

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Morgan Woods Elementary	District Name: Hillsborough County
Principal: Jonathan Barlar	Superintendent: Mary Ellen Elia
SAC Chair: Jackie Isajar, Norma Halfmann, Myra Foster	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Jonathan Barlar	MA Ed. Leadership BS Elem. Ed. K-6 and Ed. Leadership K-12	1.8	6.8	Morgan Woods Elem. 11/12: B Lowest 25% Reading 76%, Math- 70% 10/11: B 74% AYP, Lowest 25% Reading- 56%; Math-46% Lee Elementary Magnet School 09/10: B 82%AYP , Lowest 25% Reading -59%; Math-61%
Assistant Principal	Kilsys Garcia	BA-Elementary K-6 MA- Educational Leadership K-12 Additional: ESOL	2.8	2.8	Morgan Woods Elem. 11/12: B Lowest 25% Reading 76%, Math- 70% 10/11: B 74% AYP, Lowest 25% Reading- 56%; Math-46% 09/10: C 74% AYP, Lowest 25% Reading- 56%; Math-57%

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Melinda Gibbs	BA-Elem Ed. Pk-3 ESOL	2	5	Morgan Woods: 11/12: B Lowest 25% Reading 76%,Math- 70% Roland Park Elem. 10/11: D 74% AYP, Lowest 25% Reading- 59%;Math- 69% 09/10: C 77% AYP, Lowest 25% Reading-58%; Math-69%
Writing Resource	Jackie Isajar	BS- Elem. ESOL MA-Ed. Leadership	11	4	Morgan Woods Elem. 11/12: B Lowest 25% Reading 76%,Math- 70% 10/11: B 74% AYP, Lowest 25% Reading- 56%; Math-46% 09/10: C 74% AYP, Lowest 25% Reading- 56%; Math-57%
Math Resource	Claudia Long	BS-Elem. ESOL endorsement	5	2	Morgan Woods Elem. 11/12: B Lowest 25% Reading 76%,Math- 70% 10/11: B 74% AYP, Lowest 25% Reading- 56%; Math-46% 09/10: C 74% AYP, Lowest 25% Reading- 56%; Math-57%
Science Resource	Carissa Brady	BS- Elem ESOL	10	2	Morgan Woods: 11/12: B Lowest 25% Reading 76%,Math- 70% 10/11: B 74% AYP, Lowest 25% Reading- 56%;Math-46% 09/10: C 74% AYP, Lowest 25% Reading-56%, Math-46%

Highly Qualified Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June	
2. District mentor Program	District Mentors	ongoing	
3. District Peer Program	District Peer	ongoing	
4. School-based Welcome Wagon	School based teacher	ongoing	
5. Opportunities for Teacher Leadership	J. Barlar/K. Garcia	ongoing	
6. School-based teacher recognition system	J. Barlar/K. Garcia	ongoing	
7. Regular time for teacher collaboration	J. Barlar/K. Garcia	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3	Working on ESOL Endorsements.

Staff Demographics

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

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

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Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
61	5% (3)	21% (13)	52% (32)	83% (11)	31% (19)	95% (58)	3% (2)	0% (0)	72% (44)

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
Amy Evans	Courtney Vaughn	Amy Evans is a mentor with the EET initiative for all 1 st and 2 nd year teachers.	Ongoing visits to include modeling, co-teaching, analyzing student work/date, developing assessments, conferencing and problem solving.
Amy Evans	Janice Farland	Amy Evans is a mentor with the EET initiative for all 1 st and 2 nd year teachers.	Ongoing visits to include modeling, co-teaching, analyzing student work/date, developing assessments, conferencing and problem solving.
Amy Evans	Jackie McGean	Amy Evans is a mentor with the EET initiative for all 1 st and 2 nd year teachers.	Ongoing visits to include modeling, co-teaching, analyzing student work/date, developing assessments, conferencing and problem solving.
Amy Evans	Amy Schaediger	Amy Evans is a mentor with the EET initiative for all 1 st and 2 nd year teachers.	Ongoing visits to include modeling, co-teaching, analyzing student work/date, 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.

<p>Title 1, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant N/A</p>
<p>Title I, Part D N/A</p>
<p>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.</p>
<p>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.</p>
<p>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</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.</p>
<p>Violence Prevention Programs</p>

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Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. Principal, Assistant Principal, Guidance Counselor, School Psychologist, Social Worker, ESE Specialist, Academic Coaches, and ELL Rep.</p>
<p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <ol style="list-style-type: none"> 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. <p>The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:</p> <ul style="list-style-type: none"> • 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 • Ensure the master schedule incorporates allocated time for intervention support at all grade levels. • Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3 • 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) • Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT) • Strengthen the Tier 1 (core curriculum) instruction through the: <ul style="list-style-type: none"> ○ Implementation and support of PLCs

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- 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)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
 - On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
 - Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
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- Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
 - The Co-Chair of SAC is a member of the *Leadership Team/PSLT*.
 - *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/PSLT 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:

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

MTSS Implementation

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

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
District/Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science Reading: KRT (K), Reading Formative (2-5) Writing: Monthly Demand Writes (2-5) Math: Math Formative (2-5) Science: Science Formative (5)	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach
CELLA	Sagebrush (IPT)	ELL Resource
DRA-2	School Generated Excel Database	Individual Teacher/Reading Coach
Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) <i>Treasures , Go Math, and Easy CBM</i>	School Generated Database in Excel	Leadership Team/ ELP Facilitator
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	<i>easyCBM</i> School Generated Database in Excel	Leadership Team/PLCs/ <i>Individual Teachers</i>
<i>I Station</i>	<i>Assessments included in computer-based programs</i>	<i>PLCs/Individual Teachers/Reading Coach</i>

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.

As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or

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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).

- Principal
- Assistant Principal for Curriculum
- Reading Coach
- Academic Intervention Specialist
- ESE Specialist
- Math Resource
- Writing Resource
- Science Resource
- ELL Resource
- Guidance Counselor
-

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP. The team meets monthly. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a

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professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team’s support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

- Implementation and evaluation of the SIP reading 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

NCLB Public School Choice

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

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

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

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

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

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check 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 not effectively asking the right type of questioning during lessons. Teachers not having enough time to lesson plan and pre determine questions.	1.1. Strategy Student's comprehension of course content/standards increase through participation in higher order thinking questioning/techniques to promote critical thinking and problem solving skills. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively. (EET Rubric 3b) <u>1.1 Action Steps</u> Plan: Teachers attend school based professional development activities on higher order questioning strategies and apply those strategies in the classroom. Do: <u>Teachers in the Classroom</u> -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)	1.1. <u>Who</u> Administration/Reading Coach <u>How</u> PLC notes Classroom walkthroughs	1.1. <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 support and student supplemental instruction.	1.1. <u>3x per year</u> - FAIR <u>During the Grading Period</u> - Common assessments (pre, post, mid, end of unit, intervention checks)
<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 47% to 50%.	<u>2012 Current Level of Performance:*</u> 47%	<u>2013 Expected Level of Performance:*</u> 50%					

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				<p>-During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)</p> <p>-Students formulate many of the high-level questions and ensure that all voices are heard. (EET Rubric 3b)</p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)</p> <p>Check/Act: Teachers bring their common assessment data back to the PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p>			
		<p>1.2. Lack of training for teachers. Not having enough time to lesson plan for student engagement.</p>	<p>1.2. Strategy</p> <p>Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant</p>	<p>1.2. <u>Who</u> Administration/Reading Coach</p> <p><u>How</u> PLC notes Classroom walkthroughs</p>	<p>1.2. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction.</p>	<p>1.2. <u>3x per year</u> - FAIR</p> <p><u>During the Grading Period</u> - Common assessments (pre, post, mid, end of unit, intervention checks)</p>	

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		<p>learning. The degree of student engagement is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson.</p> <p>1.2 Action Steps</p> <p>Plan: Teachers attend school-based professional development activities on engagement and apply those strategies in the classroom.</p> <p>Do: Teachers use engagement tools in the classroom to enhance deep learning.</p> <ul style="list-style-type: none"> -Teachers recognize the critical distinction between a classroom in which students are compliant and busy. -Teachers ensure students are developing their understanding through what they do, and they are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions. -Teachers provide students choices in a range of task from a large range, but the choices are designed to further understanding. <p>Check/Act: Teachers bring their common assessment data back to the PLCs. Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in</p>		<p><u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction.</p>	
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			future lessons. (EET 1c, 1f, 4a, 4d, 4e)			
		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 reading.		2.1.	2.1.	2.1.	2.1.	2.1.
<u>Reading Goal #2:</u> The percentage of students scoring a level four or higher on the 2013 FCAT Reading will increase from 29% to 32%.	<u>2012 Current Level of Performance:*</u> 29%	<u>2013 Expected Level of Performance:*</u> 32%	See Goal 1 and 2			
		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 reading.		3.1.	3.1.	3.1.	3.1.	3.1.
<u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 66 to 69 points.	<u>2012 Current Level of Performance:*</u> 66 points	<u>2013 Expected Level of Performance:*</u> 69 points	See Goal 1 and 2			
		3.2.	3.2.	3.2.	3.2.	3.2.
		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	
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 76 points to 79 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		See Goal 1 and 2				
	76 points	79 points						
			4.2.	4.2.	4.2.	4.2.	4.2.	
			4.3.	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
Reading Goal #5:								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. See Goals 1 and 2	5A.1.	5A.1.	5A.1.	
Reading Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 60% to 64%. The percentage of Black students	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	White:60 Black: 33 Hispanic: 46	White: 64 Black: 40 Hispanic: 51						

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scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 33% to 40%.							
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 46% to 51%.			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.
Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 42% to 48%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	See Goals 1 and 2				
	42%	48%					
			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
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional	5C.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise located on IDEAS under Programs for ELL.	5C.1. <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u> -Administrative and ERT walk-throughs	5C.1. <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.	5C.1. FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit with data aggregated for ELL performance
Reading Goal #5C: . The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 28% to 35%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	28%	35%					

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			development delivered by the school's ERT. -Teachers implementation of A+ Rise is not consistent across core courses.	Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support.		-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
			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.
Reading Goal #5D:			See Goal 2				
The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 24% to 29%.							
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	24%	29%					
			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
Student Engagement	K-5	Reading Coach	School Wide	Ongoing	Walkthroughs	Admin
Higher Order Questioning	K-5	Reading Coach	School Wide	Ongoing	Walkthroughs	Admin

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 not effectively asking the right type of questioning during lessons. Teachers not having enough time to lesson plan and pre determine questions.	1.1. Student's comprehension of course content/standards increase through participation in higher order thinking questioning/techniques to promote critical thinking and problem solving skills. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively. (EET Rubric 3b) <u>Action Steps</u> Plan: Teachers attend school based professional development activities on higher order questioning strategies and apply those strategies in the classroom. Do: <u>Teachers in the Classroom</u> -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e) -During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)	1.1. <u>Who</u> Administration Math Resource <u>How</u> PLC notes Lesson Plans Teacher Observation	1.1. PLC notes will be reviewed and the grade levels will be given feedback.	1.1. <u>2-3x Per Year</u> District formative assessments (3-5) District mid/end of year assessments (K-5)
Mathematics Goal #1: The percentage of students scoring a level 3 or higher on the 2013 FCAT Math will increase from 48% to 51%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	48%	51%					

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				<p>-Students formulate many of the high-level questions and ensure that all voices are heard. (EET Rubric 3b)</p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)</p> <p>Check/Act: Teachers bring their common assessment data back to the PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p>			
			1.2. Lack of training for teachers. Not having enough time to lesson plan for student engagement.	1.2. Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of student engagement is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson.	1.2. <u>Who</u> Administration Math Resource <u>How</u> PLC notes Lesson Plans Teacher Observation	1.2. PLC notes will be reviewed and the grade levels will be given feedback.	1.2.2-3x Per Year District formative assessments (3-5) District mid/end of year assessments (K-5)

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			<p>1.2 Action Steps</p> <p>Plan: Teachers attend school-based professional development activities on engagement and apply those strategies in the classroom.</p> <p>Do: Teachers use engagement tools in the classroom to enhance deep learning.</p> <ul style="list-style-type: none"> -Teachers recognize the critical distinction between a classroom in which students are compliant and busy. -Teachers ensure students are developing their understanding through what they do, and they are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions. -Teachers provide students choices in a range of task from a large range, but the choices are designed to further understanding. <p>Check/Act: Teachers bring their common assessment data back to the PLCs. Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p>			
		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 mathematics.			2.1.	2.1. See Goals 1 and 2	2.1.	2.1.	2.1.
Mathematics Goal #2: The percentage of students scoring a level 4 or higher on the 2013FCAT Math will increase from 22% to 25%	2012 Current Level of Performance: * 22%	2013 Expected Level of Performance: * 25%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1. See Goals 1 and 2	3.1.	3.1.	3.1.
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 74 points to 77 points.	2012 Current Level of Performance: * 74 points	2013 Expected Level of Performance: * 77 points					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1. See Goal 1 and 2	4.1.	4.1.	4.1.
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 70 points to 73 points.	2012 Current Level of Performance:* 70 points	2013 Expected Level of Performance:* 73 points					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
Math Goal #5:							
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.
Math Goal #5A: The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/ Math will increase from 57% to 61%.	2012 Current Level of Performance:* White: 57 Black: Y Hispanic: 47	2013 Expected Level of Performance:* White: 61 Black: Hispanic: 52	White: Black: Hispanic: Asian: American Indian:	See Goals 1 and 2			
	The percentage of Hispanic		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.

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students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 47% to 52%.			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> The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 46% to 50%.	<u>2012 Current Level of Performance:*</u> 46%	<u>2013 Expected Level of Performance:*</u> 50%	See Goals 1 and 2				
			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. Improving the proficiency of ELL students in our school is of high priority. -The majority of the teachers are unfamiliar with this strategy. To address this barrier, the	5C.1. ELLs (LYA, LYB & LYC) comprehension of course content/standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program A+Rise	5C.1. <u>Who</u> -School based Administrators -ESOL Resource Teachers <u>How</u>	5C.1. <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	5C.1. FAIR -CELLA <u>During the Grading Period</u> -Core curriculum end of core common unit with data aggregated for ELL performance
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 25% to 33%	<u>2012 Current Level of Performance:*</u> 25%	<u>2013 Expected Level of Performance:*</u> 33%					

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			school will schedule professional development delivered by the school's ERT. -Teachers implementation of A+ Rise is not consistent across core courses.	located on IDEAS under Programs for ELL. Action Steps -ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at http://arises2s.com/s2s/ into core content lessons. -ERT models lessons using A+ Rise Strategies for ELLs. -ERT observes content area teachers using A+Rise and provides feedback, coaching and support.	-Administrative and ERT walk-throughs	outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. Leadership Team Level -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)	
			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:			See Goal 2				
. The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 19% to 27%		2012 Current Level of Performance:*					
		19%	27%				

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			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

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

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

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

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box.							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	
Higher Order Questioning	K-5	Math Resource	School-wide	Ongoing	Classroom Walkthroughs	Administration
Student Engagement	K-5	Math Resource	School-wide	Ongoing	Classroom Walkthroughs	Administration

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check 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 not effectively asking the right type of questioning during lessons. Teachers not having enough time to lesson plan and pre determine questions.	1.1.1.1 Strategy Student's comprehension of course content/standards increase through participation in higher order thinking questioning/techniques to promote critical thinking and problem solving skills. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively. (EET Rubric 3b) <u>Action Steps</u> Plan: Teachers attend school based professional development activities on higher order questioning strategies and apply those strategies in the classroom. Do: <u>Teachers in the Classroom</u> -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e) -During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)	1.1. <u>Who</u> Administration Science Resource <u>How</u> PLC notes Lesson Plans Teacher Observation	1.1. PLC notes will be reviewed and the grade levels will be given feedback.	1.1. <u>2-3x Per Year</u> Long term investigations through the science lab. Science assessments given by the district.
Science Goal #1: The percentage scoring a level 3 or higher on the 2013 FCAT Science will increase from 29% to 32%.	2012 Current Level of Performance: * 29%	2013 Expected Level of Performance: * 32%					

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				<p>-Students formulate many of the high-level questions and ensure that all voices are heard. (EET Rubric 3b)</p> <p>-Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)</p> <p>Check/Act:</p> <p>Teachers bring their common assessment data back to the PLCs.</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p>			
			<p>1.2. Lack of training for teachers. Not having enough time to lesson plan for student engagement</p>	<p>1.2. Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of student engagement is revealed through teacher analysis of students' level of engagement during a</p>	<p>1.2. <u>Who</u> Administration Science Resource</p> <p><u>How</u> PLC notes Lesson Plans Teacher Observation</p>	<p>1.2. PLC notes will be reviewed and the grade levels will be given feedback.</p>	<p>1.2.2-3x Per Year</p> <p>Long term investigations through the science lab.</p> <p>Science assessments given by the district.</p>

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			<p>coherent well-designed lesson.</p> <p>1.2 Action Steps</p> <p>Plan: Teachers attend school-based professional development activities on engagement and apply those strategies in the classroom.</p> <p>Do: Teachers use engagement tools in the classroom to enhance deep learning.</p> <ul style="list-style-type: none"> -Teachers recognize the critical distinction between a classroom in which students are compliant and busy. -Teachers ensure students are developing their understanding through what they do, and they are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions. -Teachers provide students choices in a range of task from a large range, but the choices are designed to further understanding. <p>Check/Act: Teachers bring their common assessment data back to the PLCs. Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p>			
		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. See Goals 1 and 2	2.1.	2.1.	2.1.	2.1.
Science Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring level 4 or higher on the 2013 FCAT Science will increase from 5% to 8%	5%	8%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Questioning	K-5	Science Resource	School-wide	Ongoing	Classroom Walkthroughs	Administration
Student Engagement	K-5	Science Resource	School-wide	Ongoing	Classroom Walkthroughs	Administration

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1. Teachers not effectively asking the right type of questioning during lessons. Teachers not having enough time to lesson plan and pre determine questions.	1.1. Student's comprehension of course content/standards increase through participation in higher order thinking questioning/techniques to promote critical thinking and problem solving skills. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively. (EET Rubric 3b) <u>Action Steps</u> Plan: Teachers attend school based professional development activities on higher order questioning strategies and apply those strategies in the classroom. Do: <u>Teachers in the Classroom</u> -During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e) -During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e) -Students formulate many of the high-level questions and ensure that all voices are	1.1. <u>Who</u> Administration Writing Resource <u>How</u> PLC notes Lesson Plans Teacher Observation	1.1. PLC notes will be reviewed and the grade levels will be given feedback.	1.1. <u>During Nine Weeks</u> Monthly Demand Writing (Tiger Writes), student daily writing, and student conferences
Writing/LA Goal #1: The percentage of students scoring 3.0 or higher on the 2013 FCAT Writes will increase from 86% to 89%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	86%	89%					

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			<p>heard. (EET Rubric 3b) -Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c) Check/Act: Teachers bring their common assessment data back to the PLCs. -Based on the data, teachers reflect on their own teaching. (EET Rubric 4a) -Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e) -After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p>			
		1.2. Lack of training for teachers. Not having enough time to lesson plan for student engagement.	<p>1.2. Students' comprehension of course content/standards increase through appropriate engagement tools and activities based on skill need to ensure students are highly engaged in significant learning. The degree of student engagement is revealed through teacher analysis of students' level of engagement during a coherent well-designed lesson.</p> <p>1.2 Action Steps</p>	<p>1.2. Who Administration Writing Resource</p> <p>How PLC notes Lesson Plans Teacher Observation</p>	1.2. PLC notes will be reviewed and the grade levels will be given feedback.	1.2. <u>During Nine Weeks</u> Monthly Demand Writing (Tiger Writes), student daily writing, and student conferences

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			<p>Plan: Teachers attend school-based professional development activities on engagement and apply those strategies in the classroom.</p> <p>Do: Teachers use engagement tools in the classroom to enhance deep learning.</p> <ul style="list-style-type: none"> -Teachers recognize the critical distinction between a classroom in which students are compliant and busy. -Teachers ensure students are developing their understanding through what they do, and they are asked to think, to make connections, to formulate and test hypotheses, and draw conclusions. -Teachers provide students choices in a range of task from a large range, but the choices are designed to further understanding. <p>Check/Act: Teachers bring their common assessment data back to the PLCs. Using the data, effective student engagement strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e)</p>			
		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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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
Higher Order Thinking	K-5	Writing Resource	School-wide	Ongoing	Walkthroughs	Administration
Student Engagement	K-5	Writing Resource	School-wide	Ongoing	Walkthroughs	Administration

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1.	1.1.	1.1	1.1.	1.1. Instructional Planning Tool Attendance/Tardy data
Attendance Goal	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	Most students with significant unexcused absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance	Tier 1 The school will establish an Attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the schools 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. Tier 2 Social worker will have small group intervention in grades 3-5. Five students from each grade level (chosen from current year /last year's pattern/teacher input) Groups will meet and receive discussion topics and positive incentives if successful. Group Topics:	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal and shared with faculty..	1.1. Attendance committee will monitor the attendance data from the targeted groups of students.	
	95.05%	96%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	63	57					
1. The attendance rate will increase from 95.05% in 2011-2012 to 96% in 2012-2013.	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
2. The attendance rate will increase from 95.05% in 2011-2012 to 96% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will	0	0					

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decrease by 10%. 3. The number of students who have 10 or more unexcused Tardies to school throughout the school year will decrease by 10 %.				Orientation, survey of reasons for absences, importance of attendance, waking up, organizing the night before, transportation, parent involvement			
		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
Absence Focus	3-5	Social worker	PLC	Oct. 2011-May 2012	Review at PSLT	Social Worker

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension
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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. Tier 1: CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations	1.1 PSLT “behavior” committee	1.1 PSLT “behavior” committee and/ or administration with review data on Office Discipline Referrals ODRs and out of school suspensions monthly.	1.1 Crystal Report ODR and suspension data cross-referenced with mainframe discipline data
Suspension Goal #1:	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
1.The total number of in-school suspensions will decrease by 10%.	4	4					
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>	<u>2013 Expected Number of Students Suspended In-School</u>					
	3	3					
3.The total number of out of school suspensions will decrease by 10%.	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	12	11					
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>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	12	11					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	PK-5	ESE	School-wide	Ongoing	Review of discipline data	Administration

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		Specialist				

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement			2.1.	2.1.	2.1.	2.1.	2.1.
Parent Involvement Goal #2:							
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1.	1.1.	1.1.	1.1	1.1. Classroom teachers document in their lesson plans the 90 minutes of "teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers'
Health and Fitness Goal #1: During the 2012-2013school year, the number of students scoring in the "healthy fitness zone" (HFZ) on the pacer for accessing aerobic capacity and cardiovascular health will increase from 63 on the pretest to 75 on the posttest.	<u>2012 Current Level</u>	<u>2013 Expected Level :*</u>	Lack of consistent time.	1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	Who: P.E. Coach Administration How: Lesson plans	1. Classroom walkthroughs Class schedules	
	63%	75%					
			1.2 Limited amount of equipment	1.2. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such	1.2. Who: PE Coach Admin How: Lesson Plans	1.2 Class schedules and Walkthroughs	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health

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			as the ones provided in the 150 Minutes of Elem. Physical Education folder on IDEAS.			
		1.3.	1.3.	1.3.		1.3.

Health and Fitness Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TDPE Strategies	Pre K-5	PE Coach	School-wide	ongoing	walkthroughs	Admin

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. Lack of teacher knowledge Lack of equipment Teacher hesitation	1.1. Professional development will be provided in various technological areas.	1.1. Who: Edline Coordinator and Media Specialist How: Ongoing professional development	1.1. Observations and classroom walkthroughs	1.1. Teacher Survey
<u>Continuous Improvement Goal #1:</u> The percentage of teachers who strongly agree with the indicator that “The teachers that I work with effectively use technology in the classroom” will increase from 34% to 40% in 2013	2012 Current Level :*	2013 Expected Level :*					
	34%	40%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Technology Support	K-5	Deborah Bryant	Classroom teachers	Ongoing	Walkthroughs and Observations	Admin

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

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

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1. See Reading ELL Goal 1 and 2	1.1.	1.1.	1.1.
<u>CELLA Goal #C:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
The percentage of students scoring proficient in the 2013 Listening/Speaking section of the CELLA will increase from 50% to 53%.	50%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1. See Reading ELL Goal 1 and 2	2.1.	2.1.	2.1.
<u>CELLA Goal #D:</u>	<u>2012 Current Percent of Students Proficient in Reading :</u>					
The percentage of students scoring proficient in the 2013 Reading section of the CELLA will increase from 35% to 38%.	35%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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. See Writing ELL Goal 1 and 2	2.1.	2.1.	2.1.
<u>CELLA Goal #E:</u>	2012 Current Percent of Students Proficient in Writing :					
The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 27% to 30%.	27%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	F.1.	F.1.	F.1.	F.1.
Mathematics Goal F: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.

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

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

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

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

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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

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box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

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

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Biology Goal L: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

NEW Writing Florida Alternate Assessment Goal

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
STEM Goal #1: Implement/expand project/problem-based learning in math and science.	1.1. Lack of knowledge and experience in problem based learning	1.1. Increase effectiveness of problem based learning through lesson study.	1.1. Math and Science Resource	1.1. Coaching Cycles and Walkthroughs	1.1. Student data
	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
Problem based learning	Pre K-5	Math and Science Resource	School wide	Ongoing	Classroom Walkthroughs	Admin

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 1 in 2011-2012 to 1 in 2012-2013.	1.1.	1.1. Implement assemblies with students regarding CTE career choices.	1.1.	1.1.	1.1. Log of career assemblies.
	1.2.	1.2. Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In.	1.2.	1.2.	1.2. Log of CTE speakers.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

X 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 1.2	Stop watches to track reading fluency.	\$183.60	\$183.60
Reading 1.2	Exemplary Common Core Texts for 3 rd -5 th Grade	\$200-\$350	\$259.74
Reading 1.2	44 copies of Scholastic Storyworks reading magazine subscription for 3 rd grade.	\$308	\$169.40
Math 1.2	Class Set of Hands On Equations Manipulatives	\$289.99	\$289.99
<u>Parent Involvement</u>	<u>Materials for Multicultural Festival</u>	<u>\$170.00</u>	<u>\$96.72</u>
<u>Reading 1.2</u>	<u>Guided Reading for Above Level Students</u>	<u>\$454.97</u>	<u>\$454.97</u>
<u>Attendance</u>	<u>Perfect Attendance and Tardy Incentives</u>	<u>\$71.79</u>	<u>\$71.85</u>
Final Amount Spent			\$1526.27

