

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Clair-Mel Elementary	District Name: Hillsborough
Principal: Shelly Hermann	Superintendent: MaryEllen Elia
SAC Chair: Heidi Gordon	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.

Hillsborough 2012

Rule 6A-1.099811

Revised July, 2012

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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	Shelly Hermann	M.Ed. Educational Leadership BA Elementary Ed. K-6 ESOL	6	16	11/12 C Proficiency: Reading-43%, Math-42%, Science-25%, Writing-88% Learning Gains: Reading-62%, Math-61% Lowest 25%: Reading-68%, Math-52% 10/11 C: AYP 95% Proficiency: Reading-54%, Math-61%, Science-29%, Writing-80% Learning Gains: Reading-60%, Math-57% Lowest 25%: Reading-53%, Math-57% 09/10 C: AYP 74% Proficiency: Reading-45%, Math-55%, Science-28%, Writing-82% Learning Gains: Reading-58%, Math-66% Lowest 25%: Reading-6472%, Math-72%
Assistant Principal	Willie Hughes	MA Reading Ed. K - 12 Educational Leadership BS Elementary Ed. K-6	4	3	11/12 C Proficiency: Reading-43%, Math-42%, Science-25%, Writing-88% Learning Gains: Reading-62%, Math-61% Lowest 25%: Reading-68%, Math-52% 10/11 C: AYP 95% Proficiency: Reading-54%, Math-61%, Science-29%, Writing-80% Learning Gains: Reading-60%, Math-57% Lowest 25%: Reading-53%, Math-57% 09/10 C: AYP 74% Proficiency: Reading-45%, Math-55%, Science-28%, Writing-82% Learning Gains: Reading-58%, Math-66% Lowest 25%: Reading-6472%, Math-72%

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	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains,
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			Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated school year)
Writing Coach	Heidi Gordon	BS in Elementary Ed ESOL Endorsed	2	2	11/12 Clair-Mel: C Writing Proficiency: 88% 3 and above 10/11 Kingswood: A AYP: 92% Writing Proficiency: 90% 4 and above
Reading Coach	Angela Marrazzo	BS in Elementary Ed with a Specialization in Early Childhood Education M.Ed. in Reading ESOL Endorsed	First Year	First Year	N/A
Math Coach	Sherry Terle	BS in Elementary Ed ESOL Endorsed	4	First Year	N/A

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District Staff	June 2012	
2. Recruitment Fairs	General Directors	June 2012	
3. Salary Differential Program	General of Federal Programs	ongoing	
4. District Mentor Program	District Mentors	ongoing	
5. District Peer Program	District Peers	ongoing	
6. Meetings of new teachers with assistant principal	Assistant Principal	ongoing	
7. School-based teacher recognition system	Principal	ongoing	
8. Opportunities for teacher leadership	Principal	ongoing	
9. Regular time for teacher collaboration	Principal	ongoing	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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<p>Teachers</p> <ul style="list-style-type: none"> 6 out-of-field (not ESOL certified) 	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u> Meet with the teachers throughout the year to discuss progress on:</p> <ul style="list-style-type: none"> Completing classes need for certification. Progress made in number of classes completed. <p><u>ELL Resource Teacher</u></p> <ul style="list-style-type: none"> The ELL Resource Teacher is to be utilized as a resource with a wealth of knowledge to meet the needs of the ELL students in our school. The ELL Resource Teacher provides and explains to the teachers with the ELL Strategies Checklist. The ELL Resource Teacher is available to conference with the teacher on a regular basis. <p><u>PLCs</u></p> <ul style="list-style-type: none"> The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all. PLCs will provide support by discussing specific strategies for ELL students during PLC meetings. <p><u>Teachers</u></p> <ul style="list-style-type: none"> These teachers are working on getting there ESOL Endorsement. They plan to take at least one ESOL training course during the 2012-2013 school year.
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Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
47	6% (3)	47% (22)	36% (17)	11% (5)	15% (7)	87% (41)	11% (5)	0% (0)	57% (27)

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.

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Wendy Wilson (District EET Mentor)	Tina Antonucci	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Julianna Bonner	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Christine Butler	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Trimeishia Holt	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Melanie Lamphere	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Wendy Wilson (District EET Mentor)	Morgan Little	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Christine Oles	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Matthew Roach	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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Wendy Wilson (District EET Mentor)	Monica Simpson	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Kelvin Williams	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Wendy Wilson (District EET Mentor)	Christina Cardona	Wendy Wilson is a district-based mentor with the EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.</p>
<p>Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</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 like Clair-Mel.</p>

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Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI fund will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs N/A
Nutrition Programs This year Clair-Mel has been awarded a grant that provides a nutritional snack to each student on Mondays, Wednesdays, and Fridays.
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/Rti Team

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Identify the school-based MTSS Leadership Team.

The MTSS/RtI Leadership team (also known as the Problem Solving Leadership Team – PSLT) includes:

Shelly Hermann, Principal

Willie Hughes, Assistant Principal

Lenora Anderson, Guidance Counselor

Angela Riggs, School Psychologist

Katey Bellwood, School Social Worker

Joan Macenat-Charles, ESE Teacher

Monica Simpson, ESE Teacher

Angela Marrazo, Reading Coach

Jessica Ladoniczki, Academic Intervention Specialist

Beth Martinez, Speech Pathologist

Heidi Gordon, School Advisory Council Chair/ Writing Coach

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

The Curriculum Leadership Team (CLT) primarily focuses on core curriculum, Tier 1 instruction and will review school-wide assessment data on a weekly basis to identify instructional needs at all grade levels. The Multi-Tiered System of Supports/Problem Solving Leadership/RtI (MTSS/PSLT/RtI) Team will meet at least bi-weekly to analyze data provided by the Curriculum Leadership Team and the Professional Learning Communities (PLC) to implement appropriate academic and/or behavioral interventions of targeted students identified through FAIR, CIM, EASI as well as state and district monthly assessments. During our meetings, we will create actions steps, determine the evaluation process and tools to effectively assist targeted students in meeting their achievement level. The team will support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2 and 3) levels. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, academic, etc.). The team's decisions are guided by the review and analysis of student data through ongoing progress monitoring using dashboard. In addition, our team will consult with other school teams in order to solicit input and/or feedback when making decisions.

During the bi-weekly MTSS/PSLT/RtI team meetings, team members will:

- 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 Tiers2/3
- Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)
- Review and interpret student data (academic and behavior) at the school and grade levels
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
 - Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)
 - 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.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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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 MTSS/PSLT/RTI Leadership Team will follow the Action Steps, Evaluation Process, Evaluation Tools and Professional Development outlined in the School Improvement Plan to meet the needs of all students. Ways in which the team will accomplish this:

- The Chair of SAC is a member of the MTSS/PSLT/RTI Leadership Team.
- 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 MTSS/PSLT/RTI Leadership Team monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The MTSS/PSLT/RTI Leadership Team 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 MTSS/PSLT/RTI Leadership Team.
- The MTSS/PSLT/RTI Leadership Team 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 measurable (e.g., SMART goals).
 - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
 - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
 - Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

MTSS Implementation

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

The MTSS/PSLT/RTI Leadership Team will gather data provided by the classroom and resource teachers of targeted students at each tier level to graph student progress for reading, mathematics, writing, science, attendance, and behavior. As progress monitoring continues that data will be analyzed and recorded to reassess student progress based upon identified goals and interventions. Dashboard will be utilized to help record the data in progress monitoring.

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 and Dashboard/ Data Wall	MTSS/PSLT/RTI Leadership Team, PLCs, CLT, and individual teachers
Subject-specific assessments generated by the Office of Assessment and Accountability or the District-level Subject Supervisors in Reading, Math, Writing and Science (Reading Formatives, FCAT Practice Tests, Math Formatives, Monthly Demand Writes, Science Formatives)	Scantron Achievement Series, Dashboard/ Data Wall, and PLC Logs	MTSS/PSLT/RTI Leadership Team, PLCs, CLT, and individual teachers
FAIR	Progress Monitoring and Reporting Network (PMRN) and Dashboard/ Data Wall	AP and Reading Coach
CELLA	Sagebrush (IPT)	ELL Resource Teacher
Teachers' common core curriculum assessments* on units of instruction/big ideas/ specific tested benchmarks. (Reading, Math, Science, and Writing)	Dashboard/ Data Wall and PLC Logs	Individual Teachers, Team Leaders, PLC Facilitators, MTSS/PSLT/RTI Leadership Team, and CLT
DRA-2	School Generated Excel Database/ Dashboard/ Data Wall	Individual Teacher, Reading Coach, and AP
Reports on Demand/Crystal Reports	District Generated Database	AP, MTSS/PSLT/RTI Leadership Team, and CLT

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

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

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
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Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) (Reading, Math, Science, and Writing)	easyCBM, School Generated Excel Database/ Dashboard/ Data Wall	Individual Teachers, Team Leaders, PLC Facilitators, MTSS/PSLT/RTI Leadership Team, and CLT
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base and PLC logs	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement**	easyCBM, School Generated Excel Database/ Dashboard/ Data Wall	Individual Teachers, Team Leaders, PLC Facilitators, MTSS/PSLT/RTI Leadership Team, and CLT
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	PLCs/Individual Teachers

*Students receiving tutoring after school with instruction on the specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed to ensure mastery of these skills. In order to make this process effective, a communication system will be utilized between classroom teachers, the ELP facilitator, and the selected ELP tutors. As students progress through Supplementary Support and Intensive Instruction, the number/type of supplement services, time spent in the supplement services and frequency of assessment will increase in duration as needed.

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

- Assess the same skills over time
- Have multiple equivalent forms
- Are sensitive to small amounts of growth over time.

Describe the plan to train staff on MTSS.

The MTSS/PSLT/RTI Leadership Team will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. This Team will work to align the efforts of other school teams that may be addressing similar identified issues. Staff received overview trainings at the summer pre-institute as well as having more overview trainings over the course of a couple of faculty meetings throughout the 2012-2013 school year. The MTSS/PSLT/RTI Leadership Team members have attended district level trainings and have already begun the process of serving as RtI consultants to the PLCs to guide the process of data review and interpretation.

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 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.

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Describe plan to support MTSS.

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

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Shelly Hermann, Principal
- Angela Marrazzo, Reading Coach
- Willie Hughes, Assistant Principal
- Jessica Ladoniczki, Academic Intervention Specialist
- Kimberly Bakst, Media Specialist
- Jessica Rupp, 3rd Grade Classroom Teacher
- Natalie McGinnis, 4th Grade Classroom Teacher
- Taylor Jones, 2nd Grade Classroom Teacher
- Jaye Wheeler, Kindergarten Classroom Teacher
- Chardae Duffy, 1st Grade Classroom Teacher
- Micheal Floyd, 5th Grade Classroom Teacher
- Joan Macenat-Charles, ESE Teacher

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

Shelly Hermann, Principal is the LLT chairperson. The reading coach (Angela Marrazzo) is a valuable 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. Meetings will be held the fourth Monday of each month at 2:30pm. Angela Marrazzo will put together an agendas and note sheets as she will facilitate the meetings.

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

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

- Implementation and evaluation of the SIP reading 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
- Create an Action Research Plan on using informational text
- Create an Action Research Plan on vocabulary instruction

NCLB Public School Choice

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

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

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

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

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Kindergarten include Kindergarten 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		

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers -Lack of complex texts.</p>	<p>1.1. <u>Common Core</u> <u>Reading Strategy</u> <u>Across all Content Areas</u> Reading comprehension improves when students are engaged in grappling with complex text. Teachers need to understand how to select/identify complex text, shift the amount of informational text used in the content curricula, and share complex texts with all students. All content area teachers are responsible for implementation. <u>Action Steps</u> Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.1. <u>Who</u> -Principal -Assistant Principal -Reading Coach <u>How</u> - PLC logs for reading turned into administrators, who will provide feedback. - Administration and/or the Reading Coach will rotate through PLCs looking for complex text discussions. - Classroom walkthroughs - Evidence of strategy in teachers' lesson plans, seen during administrative walkthroughs - Monitoring data will be reviewed every nine weeks.</p>	<p>1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in student portfolios. - Teachers maintain their assessments and their students' individual progress using Clair-Mel's Electronic Data Wall/ Dashboard <u>PLC Level</u> -Using the individual teacher data, PLCs discuss student progress. -PLCs reflect on lesson outcomes and data used to drive future instruction. -PLCs will report and share results with the Curriculum Leadership Team. -After assessments, PLCs will consider the following questions: <i>1. How are we using data to drive our instruction?</i> <i>2. How will we reteach the skill or strategy?</i> <i>3. How will we enrich the students that have learned the skill or strategy?</i> <i>4. How will we reassess the skill or strategy?</i> <i>5. What barriers are we facing and how will we address them?</i> <i>6. Are there skills that need to be re-taught in a whole</i></p>	<p>1.1. <u>2-3x per year</u> -3-5 progress monitoring plan - FAIR On-going -- Progress Monitoring in comprehension - DRA 2/RR Electronic Data Wall / Dashboard <u>During the Nine Weeks</u> -Running Records with Miscue Analysis -Student Portfolios -Fluency Checks -Easy CBM -Response Journals</p>		
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				<p><i>lesson to the entire class?</i></p> <p><u>Leadership Team Level</u> -PLC facilitator shares data to the CLT. The CLT facilitator will share with the Problem Solving Leadership Team and the Literacy Leadership. The Problem-Solving Leadership / Literacy Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. -Data will be used to plan for future supplemental instruction and teacher support. -Based on student data, decisions are made for professional development and side by side coaching support. -Based on student data, decisions are made to meet student group and individual needs.</p> <p><u>First Nine Weeks Check</u></p> <p>35% of Kindergarten students scored in the green zone on FAIR AP 1.</p> <p>46% of First grade students scored in the green zone on FAIR AP 1.</p> <p>5% of Second grade students scored in the green zone on FAIR AP 1.</p> <p>9% of Third grade students scored in the green zone on</p>			
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				<p>FAIR AP 1.</p> <p>18% of Fourth grade students scored in the green zone on FAIR AP 1.</p> <p>24% of Fifth grade students scored in the green zone on FAIR AP 1.</p> <p><u>Second Nine Weeks Check</u></p> <p>48% of Kindergarten students scored in the green zone on FAIR AP 2.</p> <p>63% of First grade students scored in the green zone on FAIR AP 2.</p> <p>12% of Second grade students scored in the green zone on FAIR AP 2.</p> <p>9% of Third grade students scored in the green zone on FAIR AP 2.</p> <p>16% of Fourth grade students scored in the green zone on FAIR AP 2.</p> <p>21% of Fifth grade students scored in the green zone on FAIR AP 2.</p> <p>Data indicates we are emerging and implementing reading strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall. Teachers also submitted their</p>			
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				monthly RR/DRA scores to the reading coach.			
<p><u>Reading Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 43% to 51%</p> <p>Kindergarten-2nd Grade Goals in Reading</p> <p>In grade 2, the percentage of students scoring a Stanine 4 or higher on the Reading Stanford 10 will increase from 46% to 51%.</p> <p>In grade 1, the percentage of students scoring a Stanine 4 or higher on the Reading Stanford 10 will increase from 53% to 58%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	43%	51%					
	46%	51%					
	53%	58%					

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		<p>1.2. Teachers understand how to use assessment and progress monitoring to guide and plan for instruction. - Teachers at varying levels of implementation of Differentiated Instruction (both with the low performing and high performing students). -Students reading needs hinder the achievement in other content areas. -Using the core reading series as curriculum versus using Sunshine State Standards/CCSS and student needs.</p>	<p>1.2. <u>Strategy</u> The purpose of this strategy is to strengthen the core curriculum. Students' reading comprehension will improve through teachers using the Core Continuous Improvement Model (C-CIM) with core curriculum, asking higher order questions throughout all instruction and providing Differentiated Instruction (DI) as a result of common assessments to ensure the mastery of essential skills. Action Steps 1. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction). 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching and modeling researched-based best-practice strategies. 3. PLC teachers instruct students using</p>	<p>1.2. <u>Who</u> Principal Assistant Principal Reading Coach <u>How</u> -PLC logs turned into administration. -- Administration provides feedback. -Determined by the visual objective charts. - Classroom walkthroughs -Evidence of strategy in teachers' lesson plans seen during administration walkthroughs -PSLT will develop and maintain a fidelity monitoring plan that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p>	<p>1.2. <u>Teacher Level:</u> Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in student portfolios. Teachers maintain their assessments in the on-line grading system. -Teachers chart their students' individual progress using Clair Mel Electronic Data Wall/ Dashboard <u>PLC Level</u> -Using the individual teacher data, PLCs discuss student progress. -After assessments, PLCs will consider the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. How will we reteach the skill or strategy?</i> <i>3. How will we enrich the students that have learned the skill or strategy?</i> <i>4. How will we reassess the skill or strategy?</i> <i>5. What barriers are we facing and how will we address them?</i> <i>6. Are there skills that need to be re-taught in a whole lesson to the entire</i></p>	<p>1.2. <u>2-3x Per Year</u> -3-5 progress monitoring plan - FAIR On-going --Progress Monitoring in comprehension -DRA 2/RR -Electronic Data Wall/ Dashboard <u>During Nine Weeks</u> -Running Records with Miscue Analysis -Student Portfolios -Fluency Checks -Easy CBM -Response Journals</p>	
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			<p>the core curriculum, incorporating DI strategies from their PLC discussions.</p> <p>4. At the end of the unit, teachers give a common assessment.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss strategies that were effective.</p> <p>7. Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class and c) decide what skills need to be re-taught to targeted students and who will teach it.</p> <p>8. Teachers provide Differentiated Instruction to targeted students (remediation and enrichment).</p> <p>9. PLCs record their work in logs.</p>		<p><i>class?</i></p> <p>-PLCs will report and share results with the Curriculum Leadership Team.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator shares data to the CLT. The CLT facilitator will share with the Problem Solving Leadership Team. Team. The Problem-Solving Leadership Reading/Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>-Data will be used to plan for future supplemental instruction.</p> <p>-Based on student data, decisions are made for professional development and side by side coaching support.</p> <p>-Based on student data, decisions are made to meet student group and individual needs.</p> <p><u>First Nine Weeks Check</u></p> <p>35% of Kindergarten students scored in the green zone on FAIR AP 1.</p> <p>46% of First grade students scored in the green zone on FAIR AP 1.</p> <p>5% of Second grade students</p>		
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					<p>scored in the green zone on FAIR AP 1.</p> <p>9% of Third grade students scored in the green zone on FAIR AP 1.</p> <p>18% of Fourth grade students scored in the green zone on FAIR AP 1.</p> <p>24% of Fifth grade students scored in the green zone on FAIR AP 1.</p> <p><u>Second Nine Weeks Check</u></p> <p>48% of Kindergarten students scored in the green zone on FAIR AP 2.</p> <p>63% of First grade students scored in the green zone on FAIR AP 2.</p> <p>12% of Second grade students scored in the green zone on FAIR AP 2.</p> <p>9% of Third grade students scored in the green zone on FAIR AP 2.</p> <p>16% of Fourth grade students scored in the green zone on FAIR AP 2.</p> <p>21% of Fifth grade students scored in the green zone on FAIR AP 2.</p> <p>Data indicates we are emerging and implementing reading strategies with fidelity and that we are currently working toward instruction having a</p>		
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					<p>positive effect on student achievement.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall. Teachers also submitted their monthly RR/DRA scores to the reading coach.</p>		
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		<p>1.3. Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13. -Training all content area teachers</p>	<p>1.3. <u>Common Core Reading Strategy Across all Content Areas</u> Teachers need to understand how to design and deliver a close reading lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. All content area teachers are responsible</p>	<p>1.3. <u>Who</u> Principal Assistant Principal Reading Coach <u>How</u> -PLC logs turned into administration. -- Administration provides feedback. -Determined by the visual objective charts. - Classroom walkthroughs -Evidence of strategy in teachers' lesson plans seen during administration walkthroughs -PSLT will develop and maintain a fidelity monitoring plan that includes all of the SIP strategies. This walk-through form will be used to monitor the implementation of the SIP strategies across the entire faculty. Monitoring data will be reviewed every nine weeks.</p>	<p>1.3. <u>Teacher Level:</u> Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in student portfolios. Teachers maintain their assessments in the on-line grading system. -Teachers chart their students' individual progress using Clair Mel Electronic Data Wall/ Dashboard <u>PLC Level</u> -Using the individual teacher data, PLCs discuss student progress. -After assessments, PLCs will consider the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. How will we reteach the skill or strategy?</i> <i>3. How will we enrich the students that have learned the skill or strategy?</i> <i>4. How will we reassess the skill or strategy?</i> <i>5. What barriers are we facing and how will we address them?</i> <i>6. Are there skills that need to be re-taught in a whole lesson to the entire class?</i></p>	<p>1.3. <u>2-3x Per Year</u> -3-5 progress monitoring plan - FAIR On-going --Progress Monitoring in comprehension -DRA 2/RR -Electronic Data Wall/ Dashboard <u>During Nine Weeks</u> -Running Records with Miscue Analysis -Student Portfolios -Fluency Checks -Easy CBM -Response Journals</p>	
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					<p>-PLCs will report and share results with the Curriculum Leadership Team.</p> <p><u>Leadership Team Level</u></p> <p>-PLC facilitator shares data to the CLT. The CLT facilitator will share with the Problem Solving Leadership Team. Team. The Problem-Solving Leadership Reading/ Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>-Data will be used to plan for future supplemental instruction.</p> <p>-Based on student data, decisions are made for professional development and side by side coaching support.</p> <p>-Based on student data, decisions are made to meet student group and individual needs.</p> <p><u>First Nine Weeks Check</u></p> <p>35% of Kindergarten students scored in the green zone on FAIR AP 1.</p> <p>46% of First grade students scored in the green zone on FAIR AP 1.</p> <p>5% of Second grade students scored in the green zone on FAIR AP 1.</p>		
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					<p>9% of Third grade students scored in the green zone on FAIR AP 1.</p> <p>18% of Fourth grade students scored in the green zone on FAIR AP 1.</p> <p>24% of Fifth grade students scored in the green zone on FAIR AP 1.</p> <p><u>Second Nine Weeks Check</u></p> <p>48% of Kindergarten students scored in the green zone on FAIR AP 2.</p> <p>63% of First grade students scored in the green zone on FAIR AP 2.</p> <p>12% of Second grade students scored in the green zone on FAIR AP 2.</p> <p>9% of Third grade students scored in the green zone on FAIR AP 2.</p> <p>16% of Fourth grade students scored in the green zone on FAIR AP 2.</p> <p>21% of Fifth grade students scored in the green zone on FAIR AP 2.</p> <p>Data indicates we are emerging and implementing reading strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement.</p>		
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						During progress monitoring teachers displayed their data on the electronic data wall. Teachers also submitted their monthly RR/DRA scores to the reading coach.	
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. See Goals 1, 3, & 4	2.1.	2.1.	2.1.		
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 15% to 20%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	15%	20%					
		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		

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>3.1. Teachers are at varying skill levels with checking for understanding. -Finding and using appropriate methods to check for understanding. -Teachers vary in knowledge in how to assess students throughout the entire lesson.</p>	<p>3.1. The purpose of this strategy is to strengthen the core curriculum. Student's comprehension of course content improves by participation and regular Checks for Understanding during and at the close of the lesson. Action Steps PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d) - With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson). (EET Rubric 1a, 3b, 4d) -With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson</p>	<p>3.1. <u>Who</u> Principal Assistant Principal Reading Coach Classroom Teacher</p> <p><u>How</u> -PLC logs turned into administration. -Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walkthroughs.</p>	<p>3.1. <u>Teacher Level:</u> Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in student portfolios. -Teachers chart their students' individual progress using Clair Mel Electronic Data Wall/ Dashboard -Teachers maintain their assessments in the on-line grading system.</p> <p><u>PLC Level</u> -Using the individual teacher data, PLCs discuss student progress. -After assessments, PLCs will consider the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. How will we reteach the skill or strategy?</i> <i>3. How will we enrich the students that have learned the skill or strategy?</i> <i>4. How will we reassess the skill or strategy?</i> <i>5. What barriers are we facing and how will we address them?</i> <i>6. Are there skills that need to be re-taught in a whole lesson to the entire class?</i> -PLCs will report and share results with the Curriculum Leadership Team.</p>	<p>3.1. <u>2-3x Per Year</u> -3-5 progress monitoring plan - FAIR On-going -Progress Monitoring in comprehension -DRA 2/RR -Electronic Data Wall/ Dashboard</p> <p><u>During Nine Weeks</u> -Running Records with Miscue Analysis -Student Portfolios -Fluency Checks -Easy CBM -Response Journals -Rubrics</p>		
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		<p>such as: --Think-Pair-Share --Think and Write --Break it Down <i>(Teach Like a Champion)</i> --Exit Tickets <i>(Teach Like a Champion)</i> --Check for Understanding <i>(Teach Like a Champion)</i> (EET Rubric 1a, 3b, 4d) -PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, “How do we know if they have learned it?”</p>		<p><u>Leadership Team Level</u> -PLC facilitator shares data to the CLT. The CLT facilitator will share with the Problem Solving Leadership Team. The Problem-Solving Leadership Reading/ Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. -Data will be used to plan for future supplemental instruction. -Based on student data, decisions are made for professional development and side by side coaching support. -Based on student data, decisions are made to meet student group and individual needs.</p> <p><u>First Nine Weeks Check</u></p> <p>35% of Kindergarten students scored in the green zone on FAIR AP 1.</p> <p>46% of First grade students scored in the green zone on FAIR AP 1.</p> <p>5% of Second grade students scored in the green zone on FAIR AP 1.</p> <p>9% of Third grade students scored in the green zone on FAIR AP 1.</p> <p>18% of Fourth grade students scored in the green zone on</p>			
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				<p>FAIR AP 1.</p> <p>24% of Fifth grade students scored in the green zone on FAIR AP 1.</p> <p><u>Second Nine Weeks Check</u></p> <p>48% of Kindergarten students scored in the green zone on FAIR AP 2.</p> <p>63% of First grade students scored in the green zone on FAIR AP 2.</p> <p>12% of Second grade students scored in the green zone on FAIR AP 2.</p> <p>9% of Third grade students scored in the green zone on FAIR AP 2.</p> <p>16% of Fourth grade students scored in the green zone on FAIR AP 2.</p> <p>21% of Fifth grade students scored in the green zone on FAIR AP 2.</p> <p>Data indicates we are emerging and implementing reading strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement. During progress monitoring teachers displayed their data on the electronic data wall. Teachers also submitted their monthly RR/DRA scores to the reading coach.</p> <p>The CLT members review bi monthly PLC notes to plan</p>			
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				professional development, coaching models, and common teaching trends. Teachers are implementing CIM lessons to drive instruction and charting student progress on Edline.			
<u>Reading Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Reading will increase from 62 points to 71 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	62 points	71 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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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. -Meeting student learning style and instructional needs -Inconsistent use of resources in classroom instruction -Lack of complex texts.</p>	<p>4.1. Students' reading skills will improve through receiving ELP supplemental instruction on targeted skills that are not at the mastery level. Action Steps 1. Classroom teachers will communicate with the ELP teacher regarding specific skills that students have not mastered. 2. ELP teachers with support from the Reading Coach and Classroom Teacher will identify lessons for students that target specific skills that are not at the mastery level. 3. Students attend ELP sessions 2-3 times per week for 30 minutes. 4. Progress monitoring data will be collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom and Reading Coach. 5. When the students have</p>	<p>4.1. <u>Who</u> Principal Assistant Principal Reading Coach Classroom Teacher <u>How</u> PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-through.</p>	<p>4.1. <u>Teacher Level:</u> Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in student portfolios. -Teachers chart their students' individual progress using Clair Mel Electronic Data Wall/ Dashboard <u>PLC Level</u> -Using the individual teacher data, PLCs discuss student progress. -After assessments, PLCs will consider the following questions: <i>1. How are we using data to inform our instruction?</i> <i>2. How will we reteach the skill or strategy?</i> <i>3. How will we enrich the students that have learned the skill or strategy?</i> <i>4. How will we reassess the skill or strategy?</i> <i>5. What barriers are we facing and how will we address them?</i> <i>6. Are there skills that need to be re-taught in a whole lesson to the entire class?</i> -PLCs will report and share results with the Curriculum Leadership Team. <u>Leadership Team Level</u> -PLC facilitator shares</p>	<p>4.1. <u>2-3x Per Year</u> -3-5 progress monitoring plan - FAIR On-going -- Progress Monitoring in comprehension -DRA 2/RR Electronic Data Wall/ Dashboard <u>During Nine Weeks</u> -Running Records with Miscue Analysis -Student Portfolios -Fluency Checks -Easy CBM -Response Journals -Rubrics</p>		
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		<p>mastered the specific skill, they are exited from the ELP program support. 8. PLCs record their work in logs.</p>		<p>data to the CLT. The CLT facilitator will share with the Problem Solving Leadership Team. The Problem-Solving Leadership Reading/ Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. -Data will be used to plan for future supplemental instruction. -Based on student data, decisions are made for professional development and side by side coaching support. -Based on student data, decisions are made to meet student group and individual needs.</p> <p><u>First Nine Weeks Check</u></p> <p>35% of Kindergarten students scored in the green zone on FAIR AP 1. 46% of First grade students scored in the green zone on FAIR AP 1. 5% of Second grade students scored in the green zone on FAIR AP 1. 9% of Third grade students scored in the green zone on FAIR AP 1. 18% of Fourth grade students scored in the green zone on FAIR AP 1. 24% of Fifth grade students scored in the green zone on FAIR AP 1.</p>			
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				<p><u>Second Nine Weeks Check</u></p> <p>48% of Kindergarten students scored in the green zone on FAIR AP 2.</p> <p>63% of First grade students scored in the green zone on FAIR AP 2.</p> <p>12% of Second grade students scored in the green zone on FAIR AP 2.</p> <p>9% of Third grade students scored in the green zone on FAIR AP 2.</p> <p>16% of Fourth grade students scored in the green zone on FAIR AP 2.</p> <p>21% of Fifth grade students scored in the green zone on FAIR AP 2.</p> <p>Data indicates we are emerging and implementing reading strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall. Teachers also submitted their monthly RR/DRA scores to the reading coach.</p> <p>The CLT members review bi monthly PLC notes to plan professional development, coaching models, and common teaching trends.</p> <p>Teachers are implementing CIM lessons to drive instruction and</p>			
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				charting student progress on Edline. ELP teachers submit monthly data and attendance to administration.			
<u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 68 points to 76 points.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	68 points	76 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%.	43%	48%	53%	58%	63% 68%		

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<p><u>Reading Goal #5:</u></p> <p>The percentage of students NOT satisfactory in each subgroup will be reduced by half over the next six years.</p>							
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	5A.1.	5A.1. See Goals 1, 3, & 4	5A.1.	5A.1.	5A.1.		
<p><u>Reading Goal #5A:</u></p> <p>The percentage of Black/ African American students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 32% to 42%.</p> <p>The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 45% to 51%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	Black/African American: 32% Hispanic: 45% White: 55% Y	Black/African American: 42% Hispanic: 51% White: N/A					
		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. See Goals 1, 3, & 4	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	43% Y	N/A					
		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.	5C.1. See Goals 1, 3, & 4	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> N/A.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	37% Y	N/A					
		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. See Goals 1, 3, & 4	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29% Y	N/A					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

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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
Cougar Crawls	Head Start through 5th Grade	Reading Coach, AIS, Primary and Intermediate Teachers	Head Start through 5th Grade Teachers	On going, once per month starting in October 2012	Administrative walkthroughs, reflection sheets, and PLC logs	Administrative Team, Reading Coach, and Academic Intervention Specialist
easyCBM	Kindergarten through 5 th Grade	Reading Coach and School Psychologist	Kindergarten through 5 th Grade Teachers	October/ November 2012	Administrative walkthroughs, data reports, and PLC logs	Administrative Team, Reading Coach, and School Psychologist
Comprehension Toolkit: Primary and Intermediate Sessions	Kindergarten through 5 th Grade	Reading Coach and AIS	Kindergarten through 5 th Grade Teachers	November/ December 2012	Administrative walkthroughs, lesson plan documentation, reflection sheets, and PLC logs	Administrative Team, Reading Coach, and Academic Intervention Specialist

End of Reading Goals

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Elementary or Middle School Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1. -Not all teachers know how to identify student needs from assessments administered to students. -Not all teachers know how to ask higher order/open-ended questions during instruction. -Lack of student engagement during math lessons - Inconsistent integration of Hands on Instruction and use of math manipulatives</p>	<p>1.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in HOTS activities. Teachers will analyze data, plan instruction based on data, include HOT questions designed to increase rigor in lesson plans. <u>Action Steps:</u> 1. Offer Assessment and Data Analysis in the Elementary Mathematics Classroom training 2. HOT Talk and Cool Moves training at Clair-Mel 3. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction.) 4. Take strategies learned from</p>	<p>1.1. <u>Who</u> Principal Assistant Principal Math Resource Teacher Teachers <u>How</u> -PLC logs turned into administration -Administration provides feedback. -Classroom walkthroughs observing these strategies using the district level fidelity check tool. -Evidence of HOT questions in weekly lesson plans -PDS inservice records</p>	<p>1.1. <u>Teacher Level:</u> -Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in student portfolios. -Teachers chart their students’ individual progress using Clair-Mel Electronic Data Wall/Dashboard PLCs will review the data to determine the number of students demonstrating at least 70% mastery on assessments. PLC facilitator will share data to Administration and the Math Resource Teacher. The Curriculum Leadership Team will review assessment data for trends a minimum of once per nine weeks. District Math Team- Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings Individual site support is provided as needed based on data. <u>First Nine Weeks Check</u> On the District Mathematics</p>	<p>1.1. <u>2-3x Per Year</u> Math District Baseline and Mid-Year Testing <u>District Formative Math Tests</u> -MYT test -EOY test Electronic Data Wall/ Dashboard <u>During Nine Weeks</u> -Chapter Tests -Mini Benchmark Assessments -Big Idea Assessments</p>		
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		<p>training and discuss in PLC</p> <p>5. As a Professional Development activity in their PLCs, teachers discuss HOT strategies and how they can be implemented in the upcoming lessons.</p> <p>6. Teachers implement the targeted higher order questioning strategies in their lessons.</p> <p>7. Teachers implement the common assessments.</p> <p>8. Teachers bring assessment data back to the PLCs.</p> <p>9. PLCs study specifically students' responses to the higher order questions to assess students' higher order thinking processes.</p> <p>10. Based on data, PLCs use the problem-solving process to determine next steps of higher order strategy implementation.</p> <p>11. PLCs record their work in the PLC logs.</p>		<p>Formative 1 Test, the mean scores for grades 3-5 are listed below: Grade 3 – 55.6% Grade 4 – 49.2% Grade 5 – 61.6%</p> <p><u>Second Nine Weeks Check</u></p> <p>On the District Mathematics Formative 2 Test, the mean scores for grades 3-5 are listed below: Grade 3 – 57.8% Grade 4 – 54.3% Grade 5 – 44.6%</p> <p>Data indicates we are emerging in implementing math strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall.</p> <p>ELP teachers submit monthly data and attendance to administration.</p>			
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<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 42% to 51%.</p>							
<p>Kindergarten-2nd Grade Goals in Math</p>							
<p>In grade 2, the percentage of students scoring a Stanine 4 or higher on the Math Stanford 10 will increase from 61% to 66%.</p>							
<p>In grade 1, the percentage of students scoring a Stanine 4 or higher on the Math Stanford 10 will increase from 56% to 61%.</p>							

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	42%	51%					
	61%	66%					
	56%	61%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1. -Not all teachers are aware of how to increase the depth and rigor necessary to meet the needs of these students.</p>	<p>2.1. Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in lessons designed to increase knowledge of depth and rigor of content. Teachers will look at the standards to note the depth and rigor of each of the benchmarks. <u>Action Steps:</u> 1. Teachers review and analyze the standards. 2. Teachers highlight the depth and rigor of each benchmark. 3. PLCs write SMART goals based on each nine weeks of material. (For example, during the first nine weeks, 75% of the students will score an 80% or above on each unit of instruction. 4. As a Professional Development</p>	<p>2.1. <u>Who</u> Principal Assistant Principal Math Resource Teacher Teachers <u>How</u> -PLC logs turned into administration -Administration provides feedback. -Classroom walkthroughs observing these strategies using the district level fidelity check tool. -Evidence of HOT questions in weekly lesson plans</p>	<p>2.1. <u>Teacher Level:</u> -Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers maintain their assessments in student portfolios. -Teachers chart their students’ individual progress using Clair-Mel Electronic Data Wall/ Dashboard -PLCs will review the data to determine the number of students demonstrating at least 70% mastery on assessments. -PLC facilitator will share data to Administration and the Math Resource Teacher. -The Curriculum Leadership Team will review assessment data for trends a minimum of once per nine weeks. District Math Team- Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings Individual site support is provided as needed based on data. <u>First Nine Weeks Check</u></p>	<p>2.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -BOY test -MYT test -EOY test Electronic Data Wall/ Dashboard <u>During Nine Weeks</u> -Chapter Tests -Show What You Know -Big Idea Assessments -Benchmark Mini-Assessments</p>		
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		<p>activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom.</p> <p>Teachers will also use the DOE links to the NGSSS highlighting the depth and rigor of each of the benchmarks.</p> <p>5. Teachers implement the lessons with depth and rigor strategies discussed in their PLCs.</p> <p>6. Teachers implement the common assessments.</p> <p>7. Teachers bring assessment data back to the PLCs.</p> <p>8. Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented.</p> <p>9. Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning.</p> <p>10. PLCs record</p>		<p>On the District Mathematics Formative 1 Test, the mean scores for grades 3-5 are listed below: Grade 3 – 55.6% Grade 4 – 49.2% Grade 5 – 61.6%</p> <p><u>Second Nine Weeks Check</u></p> <p>On the District Mathematics Formative 2 Test, the mean scores for grades 3-5 are listed below: Grade 3 – 57.8% Grade 4 – 54.3% Grade 5 – 44.6%</p> <p>Data indicates we are emerging in implementing math strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall.</p> <p>ELP teachers submit monthly data and attendance to administration.</p>			
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		their work in the PLC logs.					
Mathematics Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 15% to 20%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	15%	20%					
		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		

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>3.1. -Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>3.1. <u>Strategy/Task</u> Students' math achievement improves when teachers use on-going student data to differentiate instruction. <u>Actions/Details</u> Within PLCs <u>Before</u> Instruction and <u>During</u> Instruction of New Content -Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. -Differentiate Instruction Training offered for teachers to take <i>In the classroom</i> -During the lessons, students are involved in flexible grouping techniques <u>PLCs After Instruction</u> -Teachers reflect and discuss the</p>	<p>3.1. <u>Who</u> -Principal -AP -Math Coach <u>How</u> -PLCS turn their logs into administration and/or coach after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Curriculum Leadership Team -Differentiate Instruction Training offered for teachers to take.</p>	<p>3.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. <u>First Nine Weeks Check</u> On the District Mathematics Formative 1 Test, the mean</p>	<p>3.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing <u>BOY test</u> -BOY test -MYT test -EOY test Electronic Data Wall/ Dashboard <u>During Nine Weeks</u> -Chapter Tests -Show What You Know -Big Idea Assessments -Benchmark Mini-Assessments</p>		
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		<p>outcome of their DI lessons. -Use student data to identify successful DI techniques for future implementation. -Using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided.</p> <ul style="list-style-type: none"> ● <i>What are the essential skills that students need to learn?</i> ● <i>What are the skills/concepts/ standards that need re-teaching/ interventions?</i> ● <i>What skill(s) need to be re-taught to the whole class?</i> ● <i>What skill(s) need to be re-taught in targeted students/groups?</i> ● <i>Who is not learning?</i> ● <i>Why are they not learning?</i> ● <i>Which students will need some additional assistance to attain the targeted knowledge and skills?</i> ● <i>Which students will need the</i> 		<p>scores for grades 3-5 are listed below: Grade 3 – 55.6% Grade 4 – 49.2% Grade 5 – 61.6%</p> <p><u>Second Nine Weeks Check</u></p> <p>On the District Mathematics Formative 2 Test, the mean scores for grades 3-5 are listed below: Grade 3 – 57.8% Grade 4 – 54.3% Grade 5 – 44.6%</p> <p>Data indicates we are emerging in implementing math strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall.</p> <p>ELP teachers submit monthly data and attendance to administration.</p>			
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		<p><i>most additional assistance to attain the targeted knowledge and skills?</i></p> <ul style="list-style-type: none"> ● <i>What are we going to do about students not learning?</i> ● <i>How are we going to re-teach the skill differently?</i> ● <i>How long will students participate in the intervention?</i> ● <i>Who is responsible for implementing the re-teaching and interventions?</i> ● <i>What data will we use to determine if our re-teaching/ interventions are working?</i> ● <i>How will we use what we learned from the problem solving process to design future DI lessons for new content? (proactive instead of reactive).</i> <p>-Additional action steps for this strategy are outlined on grade level/ content area PLCs.</p>					
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<p><u>Mathematics Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Math will increase from 61 points to 70 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>61 points</p>	<p>70 points</p>					
		<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	
		<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	<p>3.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. -Teachers are at varying skill levels with checking for understanding. -Finding and using appropriate methods to check for understanding. -Teachers vary in knowledge in how to assess students throughout the entire lesson.</p>	<p>4.1. Strategy -The purpose of this strategy is to strengthen the core curriculum. Student's comprehension of course content improves by participation and regular Checks for Understanding during and at the close of the lesson. <u>Action Steps</u> PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d) - With PLCs, teachers plan ways to check for understanding throughout the lesson (not just at the end of the lesson). (EET Rubric 1a, 3b, 4d) -With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding</p>	<p>4.1. <u>Who</u> Principal AP Math Resource Teacher <u>How</u> -PLC logs turned into administration -Administration provides feedback. -Administrators and coaches attend targeted PLC meetings -Progress of PLCs discussed at Curriculum Leadership Team -Differentiate Instruction Training offered for teachers to take. -Classroom walkthroughs observing these strategies using the district level fidelity check tool.</p>	<p>4.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the on-line grading system. -Teachers use the on-line grading system data to calculate their students' progress towards the development of their individual/PLC SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. <u>First Nine Weeks Check</u> On the District Mathematics Formative 1 Test, the mean</p>	<p>4.1. <u>2-3x Per Year</u> District Baseline and Mid-Year Testing -BOY test -MYT test -EOY test Electronic Data Wall/ Dashboard <u>During Nine Weeks</u> -Chapter Tests -Show What You Know -Big Idea Assessments -Benchmark Mini-Assessments</p>		
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		<p>during and at the close of the lesson such as: --Think-Pair-Share --Think and Write --Break it Down <i>(Teach Like a Champion)</i> --Exit Tickets <i>(Teach Like a Champion)</i> --Check for Understanding <i>(Teach Like a Champion)</i></p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"</p>		<p>scores for grades 3-5 are listed below: Grade 3 – 55.6% Grade 4 – 49.2% Grade 5 – 61.6%</p> <p><u>Second Nine Weeks Check</u></p> <p>On the District Mathematics Formative 2 Test, the mean scores for grades 3-5 are listed below: Grade 3 – 57.8% Grade 4 – 54.3% Grade 5 – 44.6%</p> <p>Data indicates we are emerging in implementing math strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall.</p> <p>ELP teachers submit monthly data and attendance to administration.</p>			
<u>Mathematics Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 52 points to 61 points.							
	52 points	61 points					
		4.2.	4.2.	4.2.	4.2.	4.2.	

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		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%.	42%	47%	52%	57%	62% 67%		
<u>Math Goal #5:</u> The percentage of students NOT satisfactory in each subgroup will be reduced by half over the next six years.							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics	5A.1.	5A.1. See goals 1, 3 & 4	5A.1.	5A.1.	5A.1.		

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<p><u>Mathematics Goal #5A:</u></p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 44% to 52%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Black/African American: 38% Y</p> <p>Hispanic: 44%</p> <p>White: 41% Y</p>	<p>Black/African American: N/A</p> <p>Hispanic: 52%</p> <p>White: N/A</p>					
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		
<p>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</p>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<p><u>Mathematics Goal #5B:</u></p> <p>N/A</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	42% Y	N/A					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	37% Y	N/A					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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		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.		
<u>Mathematics Goal #5D:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	26% Y	N/A					
		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-					
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	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.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		

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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.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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						
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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
HOT Talk and Cool Moves Training	Kindergarten through 5 th Grade	District Math Resource Teacher	Kindergarten through 5th Grade Teachers	October/ November 2012	Administrative walkthroughs, pre/post test, and PLC logs	Administration Team, District Math Resource Teacher, and Math Coach
Differentiated Instruction	Kindergarten through 5 th Grade	District Title I Office and AP	Kindergarten through 5th Grade Teachers	November 2012	Administrative walkthroughs, pre/post test, and PLC logs	Administration Team and Math Coach
Cougar Crawls	Head Start through 5 th Grade	Math Coach, Primary and Intermediate Teachers	Head Start through 5th Grade Teachers	On going, once per month starting in October 2012	Administrative walkthroughs, reflection sheets, and PLC logs	Administrative Team and Math Coach

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		

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. -No Science Resource support -Inconsistent use of hands on science instruction. -Inconsistent use of science vocabulary development through instruction. -Student lack of engagement in science instruction. -Inconsistent use of Higher Order Thinking skills. -Students lack prerequisite skills and content knowledge -Teachers lack professional development in science</p>	<p>1.1. Strategy - The purpose of this strategy is to strengthen the core curriculum. Students' science comprehension will improve through teachers using C-CIM (Continuous Improvement Model) with core curriculum, science notebooks, science word walls, and Differentiated Instruction (DI). <u>Action Steps</u> 1. PLCs write SMART goals based on each nine weeks of material. 2. As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling</p>	<p>1.1. <u>Who</u> Principal AP Science Contacts <u>How</u> -PLC logs turned into administration. - Administration provides feedback. -Evidence of the DI in teachers' lesson plans seen during administration walkthroughs. -Classroom walkthroughs observing this strategy. -School wide long term investigations -Stem Fair Science Night</p>	<p>1.1. <u>Teacher Level:</u> -Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers attend at least one science professional development training -Teachers will utilize science notebooks and word walls in the classroom -Teachers maintain their assessments in student portfolios. -Teachers chart their students' individual progress using Clair-Mel Electronic Data Wall/Dashboard -PLCs will review Benchmark Assessments and record the number of students who reach 70% mastery on the assessment. -PLC facilitator and 5th Grade Science Teachers will share data with the Curriculum Leadership Team. The Curriculum Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. <u>First Nine Weeks Check</u> On the District Science Formative 1 Test, the mean scores for 5th grade is 40.3% <u>Second Nine Weeks Check</u></p>	<p>1.1. <u>2-3x Per Year</u> Formative Assessments: -Common Assessment using National Geographic Series -Grade 5 Revised Test 1 -KEOY Science Test -Grade 1-5 Science -Grade K-4 District End of Year Test -Electronic Data Wall/Dashboard <u>During Nine Weeks</u> -Science Notebooks with rubric -Student Portfolios -Chapter Assessments -Electronic Data Wall/Dashboard</p>		
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	<p>inquiry based instruction strategies.</p> <p>3. PLC teachers instruct students using the core curriculum.</p> <p>4. At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>5. Teachers bring assessment data back to the PLCs.</p> <p>6. Based on the data, teachers discuss inquiry based instruction strategies that were effective.</p> <p>7. Based on data, PLCs use the problem-solving process to determine next steps of planning.</p> <p>8. PLCs record their work in the PLC logs.</p>	<p>On the District Science Formative 2 Test, the mean scores for 5th grade is 45.8%</p> <p>Data indicates we are emerging in implementing science strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall. District personnel have been out to support the 5th grade team in their science instruction and data analysis.</p> <p>Saturday Academy for science is happening twice a month. Teachers are required to submit data and attendance to administration.</p>			
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<p><u>Science Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 25% to 30%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>25%</p>	<p>30%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. -No Science Resource support. -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model. -Teachers need assistance in planning appropriate lessons with rigor -Teachers vary in knowledge in how to assess students throughout the entire lesson.</p>	<p>2.1. Strategy The purpose of this strategy is to strengthen the core curriculum with use of inquiry and the 5E lesson plan model. Students' science comprehension of lessons taught improves through teachers using C-CIM (Continuous Improvement Model) with core curriculum, science notebooks, science word walls, and Differentiated Instruction (DI). <u>Action Steps</u> 1. District Science Resource will hold a powerful science planning professional development multi-day</p>	<p>2.1. <u>Who</u> Principal AP Science Contact <u>How</u> -PLC logs turned into administration. - Administration provides feedback. -Evidence of the DI in teachers' lesson plans seen during administration walkthroughs. -Classroom walkthroughs observing this strategy. -School wide long term investigations -Stem Fair Science Night</p>	<p>2.1. <u>Teacher Level:</u> -Teachers reflect on lessons citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers attend at least one science professional development training -Teachers will utilize science notebooks and word walls in the classroom -Teachers maintain their assessments in student portfolios. -Teachers chart their students' individual progress using Clair-Mel Electronic Data Wall/Dashboard -PLCs will review Benchmark Assessments and record the number of students who reach 70% mastery on the assessment. -PLC facilitator and 5th Grade Science Teachers will share data with the Curriculum Leadership Team. The Curriculum Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. <u>First Nine Weeks Check</u> On the District Science Formative 1 Test, the mean scores for 5th grade is 40.3% <u>Second Nine Weeks Check</u></p>	<p>2.1. <u>2-3x Per Year</u> Formative Assessments: -Common Assessment using National Geographic Series -Grade 5 Revised Test 1 -KEOY Science Test -Grade 1-5 Science -Grade K-4 District End of Year Test -Electronic Data Wall/Dashboard <u>During Nine Weeks</u> -Science Notebooks with rubric -Student Portfolios -Chapter Assessments -Electronic Data Wall/Dashboard</p>		
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		<p>training course 2. PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d) 3. With PLCs, teachers plan ways to engage students throughout the lesson. (EET Rubric 1a, 3b, 4d) 4. With PLCs teachers plan to incorporate into their lessons specific strategies to check for understanding during and at the close of the lesson such as: --Think-Pair-Share --Think and Write --Break it Down <i>(Teach Like a Champion)</i> --Exit Tickets <i>(Teach Like a</i></p>		<p>On the District Science Formative 2 Test, the mean scores for 5th grade is 45.8%</p> <p>Data indicates we are emerging in implementing science strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall. District personnel have been out to support the 5th grade team in their science instruction and data analysis.</p> <p>Saturday Academy for science is happening twice a month. Teachers are required to submit data and attendance to administration.</p>			
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		<p><i>Champion</i> --Check for Understanding <i>(Teach Like a Champion)</i> (EET Rubric 1a, 3b, 4d) 5. PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"</p>					
<p><u>Science Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 3% to 10%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	3%	10%					
		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						
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Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Powerful Planning Training	Head Start through 5th Grade	District Science Resource Teachers	Head Start through 5th Grade Teachers	August/September 2012	Administrative walkthroughs, pre/post test, and PLC logs	District Science Resource Teachers, Administrative Team, Instructional Coaches, and Science Contacts
Cougar Crawls	Head Start through 5th Grade	Science Contacts, Primary and Intermediate Teachers	Head Start through 5th Grade Teachers	On going, once per month starting in October 2012	Administrative walkthroughs, reflection sheets, and PLC logs	Administrative Team, Instructional Coaches, and Science Contacts

End of Science Goals

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>1.1. -Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing. -Not all teachers know how to review student writing to determine trends and needs in order to drive instruction. -All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p>1.1. Strategy Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. Action Steps -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) Plan: -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data</p>	<p>1.1. Who Principal AP Writing Resource District Supervisor and Writing Team How -PLC logs turned into administration -Classroom walkthroughs -Classroom Walkthrough Observation Form -Conferencing while using writing walkthrough tool (for coaches) - Evidence of mode-based instruction in teachers' lesson plans seen during administration walkthroughs</p>	<p>1.1. Teacher Level: -Teacher reviews daily drafts and monthly demand writes - Spread the use of effective practices across the school based on evidence shown in the best practice of others - Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. - Take additional professional development in areas of need - Seek additional professional knowledge through book studies/research -Plan ongoing monitoring of the solution(s) -PLC discussions and analysis of student writing to determine trends and needs - Writing Coach will review and record the number of students who demonstrate mastery on the assessment. -Writing Coach will share data with the Curriculum Leadership Team. The Curriculum Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. <u>First Nine Weeks Check</u> In the month of September 17 % of students scored a</p>	<p>1.1. -Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios -Star Interviews with student revisions - Conferencing notes</p>		
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		<p>to identify trends and drive instruction</p> <ul style="list-style-type: none"> -Lesson planning based on the needs of students <p><u>Do:</u></p> <ul style="list-style-type: none"> -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing <p><u>Check:</u></p> <ul style="list-style-type: none"> -Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs <p><u>Act:</u></p> <ul style="list-style-type: none"> -Receive additional professional development in areas of need -Seek additional professional knowledge through book studies/research -Spread the use of effective practices across the school based 		<p>3 or higher on the narrative monthly demand writes.</p> <p>4% of students scored a level 3 or higher on the informational October demand writes.</p> <p><u>Second Nine Weeks Check</u></p> <p>36% of students scored a level 3 or higher on the narrative November demand writes.</p> <p>12% of students scored a level 3 or higher on the informational December demand writes.</p> <p>40% of students scored a level 3 or higher on the narrative January demand writes.</p> <p>Data indicates we are emerging in implementing writing strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement. This data indicates our students are stronger in narrative mode versus informational mode.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall. The data wall in the cafeteria is on display for all stake holders to view.</p> <p>ELP and Saturday Academy are being run by the Writing Resource teacher, who submits monthly data and attendance to</p>			
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		<p>on evidence shown in the best practice of others</p> <ul style="list-style-type: none"> -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s) 		administration.			
<p>Writing/LA Goal #1:</p> <p>The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 88% to 90%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	88%	90%					

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		<p>1.2. - Not all teachers know how to promote the use of elaboration in student-created writing. - Not all teachers are aware of the best means to instruct students in the use of higher-level writers' craft techniques such as sentence variety and mature command of language through word choice/specific details.</p>	<p>1.2. <u>Strategy</u> The purpose of this strategy is to strengthen the core curriculum. Students' use of elaboration will improve through the teachers' use of daily Writers' Workshop lessons focused on craft through elaboration and one-on-one conferencing to support differentiated instruction. <u>Action Steps.</u> 1. PLC logs turned into administration. 2. Administration provides feedback. 3. 2012-2013 Support Moodle Training on Star Conferences will be provided to promote elaboration and determine lesson focus of the day 4. New to 4th Grade teachers will take the Writing Mentor Trainings and the TIP Write Beginnings Moodle 5. Teachers provide one-on-one/Star Interviews with students to promote elaboration and subsequent student revisions to experience, understand, and achieve elaboration to move monthly demand writes pieces to 4.0 and beyond. 6. As a Professional Development activity, PLCs reconvene to discuss</p>	<p>1.2. <u>Who</u> -Principal -Assistant Principals -Writing Resource -Teacher -District Writing Team <u>How</u> - PLC logs turned into administration. Administration provides feedback. - Classroom walk-through observing higher-order use of craft and elaboration models, verbiage, and expectations using the Administrator's Writers' Workshop Walkthrough Checklist for HCPS. - Evidence of strategy in teachers' lesson plans seen during administration walk-through.</p>	<p>1.2. - PLCs will review monthly demand writes, daily drafts, and conferencing notes to determine the needs of students, connect writing to new state anchor papers, and verify monthly growth. - PLCs will chart the increase in the number of students reaching 4.0 and above on the monthly writing prompt. - Writing Coach will review and record the number of students who demonstrate mastery on the assessment. -Writing Coach will share data with the Curriculum Leadership Team. The Curriculum Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. - PLC facilitator and Writing Coach will share data with the Problem Solving Leadership Team.</p>	<p>1.2. -Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios -Star Interviews with student revisions - Conferencing notes</p>	
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			<p>ideas/lessons that focus on higher-level craft and elaboration techniques based on student needs.</p> <p>7. As a Professional Development activity, teachers provide peer reviews of modeled writing drafts for use in Writers' Workshop lessons to verify rigor of models in order to promote higher-level craft and elaboration techniques.</p> <p>8. PLCs review monthly demand writes and nine week data and set a new goal for the following nine weeks.</p> <p>9. PLCs record their work in the PLC logs.</p>		<p>The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>- District Writing Team will be provided with the monthly demand write scores by the writing coach through email to Elementary Writing Supervisor followed by fourth-grade writing review meetings and support pieces provided at monthly resource meetings.</p> <p><u>First Nine Weeks Check</u></p> <p>In the month of September 17 % of students scored a 3 or higher on the narrative monthly demand writes.</p> <p>4% of students scored a level 3 or higher on the informational October demand writes.</p> <p><u>Second Nine Weeks Check</u></p> <p>36% of students</p>		
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					<p>scored a level 3 or higher on the narrative November demand writes.</p> <p>12% of students scored a level 3 or higher on the informational December demand writes.</p> <p>40% of students scored a level 3 or higher on the narrative January demand writes.</p> <p>Data indicates we are emerging in implementing writing strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement. This data indicates our students are stronger in narrative mode versus informational mode.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall. The data wall in the cafeteria is on display for all stake holders to view.</p> <p>ELP and Saturday Academy are being run by the Writing Resource teacher, who submits monthly data and attendance to administration.</p>	
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		<p>1.3. - Not all teachers know how to promote the use of elaboration in student-created writing. - Not all teachers are aware of the best means to instruct students in the use of higher-level writers' craft techniques such as sentence variety and mature command of language through word choice/specific details</p>	<p>1.3. Strategy The purpose of this strategy is to provide fourth grade students an incentive. Students' scores on their monthly demand writes will increase to ultimately achieve a level 4 or higher on the FCAT Writes on February 26th. Any student who achieves a level 4 or higher on the FCAT Writes will take a limo ride to Outback Steakhouse in June where they will be provided lunch. Action Steps. 1. Students will take a monthly demand writes. 2. In September the student incentive was launched in each classroom. Each month students received a clue as their scores increased to reveal the manner of transportation and location for lunch. 3. The writing resource teacher and the classroom teachers will keep an ongoing record of student progress every month throughout the school year. 4. Students will track their own scores on a bar graph in their writer portfolios to self monitor progress and goal attainment. 5. Classroom teachers and the writing resource will star interview and</p>	<p>1.3. Who -Principal -Assistant Principals -Writing Resource -Teacher How - PLC logs turned into administration. Administration provides feedback. - Classroom walk-through observing higher-order use of craft and elaboration models, verbiage, and expectations using the Administrator's Writers' Workshop Walkthrough Checklist for HCPS. - Evidence of strategy in teachers' lesson plans seen during administration walk-through.</p>	<p>1.3. - PLCs will review monthly demand writes, daily drafts, and conferencing notes to determine the needs of students, connect writing to new state anchor papers, and verify monthly growth. - PLCs will chart the increase in the number of students reaching 4.0 and above on the monthly writing prompt. - Writing Coach will review and record the number of students who demonstrate mastery on the assessment. -Writing Coach will share data with the Curriculum Leadership Team. The Curriculum Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks. - PLC facilitator and Writing Coach will share data with the Problem Solving Leadership Team.</p>	<p>1.3. -Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios -Star Interviews with student revisions - Conferencing notes</p>
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			<p>conference with students not attaining a level 4 or higher on their monthly demand writes to identify craft and elaboration needed to improve to meet this goal.</p> <p>6. In addition after school writing ELP and Saturday Writing Camp will be provided for any students not making a level 4 or higher on their monthly demand writes.</p>		<p>The Problem Solving Leadership Team will review assessment data for positive trends at a minimum of once per nine weeks.</p> <p>- Support pieces provided at monthly resource meetings will be shared by the Writing Coach.</p> <p><u>First Nine Weeks Check</u></p> <p>In the month of September 17 % of students scored a 3 or higher on the narrative monthly demand writes.</p> <p>4% of students scored a level 3 or higher on the informational October demand writes.</p> <p><u>Second Nine Weeks Check</u></p> <p>36% of students scored a level 3 or higher on the narrative November demand writes.</p> <p>12% of students</p>	
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					<p>scored a level 3 or higher on the informational December demand writes.</p> <p>40% of students scored a level 3 or higher on the narrative January demand writes.</p> <p>Data indicates we are emerging in implementing writing strategies with fidelity and that we are currently working toward instruction having a positive effect on student achievement. This data indicates our students are stronger in narrative mode versus informational mode.</p> <p>During progress monitoring teachers displayed their data on the electronic data wall. The data wall in the cafeteria is on display for all stake holders to view.</p> <p>ELP and Saturday Academy are being run by the Writing Resource teacher, who submits monthly data and attendance to administration.</p>		
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Writing/Language Arts Professional Development

Professional						
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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
Mechanically Inclined Book Study	3rd through 5th Grade Writing	Writing Coach	3rd, 4th, and 5th Grade Teachers	October/November 2012	Administrative walkthroughs, follow-up assignments, and PLC logs	Administrative Team and Writing Coach
2012-2013 Support Moodle Training Course/ TIP Write Beginning Moodle Course	2nd through 5th Grade Writing	Online Course	3rd and 4th Grade Teachers	Ongoing throughout the 2012-2013 school year	Reports from Professional Development, Monthly student writing reviews, and PLC logs	Administrative Team and Writing Coach
Cougar Crawls	Head Start through 5th Grade Writing	Writing Coach, Primary and Intermediate Teachers	Head Start through 5th Grade Teachers	Ongoing, once per month starting in October 2012	Administrative walkthroughs, reflection sheets, and PLC logs	Administrative Team and Instructional Coaches
Teaching Young Writers to Elaborate Book Study	Kindergarten through 5th Grade Writing	Writing Coach	Kindergarten through 5th Grade Teachers	January/February 2013	Administrative walkthroughs, follow-up assignments, and PLC logs	Administrative Team and Writing Coach
Informational/Expository Writing Book Study	Kindergarten through 5th Grade Writing	Writing Coach	Kindergarten through 5th Grade Teachers	March/April/May 2013	Administrative walkthroughs, follow-up assignments, and PLC logs	Administrative Team and Writing Coach

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
<p>1. Attendance</p>	<p>1.1. -Lack of Parental involvement. -Economic Hardships -Cultural Issues -Family Dynamics -Weather</p>	<p>1.1. -Training faculty on school and district attendance procedures. -Establish a functioning attendance committee. -Establish and implement classroom and school wide incentives. -Parent Breakfast- Recognize the parents of students with perfect attendance for the fall and spring semester -Implement IRIS alert.</p>	<p>1.1. -Social Worker -Guidance Counselor – PSLT -Attendance committee</p>	<p>1.1. -Attendance committee will meet biweekly and analyze attendance data to monitor effectiveness of incentives and communication about these children</p>	<p>1.1. Reports generated through IPT and school district monthly attendance reports.</p>		

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<p>Attendance Goal #1:</p> <p>1. The attendance rate will increase from 93.42% in 2011-2012 to 95% in 2012-2013.</p> <p>2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 20%.</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will remain at 0.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>93.42</p>	<p>95</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>156</p>	<p>124</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p>0</p>	<p>0</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

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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
	Training faculty on school and district attendance procedures	Head Start through 5th Grade	Social Worker	School-Wide	August 2012 September 2012	Monthly attendance meetings	Principal, DP Clerk, and Social Worker

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>1. Suspension</p>	<p>I.1. - Few opportunities exist for students to connect and establish mentoring relationships with adults at school. - Our school does not have a clear school-wide system for reinforcing students specifically for following expectations and rules. -Wide variations with teacher instruction to students on the expectation and rules for appropriate behavior</p>	<p>I.1. -School-wide expectations, rules, and procedures -Weekly Morning Meetings -Cougar Positive Behavior Program - Provide training to staff in classroom management for Tier 2 and Tier 3 students. - Teachers were given three books: The First Six Weeks, Morning Meetings, and Classroom Spaces That Work</p>	<p>I.1. <u>Who</u> -PSLT Committee -Leadership Team -Administration</p>	<p>I.1. - PSLT /Administration will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.</p>	<p>I.1. -District School Discipline Reports - UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data</p>		
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<p><u>Suspension Goal #1:</u></p> <p>1. The total number of In-School Suspensions will decrease from 1 to 0.</p> <p>2. The total number of students receiving In-School Suspension throughout the school year will decrease from 1 to 0.</p> <p>3. The total number of Out-of-School Suspensions will decrease by 10%.</p> <p>4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	1	0					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	1	0					
	<p><u>2012 Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	41	36					

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	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	27	24					
		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
School-Wide Discipline Training	Head Start through 5th Grade	Assistant Principal	School-Wide	August/September 2012	Administration walkthroughs	Administration
First Six Weeks of School	Head Start through 5th Grade	Principal	School-Wide	Preplanning	Administration walkthroughs	Administration
Morning Meetings and Spaces That Work	Head Start through 5th Grade	Principal	School-Wide	Preplanning	Administration walkthroughs	Administration

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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 <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1.	1.1.	1.1.	1.1.	1.1.		
N/A	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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		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

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

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

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

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Health and Fitness Goal(s)

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

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

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<p>1. Health and Fitness Goal</p>	<p>1.1. -Eating FFVP within classroom as a class</p>	<p>1.1. -We will establish a Fitness Club to promote Health and Fitness throughout the school -Healthy nutrition and fitness tips will be highlighted in the school newsletter -Provide a Health Fair for the school and community -Elementary students will engage in 150minutes of physical education per week in grades kindergarten through 5.</p>	<p>1.1. -Principal -PE Coach</p>	<p>1.1. - Classroom walkthroughs -Class schedule</p>	<p>1.1. -PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health. - Classroom teachers' document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.</p>		
<p><u>Health and Fitness Goal #1:</u> During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 41% on the Pretest to 61 % on the Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p>41%</p>	<p>61%</p>					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Health and Fitness Goals Professional Development

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

End of Health and Fitness Goal(s)

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						

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

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<p>1. Continuous Improvement Goal</p>	<p>1.1. -Not all parents have updated contact information -Language: Not everything can be translated for parents -Not all parents have access to technology</p>	<p>1.1. -Continuously ask for updated information - Provide a monthly school newsletter in both English and Spanish (hard copy sent home and electronic copy posted on website) - Parent Links are sent via computer, text, and phone calls in both English and Spanish - Update the school Marquee - Monthly grade level newsletter and websites - Send home reminder flyers and stickers for upcoming events and important dates</p>	<p>1.1. <u>Who</u> -Administration -Technology Resource - Writing Resource/ Newsletter Chair -Committee Chairs - ESOL/ELL Resource Teacher - Team Leaders <u>How</u> - Pull Parent Link reports - Administration and CLT will meet monthly to review school calendar, website, Parent Link reports, and newsletters as well as to discuss communication activities for prior and upcoming months</p>	<p>1.1. Administration and CLT will determine next steps in the Communication process at the monthly meetings.</p>	<p>1.1. Administrators and CLT will provide feedback to staff members on progress of their Parent Communication.</p>		
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Continuous Improvement Goal #1: The percentage of parents who strongly agree with the indicator that “The school keeps me informed of activities” (under Communication) will increase from 46.2% in 2012 to 60% in 2013.	2012 Current Level :*	2013 Expected Level :*					
	46.2%	60%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

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End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>N/A (To protect student identity, no data will be reported – less than 10)</p>						
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	B.1.	<p>See Reading Goal 5d</p>	B.1.	B.1.	B.1.		
<p><u>Reading Goal B:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A (To protect student identity, no data will be reported – less than 10)</p>						
		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

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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 5C.1, 5C.2, 5C.3 and 5C.4	1.1.	1.1.	1.1.	
<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 44% to 50%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	44%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.	
<u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 24% to 30%.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	24%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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E. Students scoring proficient in Writing.	2.1.	2.1. See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4	2.1.	2.1.	2.1.	
<u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 20% to 26%.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	20%					
		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		
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<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	<p>F.1.</p>	<p>F.1. See Math Goal 5d</p>	<p>F.1.</p>	<p>F.1.</p>	<p>F.1.</p>		
<p>Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A (To protect student identity, no data will be reported – less than 10)</p>						
		<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	<p>F.2.</p>	
		<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	<p>F.3.</p>	

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1. See Math Goal 5d	G.1.	G.1.	G.1.		
<p><u>Mathematics Goal G:</u> The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A (To protect student identity, no data will be reported – less than 10)</p>						
		G.2.	G.2.	G.2.	G.2.	G.2.	
		G.3.	G.3.	G.3.	G.3.	G.3.	

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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.		
<u>Geometry Goal H:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		

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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.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

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		

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<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>	J.1.	<p>See Science Goals 1 & 2</p>	J.1.	J.1.	J.1.		
<p><u>Science Goal J:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>						
		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)).

<p>Biology EOC Goals</p>	<p>Problem-Solving Process to Increase Student</p>						
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	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.		
<u>Biology Goal K:</u> Enter narrative for the goal in this box.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		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		

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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.		
<u>Writing Goal M:</u> The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A						
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

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

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<p>STEM Goal #1:</p> <p>Implement/expand inquiry-based experiences for students in math and science through the 5E model.</p> <p>Increase the number of and participation in STEM competitions and events, including STEM Fair, Math Bowl, Science Bowl, Science Olympics, etc.</p>	<p>1.1</p> <p>-Need common planning time for math, science, ELA and other STEM teachers.</p>	<p>1.1</p> <p>-Explicit direction for STEM professional learning communities to be established.</p> <p>-Documentation of planning of units and outcomes of units in logs.</p> <p>-Increase effectiveness of lessons through lesson study and district metrics, etc.</p>	<p>1.1</p> <p>-PLCs</p> <p>-Science Contacts</p> <p>-AP</p>	<p>1.1</p> <p>-Administrative walkthroughs</p> <p>-PLC logs</p>	<p>1.1</p> <p>Logging number of project-based learning in math, science and STEM. Share data with teachers.</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>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 3 in 2011-2012 to 4 in 2012-2013.</p>	1.1.	1.1. Provide field trips to local businesses or CTE student competitions.	1.1.	1.1.	1.1. Log of CTE field trips.
	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 special speakers.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with						

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

End of CTE Goal(s)

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Writing Goal 1.3 – Strengthen Teacher’s writing workshop instruction/ student incentive	Provide Outback Lunch and Limo Ride in June for all students who score a 4 or higher on the February 26 th FCAT Writes.	400	
Reading, Math, Science, and Writing Goals (all strategies).	Support Parent Involvement’s Family Night Event (Education Night) with supplies (including food and prizes). Parents will be informed on common core standards, SATs, FCAT, and other assessments.	125	

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Reading and Writing Goals (all strategies).	Support Parent Involvement's Family Night Event (Literacy Night) with supplies (including food and prizes). Parents will be informed on strategies for increasing literacy, activities they can do at home with their students, receive books, and support.	125	
Attendance Goal 1.1 – Increasing parent involvement and providing incentive for parents and students.	Provide supplies (including food and awards) to recognize parents of students and the students with perfect attendance with a breakfast. One for the fall semester and one for the spring semester.	400	
Suspension Goal 1 – Decreasing the amount of in-school and out of school student suspensions.	Support the Positive Cougar Behavioral Program (such as Citizenship Pep Rallies) with supplies (including food and awards) to recognize students with positive behavior. Students will be recognized at the end of each quarter.	125	
Final Amount Spent			