLT members who attended the district level RtI trainings served as consultants to the PLCs to guide the process of data review and interpretation. The Problem Solving Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Problem Solving Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

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

Literacy Leadership Team (LLT)

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

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

- Principal
- Assistant Principal for Elementary Instruction
- Reading Coaches
- Academic Intervention Specialist
- Reading Teachers
- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan

NCLB Public School Choice

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from Dr. Eric. J. Smith, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in

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selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child’s teacher to have a better understanding of the child’s abilities. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

***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	Strategy Data Check	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Teacher movement of classroom assignment from Primary to Intermediate and Intermediate to Primary grade levels .	1.1. Strategy: Teachers will understand how to fluidly move through the Gradual Release of Responsibility ensuring that the connection is made with the essential focus of the lesson, and incorporate Higher Order questioning and Checks for Understanding. K-5 Action Steps: <u>Professional Development Steps:</u> 1) Reading Coaches will provide Coaching and planning support to teachers based on student data and teacher needs: EET, Walk-through, and information gathered from PLC 2) Coaches will attend weekly team planning sessions of reading lessons incorporating Gradual Release of Responsibility, Higher Order questioning, and Checks for Understanding weekly throughout the year with K-5 teachers. <u>Teacher Action Steps.</u> 1) Teachers implement Gradual Release of Responsibility strategies learned in PLC to incorporate daily in their lessons.	1.1. <u>Who</u> -Principal -AP -Reading Leadership Team <u>How</u> -PLC Logs turned into administration. -Evidence of Gradual Release of Responsibility, Higher Order Questioning, and Checks for Understanding seen during walk- throughs by administration, Reading Leadership Team, and District Personnel. -EET Formal Evaluations -EET Pop-Ins -Coaching Cycles with Primary and Intermediate Coaches <u>1st Grading Period Check</u> <u>2nd Grading Period Check</u> <u>3rd Grading Period Check</u>	1.1. <u>Teacher Level</u> -Teachers reflect on lessons during Readers Workshop citing/using specific evidence of learning and use this knowledge to drive future instruction. <u>PLC/Department Level</u> -PLC will reflect on the data gathered from Grade Level Walk-Throughs and identify areas of strengths and weaknesses in the implementation of the Gradual Release Model. -PLC will reflect on monthly data collected to inform and guide instruction. -PLC team logs will be turned in weekly by team leader to administration. <u>Leadership Team Level</u> -EET Formal Evaluations -EET Pop-Ins -Leadership Team will reflect on Walk-Through data collected by administration, Reading Leadership Team, and District Personnel in order to provide support where needed. -Grade Level data will be discussed monthly at PSLT to identify trends within the grade level. <u>1st Grading Period Check</u>	1.1. <u>2-3x Per Year</u> -DRA2 -FAIR -KRT <u>During Grading Period</u> -Running Record -Phonics Survey -Words Their Way Spelling Inventory
<u>Reading Goal #1:</u> In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 34% to 44% . In grade 2, the percentage of students scoring a stanine 5 or higher on the Stanford 10 will increase from 22% to 44%. In grade 1, the percentage of students scoring a stanine 5 or higher on the Stanford 10 will increase from 37% to 48%. At the end of the year, 80% of Kindergarten students will score a level 3 or higher on the DRA2 and 65% will score a level 4 or higher on the DRA2.	<u>2012 Current Level of Performance:*</u> 34%	<u>2013 Expected Level of Performance:*</u> 44%					

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				<p>2)Attend weekly planning sessions with grade level teams and Reading Coaches</p> <p>3) At the end of the assessment period, teachers give the common performance task in grades Kindergarten and First Grade and Common Rubrics in Grades 2-5.</p> <p>4)Teachers bring assessment data back to the PLCs.</p> <p>5)Based on the data, teachers discuss teaching strategies that were effective.</p> <p>6) Based on the data, teachers</p> <p>a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for the whole class and c) decide what skills need to be re-taught to targeted students in small group instruction.</p> <p>7)Teachers will turn in monthly data spreadsheets to Reading Leadership Team to share at PSLT.</p> <p>8) Teachers will share grade level data at faculty meetings.</p>		<p><u>2nd Grading Period Check</u></p> <p><u>3rd Grading Period Check</u></p>	
		<p>1.2. Time and planning to effectively implement the five day vocabulary plan.</p> <p>Text and vocabulary selection to support vocabulary instruction</p>	<p>1.2. Teachers will implement the five day vocabulary within the Readers Workshop.</p> <p><u>Action Steps:</u></p> <p>1) Kindergarten and First Grade Teachers will receive an overview of the Five Day Vocabulary Plan for Readers Workshop and Grades 2-5 will receive and overview for implementing the Vocabulary plan in Science by October 2012.</p> <p>2) Reading Coaches will support teachers in selecting text, selection of Tier 2 and Tier 3 words, and planning for five day vocabulary plan.</p> <p>3)Reading Coaches will Model, Co-Teach, and/or Coach based</p>	<p>1.2. <u>Teacher Level</u></p> <p>-Teachers reflect on Vocabulary lessons during Readers Workshop citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p><u>PLC/Department Level</u></p> <p>-PLC will reflect on the data gathered from Grade Level Walk-Throughs and identify areas of strengths and weaknesses in the implementation of the Five Day Vocabulary Plan.</p> <p><u>Leadership Team Level</u></p> <p>-EET Formal Evaluations</p>	<p>1.2. <u>Teacher Level</u></p> <p>-Teachers reflect on Vocabulary lessons during Readers Workshop citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p><u>PLC/Department Level</u></p> <p>-PLC will reflect on the data gathered from Grade Level Walk-Throughs and identify areas of strengths and weaknesses in the implementation of the Five Day Vocabulary Plan.</p> <p><u>Leadership Team Level</u></p> <p>-EET Formal Evaluations</p> <p>-EET Pop-Ins</p> <p>-Leadership Team will reflect on</p>	<p>1.2. See 1.1</p>	

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			<p>on teachers needs</p> <p>Teacher Action Steps:</p> <ol style="list-style-type: none"> 1) Attend overview provided by Reading Coaches in October 2012. 2) Attend planning sessions with Reading Coaches weekly to incorporate Five Day Vocabulary Plan into their weekly lessons. 3) Based on the observation and student work in vocabulary, teachers discuss teaching strategies that were effective and ones that may need to be retaught. 	<p>-EET Pop-Ins</p> <p>-Leadership Team will reflect on Walk-Through data collected by administration, Reading Leadership Team, and District Personnel in order to provide support where needed.</p>	<p>Walk-Through data collected by administration, Reading Leadership Team, and District Personnel in order to provide support where needed.</p>	
		<p>1.3. Understanding the meaning of accountable talk and how it is used during the Readers Workshop.</p>	<p>1.3 Teachers will implement the use of student-accountable talk, within Readers Workshop, to engage all students throughout the lesson to increase their learning. As an extension of this strategy, students will apply their learning to their written responses in Grades K-5</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1) In October, Reading Coaches will provide on-site awareness session using student accountable talk within the Readers Workshop. 2) Follow up to PD, Reading Coaches will provide support to teachers during PLCs, planning for student accountable talk within reading lessons, and Coaching Cycle. 3) Reading Coaches will meet weekly with grade level teams to plan reading lessons incorporating student accountable talk. 	<p>1.3. <u>Who</u></p> <p>-Principal -AP -Reading Leadership Team</p> <p><u>How</u></p> <p>-PLC Logs turned into administration. -Evidence of implementation of Student Accountable Talk observed during walk-throughs by administration, Reading Leadership Team, and District Personnel. -EET Formal Evaluations -EET Pop-Ins -Coaching Cycles with Primary and Intermediate Coaches</p>	<p>1.3. <u>Teacher Level</u></p> <p>-Teachers reflect on Student Accountable talk throughout lessons during Readers Workshop citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p><u>PLC/Department Level</u></p> <p>-PLC will reflect on the data gathered from Grade Level Walk-Throughs and identify areas of strengths and weaknesses in the implementation of Student Accountable Talk.</p> <p><u>Leadership Team Level</u></p> <p>-EET Formal Evaluations -EET Pop-Ins -Leadership Team will reflect on Walk-Through data collected by administration, Reading Leadership Team, and District Personnel in order to provide support where needed</p>	<p>1.3 See 1.1</p>
		<p>1.4 Understanding of the new Common Core State Standards for grades K-5 Selection of Complex text</p>	<p>1.4 Teachers in Grades Kindergarten and First Grade will incorporate the new CCSS into Readers Workshop during the 2012-2013 school year.</p>	<p>1.4 <u>Who</u></p> <p>-Principal -AP -Reading Leadership Team</p>	<p>1.4 <u>Teacher Level</u></p> <p>-Teachers reflect on CCSS lessons during Readers Workshop citing/using specific evidence of learning and use this knowledge</p>	<p>1.4 See 1.1</p>

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		<p>to meet the CCSS standards</p>	<p>Teachers in 2-5 will begin to understand the CCSS standards for their grade levels.</p> <p><u>Action Steps:</u> 1) Reading Coaches, Reading Resource, AIS, Kindergarten, and First Grade teachers will attend the district training for Applying the Common Core and Deepening CCSS in K/1 by November 2012. 2-5 will attend the Deepening CCSS by Fall of 2013. 2) Reading Coaches will provide Coaching and planning support to teachers based on student data and teacher needs: EET, Walk-through, and information gathered from PLC 3) Coaches will plan reading lessons incorporating Common Core State Standards and/or NGSSS weekly throughout the year with K-5 teachers.</p> <p><u>Teacher Action Steps.</u> 1) Teachers implement Gradual Release of Responsibility strategies learned in PLC to incorporate daily in their lessons. 2) Attend weekly planning sessions with grade level teams and Reading Coaches 3) At the end of the assessment period, teachers give the common performance task in grades Kindergarten and First Grade and Common Rubrics in Grades 2-5. 4) Teachers bring assessment data back to the PLCs. 5) Based on the data, teachers discuss teaching strategies that were effective. 6) Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons for</p>	<p><u>How</u> -PLC Logs turned into administration. -Evidence of implementation of CCSS observed during walk-throughs by administration, Reading Leadership Team, and District Personnel. -EET Formal Evaluations -EET Pop-Ins -Coaching Cycles with Primary and Intermediate Coaches</p>	<p>to drive future instruction.</p> <p><u>PLC/Department Level</u> -PLC will reflect on the data gathered from Grade Level Walk-Throughs and identify areas of strengths and weaknesses in the implementation of the CCSS.</p> <p><u>Leadership Team Level</u> -EET Formal Evaluations -EET Pop-Ins -Leadership Team will reflect on Walk-Through data collected by administration, Reading Leadership Team, and District Personnel in order to provide support where needed.</p>	
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			<p>the whole class and c) decide what skills need to be re-taught to targeted students in small group instruction.</p> <p>7) Teachers will turn in monthly data spreadsheets to Reading Leadership Team to share at PSLT.</p> <p>8) Teachers will share grade level data at faculty meetings.</p>			
		<p>1.5 Teachers understanding the process of Reciprocal Teaching in Readers Workshop</p>	<p>1.5 K-5 Teachers will implement Reciprocal Teaching in Readers Workshop to engage students in understanding the reading processes using four strategies or reading. <u>Students will apply this strategy in all areas of Readers Workshop including Independent Reading.</u></p> <p><u>Action Steps:</u></p> <p>1) Reading Coaches and Intermediate Reading Resource Teacher Provide an overview during a faculty meeting by November.</p> <p>2) Reading Coaches will provide Coaching and planning support to teachers based on student data and teacher needs: EET, Walk-through, and information gathered from PLC</p> <p>3) Coaches will plan reading lessons with grade levels incorporating Reciprocal Teaching Strategies with K-5 teachers.</p> <p>4) Primary Reading Coach and Intermediate Resource Teacher will meet with 2011-2012 Reciprocal Teaching Book Study Participants to follow up how they are incorporating the four strategies into their classrooms.</p>	<p>1.5 <u>Who</u></p> <p>-Principal -AP -Reading Leadership Team</p> <p><u>How</u></p> <p>-PLC Logs turned into administration. -Evidence of Reciprocal Teaching observed during walk- throughs by administration, Reading Leadership Team, and District Personnel. -EET Formal Evaluations -EET Pop-Ins -Coaching Cycles with Primary and Intermediate Coaches</p>	<p>1.5 <u>Teacher Level</u></p> <p>-Teachers reflect on CCSS lessons during Readers Workshop citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p><u>PLC/Department Level</u></p> <p>-PLC will reflect on the data gathered from Grade Level Walk-Throughs and identify areas of strengths and weaknesses in the implementation of the CCSS.</p> <p><u>Leadership Team Level</u></p> <p>-EET Formal Evaluations -EET Pop-Ins -Leadership Team will reflect on Walk-Through data collected by administration, Reading Leadership Team, and District Personnel in order to provide support where needed.</p>	<p>1.5 See 1.1</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
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1. See 1.1	2.1. See 1.1	2.1. See 1.1	2.1 See 1.1	2.1. See 1.1
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 13% to 17%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	13%	17%					
			2.2. See 1.2	2.2. See 1.2	2.2. See 1.2	2.2. See 1.2	2.2. See 1.2
			2.3 See 1.3	2.3 See 1.3	2.3 See 1.3	2.3 See 1.3	2.3 See 1.3
			2.4 See 1.4	2.4 See 1.4	2.4 See 1.4	2.4 See 1.4	2.4 See 1.4
		2.5 See 1.5	2.5 See 1.5	2.5 See 1.5	2.5 See 1.5	2.5 See 1.5	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1	3.1. See 1.1
In grades 4-5, the points for All Curriculum students making learning gains on the 2013 FCAT 2.0 Reading will increase from 65 points to 68 points..	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65	68					
			3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2	3.2. See 1.2
			3.3. See 1.3	3.3. See 1.3	3.3. See 1.3	3.3. See 1.3	3.3. See 1.3
			3.4 See 1.4	3.4 See 1.4	3.4 See 1.4	3.4 See 1.4	3.4 See 1.4

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		3.5 See 1.5	3.5 See 1.5	3.5 See 1.5	3.5 See 1.5	3.5 See 1.5
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1	4.1. See 1.1
Reading Goal #4: In 4-5, the points for All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT 2.0 Reading will increase from 74 points to 76 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	74	76				
			4.2. See 1.2	4.2. See 1.2	4.2. See 1.2	4.2. See 1.2
		4.3. See 1.3	4.3. See 1.3	4.3. See 1.3	4.3. See 1.3	4.3. See 1.3
		4.4. See 1.4	4.4. See 1.4	4.4. See 1.4	4.4. See 1.4	4.4. See 1.4
		4.5. See 1.5	4.5. See 1.5	4.5. See 1.5	4.5. See 1.5	4.5. See 1.5
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%.		38%	44%	50%	56%	62% 68%
Reading Goal #5:						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5A.1. White: Black:	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1	5A.1. See 1.1

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<p>Reading Goal #5A: In grades 3-5, % of the following All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT 2.0 Reading or the percentage of non-proficient students will decrease by 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>White:48% Black:25% Hispanic:37% Asian:N/A American Indian:N/A</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>White:53% Black:33% Hispanic:43% Asian: N/A American Indian:N/A</p>	<p>Hispanic: Asian: American Indian:</p> <p>See 1.1</p>				
			5A.2. See 1.2	5A.2 See 1.2	5A.2 See 1.2	5A.2 See 1.2	5A.2 See 1.2
			5A.3. See 1.3	5A.3. See 1.3	5A.3. See 1.3	5A.3. See 1.3	5A.3. See 1.3
			5A.4 See 1.4	5A.4 See 1.4	5A.4 See 1.4	5A.4 See 1.4	5A.4 See 1.4
			5A.5 See 1.5	5A.5 See 1.5	5A.5 See 1.5	5A.5 See 1.5	5A.5 See 1.5
<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 Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>
<p>5B. Economically Disadvantaged students not making satisfactory progress in reading.</p>			5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1	5B.1. See 1.1
<p>Reading Goal #5B: In 3-5, the percentage of Economically Disadvantaged students not making satisfactory progress on the FCAT 2.0 in reading will decrease from 67% to 60%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>33%</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>40%</p>					
			5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2	5B.2. See 1.2

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			5B.3. See 1.3	5B.3. See 1.3	5B.3. See 1.3	5B.3. See 1.3	5B.3. See 1.3
			5B.4 See 1.4	5B.4 See 1.4	5B.4 See 1.4	5B.4 See 1.4	5B.4 See 1.4
			5B.5 See 1.5	5B.5 See 1.5	5B.5 See 1.5	5B.5 See 1.5	5B.5 See 1.5
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. See 1.1	5D.1. See 1.1	5D.1. See 1.1	5D.1 See 1.1	5D.1. See 1.1
<u>Reading Goal #5D:</u> In 3-5, the percentage of Students with Disabilities not making satisfactory progress on the FCAT 2.0 in reading will decrease from 79% to 71%.			2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
			21%	29%			
			5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2	5D.2. See 1.2
			5D.3 See 1.3	5D.3 See 1.3	5D.3 See 1.3	5D.3 See 1.3	5D.3 See 1.3
			5D.4 See 1.4	5D.4 See 1.4	5D.4 See 1.4	5D.4 See 1.4	5D.4 See 1.4
			5D.5 See 1.5	5D.5 See 1.5	5D.5 See 1.5	5D.5 See 1.5	5D.5 See 1.5

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	K-2/Reading	Primary Reading	K-2 PLC	September –October 2012	-Classroom Walk-Throughs	Administration

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Daily Five Book Study		Coach		Weekly Meetings	-PLCs: Ongoing -Coaching Cycles	Reading Leadership Team District Personal
Five Day Vocabulary Plan	K-5	Primary and Intermediate Reading Coaches	K-5 PLC	Completed in PLC by October 2012	-Classroom Walk-Throughs -PLCs: Ongoing -Coaching Cycles	Administration Reading Leadership Team District Personal
Student Accountable Talk	K-5	Primary and Intermediate Reading Coaches	K-5 PLC	Completed in PLC by October 2012	-Classroom Walk-Throughs -PLCs: Ongoing -Coaching Cycles	Administration Reading Leadership Team District Personal
Reciprocal Teaching Overview	K-5	Primary and Intermediate Reading Coaches, and Intermediate Reading Resource Teacher	Faculty Meeting Training Days on 1 st and third Tuesday	Completed by the end of November	-Classroom Walk-Throughs -PLCs: Ongoing -Coaching Cycles	Administration Reading Leadership Team District Personal

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

1. Students achieving proficiency (Level 3 or above) in mathematics				
Mathematics Goal #1:				
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 30% to 35%.		2012 Current Level of Performance:*	2013 Expected Level of Performance:*	
		30%	35%	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1. - Math Resource support for the previous year was in grades 3-5 only. - Maintain and Refine use of Accountable Talk across teachers. -Maintain and Refine use of math manipulatives. - Maintain and Refine use of math vocabulary development through instruction. -Maintain and Refine Students engagement in math instruction. - Maintain and Refine use of Higher Order Thinking skills. - Refine and Maintain mini-lessons and mini-assessments on targeted benchmark skills. - Refine and Maintain	1.1. Tier 1 - The purpose of this strategy is to strengthen the core curriculum. Students' math comprehension will improve through teachers planning effective lessons with resources that support the standards and providing Differentiated Instruction (DI) as a result of the problem-solving model. <u>Action Steps</u> 1. The school has established a proficiency level for Chapter Tests and District-based formative assessments. The proficiency level will be the following: On each assessment, 75% of the students will score 70% or above. 2. As a Professional Development activity in their PLCs, teachers spend time learning unit content. This will be achieved by 1) using the teacher's guide, specifically the professional learning about the math component, 2) using the POD-cast video resource tool and 3) teachers sharing best practice strategies. 4. In PLCs prior to starting the chapter, discussions will occur about the previous administered chapter test to ensure mastery of the chapter. Students are then identified for small group support through ELP or tutorials. 5. PLC teachers instruct students using resources that teach the CCSSM K/1 and NGSSS 2-5. 6. At the end of the unit, teachers give the end of unit Chapter Tests. Teachers will determine the % of students who score 70% or above. Teachers bring assessment data back to the PLCs. 7. Based on the data, teachers discuss strategies that were effective. 8. PLCs analyze the chapter tests based on teacher instruction. Teachers individually ask the following questions: The content that was taught-was it acquired or not? Was there a common trend in the data for the students? What do I need to improve in my instruction? 9. Based on the data, teachers a) decide what skills need to be re-taught in a	1.1. <u>Who</u> -Principal -AP -Math Resource <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -Classroom walk-throughs observing this strategy using a district level fidelity tool. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.1. PLCs will review chapter assessments and record the number of students who reach 80% mastery on the assessment. PLC facilitator will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team/Reading Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. <u>First Nine Week Check</u> <u>Second Nine Week Check</u> <u>Third Nine Week Check</u>	1.1. <u>2-3x Per Year</u> <u>During Grading Period</u>

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<p>use of assessment to monitor progress and inform instruction. -Refine and Maintain team planning for curriculum. - Refine and Maintain use of Instructional Practices that from trainings in 2011-2012 on HOT TALK COOL MOVES, POWERFUL PLANNING, and Connections. -Maintain and encourage teachers to take district staff development trainings in mathematics.</p>	<p>whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-taught for the whole class and c) decide what skills need to be re-taught to targeted students. 10. Teachers provide Differentiated Instruction to targeted students utilizing resources that support CCSSM K/1 and NGSSS 2-5 for both remediation and enrichment. 11. PLCs record their work in logs. 12. Mathematics Resource Teacher will modify schedule monthly to accomodate K-2 Teachers as well.</p>			
1.2.	1.2.	1.2.	1.2.	1.2.
1.3.	1.3.	1.3.	1.3.	1.3.

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
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* 30%	2013 Expected Level of Performance:.* 35%					

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In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 30% to 35%.							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box. In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 8% to 12%.	8%	12%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box. In grades 4-5, the points for All Curriculum students	64	68					

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making learning gains on the 2013 FCAT 2.0 Math will increase from 64 points to 68 points.							
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
<u>Mathematics Goal #4:</u> Enter narrative for the goal in this box. In grades 4-5, the points for Lowest Quartile students making learning gains on the 2013 FCAT 2.0 Math will increase from 69 points to 73 points.	2012 Current Level of Performance:* 69	2013 Expected Level of Performance:* 73					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			22%	28%	35%	41%	48% 54%
<u>Math Goal #5:</u>							

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
Math Goal #5A: In grades 3-5, % of the following All Curriculum student subgroups will score a Level 3 or higher on the 2013 FCAT 2.0 Reading or the percentage of non-proficient students will decrease by 10%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White:48%	White: target met					
	Black:13% Hispanic:35% Asian:N/A American Indian:N/A	Black:22% Hispanic: target met Asian:N/a American Indian:N/A					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: In 3-5, the percentage of Economically Disadvantaged students not making satisfactory progress on the FCAT 2.0 in Mathematics will decrease from 72% to 65%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	28%	35%					
			5B.1.	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.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: In 3-5, the percentage of ELL Students not making satisfactory progress on the FCAT 2.0 in reading will decrease from 73% to 67%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27%	33%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: In 3-5, the percentage of Students with Disabilities not making satisfactory progress on the FCAT 2.0 in mathematics will decrease from 79% to 71%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	21%	29%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

End of Elementary or Middle School Mathematics Goals

End of Mathematics Goals

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

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1. Teachers are at varying levels in the use of inquiry skill levels, higher order questioning and notebook journaling.	1.1. In grades 3-5, students' science skills will improve through the use of inquiry, higher order questioning activities and notebook journaling. ACTION STEPS: Teachers will continue to participate in trainings and PLC discussions concerning inquiry, higher order questioning and notebook journaling. Teachers will continue to implement the tools of inquiry, questioning and journaling within their science lessons through long term investigations, group work and Inquiry Mondays.	1.1. Administration Science DRT Miles Science Resource Teacher HOW: Classroom Walkthroughs Administration Classroom Visitations Teachers' Lesson Plans PLC Logs	1.1. Teachers reflect on lesson outcomes/district tests and chapter tests and use this knowledge to drive future instruction.	1.1. Formative Assessments in Grade 5 Grade 5-Mini-Assessments Grades 1-5-Suggested Form Tests given at beginning of the year and mid-year Chapter Tests
Science Goal #1: In grade 5, the percentage of standard curriculum students scoring level 3 or higher on the 2013 FCAT Science will increase from 26% to 29%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	26%	29%					
			1.2. Reading strategies affect students' ability to do well in science.	1.2. Teachers will continue to teach reading strategies which include learning how to read non-fiction text and vocabulary.	1.2. See 1.1.	1.2. See 1.1	1.2. See 1.1.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1. Not a cohesive plan for providing enrichment instruction to targeted students.	2.1. Differentiate instruction for the science talented students in order to increase the rigor and level of content covered. ACTION STEPS: Identify students through 2012 End of Year science assessment and Science Form 1 given at the beginning of the year. Based on data, students will be invited to Lunch Bunch groups on a rotating basis along with other science school and district	2.1. Administration Science DRT Miles Science Resource Teacher HOW: See 1.1.	2.1. See 1.1.	2.1. See 1.1.
Science Goal #2: In grade 5, the percentage of standard curriculum students scoring a Level 4 or 5 on the 2013 FCAT Science will increase from 6% to 8%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6%	8%					

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				activities.			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

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

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			<p>1.1. Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.</p> <p>-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.</p> <p>-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>1.1. Strategy Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.</p> <p>Action Steps -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 3.0 or above on the end-of-the Grading Period writing prompt.)</p> <p>Plan: -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Using data to identify trends and drive instruction -Lesson planning based on the needs of students</p> <p>Do: -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing</p>	<p>1.1. <u>Who</u> Principal Teacher Resource Teacher District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)</p> <p><u>How Monitored</u> -PLC logs -Classroom walk-throughs -Evidence from Star Interviews -Observation Form</p>	<p>1.1. <u>Teacher/Resource/PLC/Department Level</u> PLCs – Monthly demand writes, daily drafts, and conferencing notes are reviewed to determine the needs of students, connect writing to state anchor papers, and verify monthly growth.</p> <p>PLCs will chart the increase in the number of students reaching 3.0 and above on the monthly writing prompt.</p> <p><u>Administration Level</u> - PLC logs turned into administration. Administration provides feedback. - Classroom walk-throughs looking for higher-order use of craft and elaboration models, verbiage, and expectations by teachers using district elementary walk-through tool. Use the Administrator Writers' Workshop Walk-through Checklist for HCPS. (available from Elementary LA/Writing) - Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p><u>Leadership Team Level</u> PLC facilitator will share data</p>	<p>1.1. 2-3x Per Year</p> <p>During Grading Period</p>
<p>Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 81% to 86%.</p>	<p>2012 Current Level of Performance:*</p> <p>81%</p>	<p>2013 Expected Level of Performance:*</p> <p>86%</p>					

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				<p>Check: Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs</p> <p>Act: -Receive additional professional development in areas of need -Spread the use of effective practices across the school based on evidence shown in the best practice of others</p>		<p>with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>District Writing Team Level District Writing Team-Monthly demand write scores provided through email to Elementary Writing Supervisor followed by support pieces provided at monthly resource/contact meetings.</p>	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	PD Content /Topic and/or PLC Focus	PD Content /Topic and/or PLC Focus	PD Content /Topic and/or PLC Focus	PD Content /Topic and/or PLC Focus	PD Content /Topic and/or PLC Focus	PD Content /Topic and/or PLC Focus
Writing Rubric Training	Writing Rubric Training	Writing Rubric Training	Writing Rubric Training	Writing Rubric Training	Writing Rubric Training	Writing Rubric Training
Elementary Writing Support—A progressive online course	Elementary Writing Support—A progressive online course	Elementary Writing Support—A progressive online course	Elementary Writing Support—A progressive online course	Elementary Writing Support—A progressive online course	Elementary Writing Support—A progressive online course	Elementary Writing Support—A progressive online course

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1, 1.2, 1.3 -Parent communication/involvement with the school, in regards to attendance issues, needs improvement. -The significant mobility rate results in absences as there can be a delay in the time that Miles’ boundaries and enrolls at their next school. -In addition, this significant mobility rate has also lead to inheriting students that already have excessive absences when enrolling at Miles. -Many students are absent due to their own illness, family members illness, serious family issues or homelessness. -There is a significant amount of excessive tardies. Reasons given by parents are not typically excusable.	1.1,1.2,1.3 <u>Tier 1</u> -On a daily basis, Parent Link will contact students’ parents who have an unexcused absence to school. -Parents will receive a letter from the principal explaining the need for good attendance along with attendance procedures. -Signs will be posted at front of school and at cafeteria with school hours in English and Spanish. -Florida Kid Care information will be distributed to the parents. -Teachers will be given “attendance guidelines” to direct them on Miles Attendance Procedures to include when to contact the parent and school social worker. -All teachers will contact parents of students after their 3 rd unexcused absences and keep documentation on this contact. <u>Tier 2</u> -At 5 th unexcused absence, a letter from the Miles Attendance Committee will be sent to the parent explaining the academic and legal consequences of poor attendance with an invitation to meet to resolve the attendance issue. -School social worker and guidance counselors will contact families that are in boundary transition to problem solve and/or assist with enrollment. -School social worker will collaborate with the HELP Team to assist Miles homeless	1.1,1.2,1.3 -School social worker. -Miles Attendance Committee. -Problem Solving Leadership Team.	1.1,1.2,1.3 -School social worker will provide monthly attendance data to be analyzed with PSLT and at Grade Level Attendance PLCs. -School social worker will conduct fidelity checks and document this information in the Miles Attendance Fidelity Book.	1.1,1.2,1.3 -Instructional Planning Tool attendance/tardy data
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
The attendance rate will increase from 95% in 2011-2012 to 96 % in 2012-2013.	95%	96%					
The number of students who have 10 or more unexcused absences throughout the school year will decrease from 21%(126/615) in 2011-2012 to 20% in 2012-2013.	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	21%	20%					
The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 29%(180/615) in 2011-2012 to 28% in 2012-2013.	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	29%	28%					
The number of students who have 20 absences or more throughout the school year will decrease from 7%(42/615) in 2011-2012 to 6% in 2012-2013.							

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				<p>families. -School wide attendance incentives will be provided weekly, monthly and by report card period. -Attendance interventions and contracts will be provided by teachers and Miles Attendance Committee. -School social worker will monitor at risk and excessive absences of students. School social worker will contact these families to assist in problem solving. -School social worker, as Miles Attendance Committee chair, will generate school wide data to be analyzed monthly with: Attendance Committee, Leadership Team and Grade Level Attendance PLCs. -Miles Attendance Committee will contact the parents of students who have chronic tardies. Tier 3 -Miles Attendance Committee will review attendance cases to determine the need for an "attendance referral", additional interventions or referral to the Attendance Review Board.</p>			

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
<p>Suspension Goal #1:</p> <p>-The goal for total number of In-School Suspensions will remain no more than 16 during the 2012-2013 school year .</p> <p>-The goal for total number of students receiving In-School Suspension remain at no more than 3% during the 2012-2013 school year.</p> <p>-The total number of Out-of-School Suspensions will decrease from 79 to no more than 61 in 2012-2013.</p> <p>-The total number of students receiving Out-of-School Suspension will decrease from 7.6% to no more than 5%</p>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	<p>-Who will monitor and where to place students who receive ISS.</p> <p>-The high mobility rate of students will increase the number of students unfamiliar with Miles school-wide and classroom behavioral expectations.</p> <p>- Office Discipline Referral data does not reflect the number of students who were sent to the office for “time-out”.</p>	<p><u>Tier 1</u></p> <p>-CHAMPs implementation across school.</p> <p>-Positive Behavior Support (PBS) school-wide implementation.</p> <p>-PLC discussions of school wide trends.</p> <p>-Bullying prevention program taught by Guidance Plus.</p> <p><u>Tier 2</u></p> <p>-Guidance behavior groups for students who have been identified by PBS team, PLCs, and Leadership Team.</p> <p><u>Tier 3</u></p> <p>-FBA/BIP for students with severe issues as brought up by PLCs.</p> <p>-RTI/ Guidance for habitual offenders.</p>	<p>Behavior Specialist</p> <p>School Psychologist</p> <p>Social Worker</p> <p>Guidance Counselor</p> <p>PBS team</p> <p>PSLT</p>	<p>1.1</p> <p>-PBS team monthly team meetings to discuss and problem solve behavior problems within the school.</p> <p>-PBS team will share discipline data with grade level PLC’s.</p> <p>-School Psychologist will disaggregate discipline data and present information to the PSLT monthly. “Tier 2” and “Tier 3” students will be discussed during these meetings.</p>	<p>-Untie, Ed-connect tool, and quarterly reports from the county</p>
	2	16					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	.3%	3%					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	79	61					
2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of- School						
7.6%	5%						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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in 2012-2013 school year.						
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Suspension Professional Development

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

End of Suspension Goals

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u>							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

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

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1. Health and Fitness Goal		1.1.	1. Students will engage in the equivalent of one class period per day of physical education each year in grade 5.	1.1.	1.	1.1.
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 15% on the Pretest to 75% on the Posttest.	2012 Current Level :*	Students sedentary nature.		As scheduled by the PE teacher master schedule and the homeroom teacher's lesson plans.	Checking student schedules	PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
	15%					
		1.2.	1.2.	Health and physical activity initiatives developed and implemented by the Principal's designee.	1.2.	Data on the number of students scoring in the Healthy Fitness Zone (HFZ)
		1.3.		1.3.		1.3.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

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

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Continuous Improvement Goal #1: Enter narrative for the goal in this box.	2012 Current Level :*	2013 Expected Level :*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 42% to 45%.	2012 Current Percent of Students Proficient in Listening/Speaking:		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 26% to 29%.	2012 Current Percent of Students Proficient in Reading :		See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4			

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E:	<u>2012 Current Percent of Students Proficient in Writing :</u>					
Enter narrative for the goal in this box.						
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).	F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			
Enter narrative for the goal in this box.					
	F.2.	F.2.	F.2.	F.2.	F.2.

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							

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

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.

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Science Goal J: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

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

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			M.2.	M.2.	M.2.	M.2.	M.2.
			M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Increase the number of students competing in STEM Fair, Science Olympics, and Mathematic competitions (Math Bowl, Tivitz)	1.1. Ability of parents to provide materials and transportation.	1.1. Utilize school funds to collect needed materials and set up transportation pools to events.	1.1. Compare number or participants from last year to this year.	1.1. STEM Committee will look at students who compete and teachers who engage students in activities.	1.1. Products and enrollment forms.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: Increase contact between magnet schools and 5 th grade students.	1.1. Parents do not have information on the benefit of magnet schools.	1.1. Utilize the magnet school promotion visits.	1.1. AP will coordinate with middle school APs and set up times to expose 5 th graders.	1.1. School event calendar will reflect visits and events of middle schools.	1.1. Will be found in student planners and newsletters.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
1.5 Reciprocal Teaching	Incentive program to increase independent reading.	\$168.75	
3.3 Accountable Talk	E Book Downloads to Nooks to present reading in a new format.	\$207.48	
1.1 Inquiry, Higher Order thinking, Journaling	Incentive for participating in science events and Science Rocks	\$90.00	
1.1 Inquiry, Higher Order thinking, Journaling	AIMS Activity books to support the science curriculum.	\$490.00	
Final Amount Spent			