

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: Mintz Elementary	District Name: Hillsborough
Principal: Deborah Moltisanti	Superintendent: MaryEllen Elia
SAC Chair: Jennifer Bachtel	Date of School Board Approval: pending school board approval

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Deborah Moltisanti	M.Ed Ed Lead BA Elem. Ed. Elem. Ed (1-6) Ed Leadership (K-12) School Principal (K-12) ESOL endorsement	3	8	11/12 A 58% Reading Proficiency; 66 pts. Reading LG; 70 pts. BQ Read gains. 59% Math Proficiency; 69 pts. Math LG; 68 pts. BQ Math gains. 10/11 A 95% AYP 09/10 B 79% AYP 08/09 A 100% AYP (Buckhorn Elem.) 07/08 A 100% AYP (Buckhorn Elem.)
Assistant Principal	Tara Horn	M.Ed Ed Lead BA Elem. Ed. Elem. Ed (K-6) Ed Leadership (K-12)	0	0	NA

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		ESE (K-12) ESOL endorsement			
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Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Sarah Nussdorfer	B.S./Elementary Education Grades 1-6	0	4	11/12 A (Walden Lake Elem) 10/11 A (Walden Lake Elem) 09/10 A 87% AYP (Symmes Elem) 09/10 B 87% AYP (Riverview Elem)

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District Staff	June	
2. District Mentor Program	District Mentors	ongoing	
3. District Peer Program	District Peers	ongoing	
4. School-based teacher recognition system	Principal	ongoing	
5. Opportunities for teacher leadership	Principal	ongoing	
6. Regular time for teacher collaboration	Principal	ongoing	

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Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers <ul style="list-style-type: none"> • 8 total out of field • 7 out of field teachers are lacking ESOL endorsement, but are certified in elementary education • 1 out of field teacher has certification in 6-12 PE, but needs to extend that certification to 1-5. 	Depending on the needs of the teacher, one or more of the following strategies are implemented. <p><u>Administrators</u> Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>Academic Coach</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
73	7% (5)	40% (29)	37% (27)	16% (12)	29% (21)	99% (72)	1% (1)	5% (4)	66% (48)

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
Tamara Craddock (District EET Mentor)	Judith Feciura – Second Year Teacher	Ms. Craddock is a Mentor with EET initiative. She has strengths in the areas of	Weekly visits to include modeling, co-teaching, analyzing student work/data,

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		leadership, mentoring, and increasing student achievement.	developing assessments, conferencing and problem solving.
Tamara Craddock (District EET Mentor)	Michele Ramlochan – Second Year Teacher	Ms. Craddock 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.
Tamara Craddock (District EET Mentor)	Alicia Thrush – First Year Teacher	Ms. Craddock 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.
Tamara Craddock (District EET Mentor)	Lindsay Bissonnette – First Year Teacher	Ms. Craddock 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.
Tamara Craddock (District EET Mentor)	Emily Zuckerman – First Year Teacher	Ms. Craddock 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.
Tamara Craddock (District EET Mentor)	Joanne Carroll – First Year Teacher	Ms. Craddock 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.
Tamara Craddock (District EET Mentor)	Raquel Pina – First Year Teacher	Ms. Craddock is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, 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.

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Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part 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 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 NA
Nutrition Programs NA
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 The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA

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

School-Based MTSS/Rti Team

Identify the school-based MTSS Leadership Team.

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist
- Social Worker
- Reading Coach
- ESE teacher
- Representatives from the PLCs for each grade level, K-5
- Subject Area Resource Teachers (Math & Writing)

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets twice weekly. One meeting is with strictly Leadership Team members. Second meeting is with specific grade levels to discuss Tier2/3 interventions for particular students. Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Create, manage and update the school resource map
- Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)

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- Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- Instructional support of subject area resource teachers and coaches to model best practices in instruction
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
 - Use the problem-solving model when analyzing data:
 1. What is the problem? (Problem Identification)
 2. Why is it occurring? (Problem Analysis and Barrier Identification)
 3. What are we going to do about it? (Action Plan Design and Implementation)
 4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
 - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
 - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
 - Develop and target interventions based on confirmed hypotheses.
 - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
 - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
 - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
 - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
 - Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

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MTSS Implementation

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

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Reading Formatives Math Formatives Science Formatives Writing Formatives	Scantron Achievement Series Data Wall School Generated Excel Database Elementary Dashboard (when launched) PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall Elementary Dashboard (when launched)	Reading Coach
CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. Leadership Team will review data on common assessments in the areas of Reading, Math, Science, and Writing	Ed-Line PLC Database PLC logs School Generated Excel Database Elementary Dashboard (when launched)	Individual Teachers PLC Facilitators Leadership Team
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) easyCBM Teacher generated progress monitoring assessments	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	easyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Imagination Station	I-Station assessments	PLCs/Individual Teachers

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Describe the plan to train staff on MTSS.

The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

District RtI Facilitators will train the faculty and staff on new forms and procedures in October 2012. Prior to that session, the Guidance Counselor and Psychologist will present an overview to the faculty in September 2012. Additional Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal
- Assistant Principal for Elementary Instruction
- Reading Coach
- Writing Resource Teacher
- 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

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

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

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

The principal also ensures that 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.

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

- Implementation and evaluation of the SIP reading goals/strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan
- Transition to Common Core State Standards in grades Kindergarten and First.

NCLB Public School Choice

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

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers	1.1. Common Core Reading Strategy Across all Content Areas Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1. Who -Principal -AP -Reading Coach -Leadership Team -PLC facilitators How -Administration and Leadership Team rotate through PLCs looking for complex text discussion. -Leadership Team provides support to PLCs in planning.	1.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -Data is used to drive teacher support and student supplemental instruction.	1.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)
Reading Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 58% to 61%.	58%	61%					
			1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.	1.2. Common Core Reading Strategy Across all Content Areas Common Core Questions of all types and levels are necessary to scaffold students'	1.2. Who -Principal -AP -Reading Coach -Leadership Team How	1.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -PLCs reflect on lesson	1.2. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section,

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		<p>-Training all content area teachers</p>	<p>understanding of complex text. Teachers need to understand and use higher-order, text-dependent questions at the word/phrase, sentence, and paragraph/passage levels (Webb’s, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students’ grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author’s meaning. All content area teachers are responsible for implementation.</p> <p>Action Steps Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>-Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency. -Administrator and Reading Coach aggregate the walk-through data school-wide and shares with staff the progress of strategy implementation.</p>	<p>outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction.</p>	<p>end of unit, intervention checks)</p>
		<p>1.3. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.3. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text.</p>	<p>1.3. <u>Who</u> -Principal -AP -Reading Coach -Leadership Team -PLC facilitators <u>How</u> -Administration and Leadership Team rotate through PLCs looking for</p>	<p>1.3. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction. <u>Leadership Team Level</u> -Data is used to drive teacher</p>	<p>1.3 <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>

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			Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. All content area teachers are responsible for implementation. <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.	complex text discussion. -Leadership Team provides support to PLCs in planning. -Reading Coach observations and walk-throughs -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.	support and student supplemental instruction.		
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	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.	2.1.	2.1.	2.1.	2.1.	
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 30% to 33%.	<u>2012 Current Level of Performance:*</u> 30%	<u>2013 Expected Level of Performance:*</u> 33%	See goals 1, 3, 4				
				2.2.	2.2.	2.2.	2.2.
				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 reading.		3.1. - Teachers struggle with implementing	3.1. - Grade level PLCs will meet with Leadership Team	3.1. <u>Who</u> -Principal	3.1. <u>Teacher Level</u> -Teachers reflect on lesson	3.1. <u>3x per year</u> - FAIR	

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<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 66 points to 69 points.</p>	<p>2012 Current Level of Performance:*</p> <p>66 points</p>	<p>2013 Expected Level of Performance:*</p> <p>69 points</p>	<p>appropriate differentiation for students.</p> <p>- Teachers struggle with deciding on appropriate interventions for students who are struggling.</p>	<p>monthly to review student data and develop Tier 2 or 3 strategies for students who need.</p> <p><u>Action Steps</u></p> <p><i>Within PLCs Before Instruction and During Instruction of New Content</i></p> <p>-Using data from previous assessments and daily classroom work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><i>With the Leadership Team</i></p> <p>-Teachers review data from FAIR and common assessments to make decisions for appropriate Tier 2 intervention</p> <p>-PLCs will meet with the MTSS PLC once every 6 weeks to review current Tier 2 data and make decisions for students going forward.</p> <p><i>PLCs After Instruction</i></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p> <p>-Teachers use student data to identify successful DI techniques for future implementation.</p> <p>-Teachers, using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>	<p>-AP</p> <p>-Reading Coach</p> <p>-Leadership Team</p> <p>-PLC facilitators</p> <p><u>How</u></p> <p>- At each MTSS PLC, teachers will bring agreed-upon data points for analysis.</p>	<p>outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><u>Leadership Team Level</u></p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p><u>During the Grading Period</u></p> <p>- Common assessments (pre, post, mid, section, end of unit, intervention checks)</p> <p>- Review and analysis of data points determined at MTSS PLC.</p>
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		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1.	4.1.	4.1.	4.1.	4.1.
Reading Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 70 points to 73 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See goal 3			
	70 points	73 points				
		4.1. -Teachers willingness to accept support from the coach.	4.1. <u>Strategy Across all Content Areas</u> <u>Strategy/Task</u> Student achievement improves through teachers' collaboration with the reading coach in all content areas. <u>Actions/Details</u> <u>Reading Coach</u> -The reading coach conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data. -The reading coach rotates through all PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate development,	4.1. <u>Who</u> Administration <u>How-</u> -Review of coach's log support to targeted teachers. -Administrative walk-throughs of coaches working with teachers (either in classrooms, PLCs or planning sessions)	4.1. -Tracking of coach's participation in PLCs. -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs) -Administrator-Instructional Coach meetings to review log and discuss action plan for coach for the upcoming two weeks	4.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)

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		<p>writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb's Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-Using walk-through data, the reading coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The reading coach trains each PLC on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><i>Leadership Team and Coach</i></p> <p>-The Reading Coach is part of the Leadership Team, which meets weekly.</p>			
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		<p>4.2 -The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.</p>	<p>4.2 <u>Strategy</u> Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. <u>Action Steps</u> -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend ELP sessions. -Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.</p>	<p>4.2 <u>Who</u> Administrators <u>How Monitored</u> Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2 Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2 Curriculum Based Measurement (CBM) <i>(From District RtI/Problem Solving Facilitators.)</i></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:	Anticipated Barrier					
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
<u>Reading Goal #5:</u>						

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
<p>Reading Goal #5A:</p> <p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 73% to 76%.</p> <p>The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 46% to 51%.</p>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<p>See goals 1, 3, 4</p>				
	White: 73%	White: 76%					
	Black: 46%	Black: 51%					
Hispanic: Y	Hispanic:	Asian: Y	Asian:	Am. Ind.: n/a	Am. Ind.:		
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
<p>Reading Goal #5B:</p>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check 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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5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Reading Goal #5C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 46% to 51%.	2012 Current Level of Performance:* 46%	2013 Expected Level of Performance:* 51%		See goals 1, 3, 4			
			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. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Reading Goal #5D:</u> The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 31% to 38%.	2012 Current Level of Performance:* 31%	2013 Expected Level of Performance:* 38%	- ESE students sometimes miss out on grade level instructional material and level of rigor in the resource setting. - ESE Teachers in a resource setting concentrate instruction on remediation only.	- SWD will receive core curriculum from general education teacher, with ESE teachers providing intensive support through support facilitation. - SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both	-Principal Assistant Principal Leadership Team -Monitor student progress data	-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -PLC Level -PLCs reflect on lesson outcomes and data used to drive future instruction. -Leadership Team Level. -Data is used to drive teacher support and student supplemental instruction.	-FAIR -During the Grading Period -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance

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				individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.			
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Text Complexity	K-5 Reading	Reading Coach	K-5 Teachers	August 2012	Classroom walkthroughs Formal and informal observations	Administration Team Reading Coach
DRA2 Recalibration	K-5 Reading	Reading Coach	Reading Teachers	On going	Review of DRA assessments	Administration Team Reading Coach
Close Reading	K-5 Reading	Reading Coach	K-5 Teachers	On going	Classroom walkthroughs Formal and informal observations	Administrative Team Reading Coach
Text Dependent Questioning	K-5 Reading	Reading Coach	K-5 Teachers	December 2012 – February 2013	Classroom walkthroughs Formal and informal observations	Administration Team Reading Coach

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check 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 -Teachers at varying understanding of the intent of the CCSS	1.1 Strategy Students' math achievements improve through the use of technology and hands-on activities to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing. Action Steps -PLCs use their core curriculum information to learn more about hands-on and technology activities. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	1.1 Who -Principal -Math Resource Teacher How Monitored -Classroom walk-throughs observing this strategy.	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. Leadership Team will review assessment data for positive trends.	1.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)
Mathematics Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 59% to 62%.	2012 Current Level of Performance:* 59%	2013 Expected Level of Performance:* 62%					
			1.2. -Teachers are at varying skill levels with higher order questioning techniques and holding students responsible for demonstrating mathematical thinking. -PLC meetings need to focus problem solving based scenarios for	1.2 Strategy/Task Students math achievement improves through frequent participation in higher order questions/discussion activities to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by	Who -Principal -Assistant Principal -Math Resource Teacher How Monitored Classroom walkthroughs Formal and informal observations	1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 70% mastery on units of instruction. Leadership Team will review assessment data for positive trends.	1.1 <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, interventions etc.)

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		classroom instruction	students, assisting them to arrive at new understandings of complex material. <u>Actions/Details</u> -Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities. -Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement. -Teachers plan for scaffolding questions and activities to meet the differentiated needs of students. -Use student data to identify successful higher order questioning techniques for future implementation. - Math Resource Teacher will work with both teachers and students to build rigor into the math classroom.			
		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.
<u>Mathematics Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 26% to 29%.	<u>2012 Current Level of Performance:*</u> 26%	<u>2013 Expected Level of Performance:*</u> 29%	See goals 1, 3, 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
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. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.	3.1. Strategy Students’ math achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don’t learn? 4. How will we respond if they already know it? Actions/Details -This year, PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit. - PLCs use a Plan-Do-Check-Act “Unit of Instruction” log to guide their discussion and way of work. Discussions are summarized on log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.	3.1. Who -Principal -AP -Math Resource Teacher -PLC facilitators How PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and resource teacher attend targeted PLC meetings -Progress of PLCs discussed at Leadership Team -Administration shares the data of PLC visits with staff on a monthly basis.	3.1. School has a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration and leadership team.	3.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 69 points to 72 points.	<u>2012 Current Level of Performance:*</u> 69 points	<u>2013 Expected Level of Performance:*</u> 72 points				

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		<p>3.2. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.2. Strategy/Task Students' math achievement improves when teachers use on-going student data to differentiate instruction. Actions/Details Within PLCs Before Instruction and During Instruction of New Content -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. In the classroom -During the lessons, students are involved in flexible grouping techniques PLCs After Instruction -Teachers reflect and discuss the outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/interventions and how that instruction will be provided. -Additional action steps for this strategy are outlined on grade level/content area PLCs.</p>	<p>3.2. Who -Principal -AP -Math Resource Teacher -PLC facilitators How -PLCs review data from assessments for student mastery. -Leadership Team reviews data for student mastery.</p>	<p>3.2. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments EGP for inclusion in Dashboard. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Leadership Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p>3.2. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>
		3.3.	3.3.	3.3.	3..3.	3.3.

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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 group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p> <p><u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 68 points to 71 points.</p>		<p>4.1. -Teachers willingness to accept support from the math resource teacher.</p>	<p>4.1. Strategy Across all Content Areas Strategy/Task Students' math achievement improves through teachers' collaboration with the math resource teacher. Actions/Details Math Resource Teacher -The math resource teacher rotates through all subjects' PLCs to: --Facilitate lesson planning that embeds rigorous tasks --Facilitate core curriculum assessment data analysis --Facilitate the planning for interventions and the intentional grouping of the students -Using walk-through data, the math resource teacher and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing. Leadership Team and Math Resource Teacher -The math resource teacher meets with the Leadership Team to map out a high-level summary plan of action for the school year.</p>	<p>4.1. <u>Who</u> Administration <u>How</u> -Administrative walk-throughs of resource teacher working with teachers (either in classrooms, PLCs or planning sessions)</p>	<p>4.1. -Tracking of math resource teacher's participation in PLCs. -Tracking of math resource teacher's interactions with teachers (planning, co-teaching, modeling, debriefing, professional development, and walk throughs.</p>	<p>4.1. <u>2x per year</u> District Baseline and Mid-Year Testing <u>During the Grading Period</u> - Common assessments (pre, post, mid, section, end of unit)</p>
		<p>4.2 -The Extended Learning Program (ELP) does not always target the specific skill</p>	<p>4.2 Strategy Students' math achievement improves through receiving ELP supplemental</p>	<p>4.2 <u>Who</u> Administrators <u>How</u></p>	<p>4.2 Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2 Curriculum Based Measurement (CBM)</p>

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		<p>weaknesses of the students or collect data on an ongoing basis. -Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP. -Minimal communication between regular and ELP teachers.</p>	<p>instruction on targeted skills that are not at the mastery level. Action Steps -Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered. -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. - Students attend ELP sessions. - Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. -When the students have mastered the specific skill, they are exited from the ELP program.</p>	<p>Administrators will review the data collection used between teachers and ELP teachers outlining skills that need remediation.</p>		
		4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.						
<u>Math Goal #5:</u>						

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5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
<u>Reading Goal #5A:</u> The percentage of Asian students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 68% to 71%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	See goals 1, 3, 4				
	White: Y Black: Y Hispanic: Y Asian: 68% Am. Ind.: n/a	White: Black: Hispanic: Asian: 71% Am. Ind.:					
			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.
<u>Mathematics Goal #5B:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y						
			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			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.

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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y						
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Y						

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Use of Manipulatives	K-5	Math Resource	K-5 Math Teachers	On going in PLCs and mini training sessions	Classroom walkthroughs Formal and informal observations	Administrative Team Math Resource Teacher
Hot Talk; Cool Moves	K-5	Math DRT; Math Resource	K-5 Math Teachers	November 26 & December 3	Classroom walkthroughs Formal and informal observations	Administrative Team Math Resource Teacher
Standards of Mathematical Practice	K-5	Math Resource	K-5 Teachers	Beginning January 2013 at faculty meetings	Classroom walkthroughs Formal and informal observations	Administrative Team Math Resource Teacher

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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 skill levels in the use of inquiry and the 5E lesson plan model.	1.1 Strategy Students’ science skills will improve through participation in the 5E instructional model. Action Steps -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs. -PLCs write SMART goals based for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons. -PLC teachers instruct students using the 5E Instructional Model. -At the end of the unit, teachers give a common assessment identified from the core curriculum material. -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.	1.1 Who Principal APEI How Monitored -Classroom walk-throughs observing this strategy.	1.1 Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1 <u>2x per year</u> District-level baseline and mid-year tests <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)
Science Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 53% to 56%.	53%	56%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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 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.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 13% to 16%.	2012 Current Level of Performance:* 13%	See goal 1				
	2013 Expected Level of Performance:* 16%					
			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
Inquiry and the 5E Instructional Model	Grades K-5	Science Contacts	Science Teachers K-5	On-going	Administrators conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Long Term Investigations	Grades K-5	Science Contacts	Science Teachers K-5	September 2012	Administrators conduct targeted walk-throughs looking for evidence of long term investigations in classrooms.	Administration Team

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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.			-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	Strategy Students' writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing and deliberate emphasis on grammar, punctuation, and spelling to improve basic skills. Action Steps Plan: -Professional Development for updated rubric courses -Support from Writing Resource Teacher in coaching teachers and students. -Using data to identify trends and drive instruction -Lesson planning based on the needs of students -Weekly GPS (Grammar; Punctuation; Spelling) workshops on early release Mondays. Do: -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing Check: Review of daily drafts and	Who Principal APEI Writing Resource Teacher How Monitored -PLC logs -Classroom walk-throughs Observation Form -Conferencing while writing walk-through tool	See “Check” & “Act” action steps in the strategies column	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
Writing/LA Goal #1: The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 90% to 93%.	2012 Current Level of Performance:* <p style="text-align: center;">90%</p>	2013 Expected Level of Performance:* <p style="text-align: center;">93%</p>					

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				scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs Act: -Receive additional professional development and coaching in areas of need -Spread the use of effective practices across the school based on evidence shown in the best practice of others -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or 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
Updated Rubric Training	3-5	District Moodle	3-5 Grade Teachers	On going	Monitor scoring on monthly writing assessments	Administrative Team Writing Resource Teacher
Updated Rubric Training	2	District trainers	2 nd Grade teachers	On going	Monitor scoring on monthly writing assessments	Administrative Team Writing Resource Teacher

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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 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 Tier 1 The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks.	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
1. The attendance rate will increase from 96% in 2011-2012 to 97% in 2012-2013.	96%	97%					
2. The attendance rate will increase from 96% in 2011-2012 to 97% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	52	46					
3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	91	81					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Procedures	K-5	School Social Worker	K-5 Teachers	On going	Administration and SSW monitoring student attendance	Administration/SSW

End of Attendance Goals

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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 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 <u>Tier 1</u> CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a CHAMPS walk-through form (generated by the district RtI facilitators).	1.1 <u>Who</u> -Leadership Team -Administration	1.1 - Administration monitors referral data monthly.	EASI ODR and suspension data cross-referenced with mainframe discipline data
<u>Suspension Goal #1:</u> Suspension Goal #1: 1. The total number of In-School Suspensions will decrease by 10%.	<u>2012 Total Number of In-School Suspensions</u> 10	<u>2013 Expected Number of In-School Suspensions</u> 9					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.	<u>2012 Total Number of Students Suspended In-School</u> 9	<u>2013 Expected Number of Students Suspended In-School</u> 8					
3. The total number of Out-of-School Suspensions will decrease by 10%.	<u>2012 Number of Out-of-School Suspensions</u> 10	<u>2013 Expected Number of Out-of-School Suspensions</u> 9					
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.	<u>2012 Total Number of Students Suspended Out-of-School</u> 9	<u>2013 Expected Number of Students Suspended Out-of-School</u> 8					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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				meetings)		
CHAMPs Updates	K-5	CHAMPs Liaison	K-5	On going	Observation of implementation of CHAMPs strategies in classrooms	Administrative Team

End of Suspension Goals

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
1. Health and Fitness Goal			1.1.	1.1. Health and physical activity initiatives developed and implemented by the Principal’s designee.	1.1. Principal’s designee.	1.1. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)	1.1. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
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 68% on the Pretest to 73% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					
	68%	73%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a 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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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				meetings)		

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. - PLCs do not always have a clear focus - PLCs not sure what they should be doing in the meetings. - Time to meet in PLCs is limited.	1.1. - Administration will designate 3 of 4 Tuesdays each month as PLC meetings. - Members of the Leadership Team will each attend a PLC meeting in its entirety, visiting a different PLC each Tuesday. - Grade level PLCs will meet with the PSLT once per month to specifically discuss MTSS interventions for students.	1.1. <u>Who</u> Leadership Team <u>How</u> - Administration will review PLCs logs and provide feedback.	1.1. Leadership Team will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1. PLC Facilitators will provide feedback to PLST team on progress of their PLC.
Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their student’s learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Commitment to Continuous Improvement)” will increase from 30% in 2012 to 50% in 2013.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	30%	50%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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 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 43% to 46%.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> <div style="text-align: center; font-size: 24pt;">43%</div>		See Reading goals 1, 3, 4			
		1.2.		1.2.	1.2.	1.2.
		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 38% to 41%.	<u>2012 Current Percent of Students Proficient in Reading :</u> <div style="text-align: center; font-size: 24pt;">38%</div>		See Reading goals 1, 3, 4			
		2.2.		2.2.	2.2.	2.2.

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		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.
<u>CELLA Goal #E:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>		See Writing goal 1			
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 19% to 22%.	19%					
		2.2.		2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<u>STEM Goal #1:</u> Increase the number of students involved in problem-based mathematics learning.	1.1. -Need to find more teachers willing to work on a school-level Math Bowl.	1.1. -Create multiple grade level teams to participate in Math Bowl competition at school. Winning teams will represent their grade level and our school at area competitions.	1.1. - Teacher coaches will work with each team to prepare each team.	1.1. -Evaluate school team's success at area competition.	1.1. -Evaluate student performance at school level Math Bowl competition.

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	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: Use the Great American Teach In to expose students to a wider variety of potential careers and job opportunities.	1.1. -Decreasing number of parents who volunteer to speak at the Teach In.	1.1. -Contact local businesses and government services to ask for Teach In volunteers.	1.1. -Speaker sign-in sheets -Guidance Counselor	1.1. -Compare speaker data with previous years.	1.1. -Student surveys about Teach In activities.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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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)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Strategy 1.1 Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation.	Class sets of 4 fiction exemplar titles from CCSS for use in Reading; 2 copies each of 10 informational, content area titles to supplement Science standards.	\$598.74	
Math Strategy 3.1. Students’ math achievement improves through teachers working collaboratively to focus on	One year site-based license to ETA’s Hands-On Standards Math Based Lessons. This online, electronic resource will provide each teacher with resource materials and lessons	\$599.95	

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student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work.	to supplement core curriculum for remediation, enrichment, small group instruction.		
Health and Fitness Strategy 1.1 Health and physical activity initiatives developed and implemented by the Principal's designee.	2 class sets of pedometers (one basic model for primary students and one advanced model for intermediate students) so that students can collect and analyze data related to building their physical fitness and healthy lifestyle.	\$400.00	
Final Amount Spent			