Florida Department of Education

School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Colson Elementary	District Name: Hillsborough
Principal: Karen Lynch	Superintendent: Mary Ellen Elia
SAC Chair: Heather Moncrief	Date of School Board Approval: Pending School Board Approval

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Karen Lynch	MA Emotionally Handicapped K-12 Educational Leadership K-12, BA Psychology, ESOL Endorsement	6	12	11/12 B 10/11 B 85% AYP 09/10 B 79% AYP 08/09 A 90% AYP
Assistant Principal	Jack Keller	Ed. S. Curriculum and Instruction BA Emotionally Handicapped, Elementary Education MA Educational Leadership ESOL Endorsement	7	18	11/12 B 10/11 B 85% AYP 09/10 B 79% AYP 08/09 A 90% AYP

Highly Qualified Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Christine Redfearn	BA K-6 Elementary ESOL	6	3	11/12 B 10/11 B 85% AYP 09/10: B 79% AYP 08/09: A 100% AYP
Reading Resource	Heather Moncrief	BA 1-6 Elementary MA Reading K-12, ESOL	10	4	11/12 B 10/11 B 85% AYP 09/10: B 79% AYP 08/09: A 100% AYP
Math/ Science Resource	Emily Feaster	BS, MA Psychology VE K-12, ESOL, K-6 Elementary	1	1	11/12 B

Highly Qualified Teachers

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

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

5. Opportunities for teacher leadership	Principal	ongoing	
6. Regular time for teacher collaboration	Principal	ongoing	

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
15 out-of-field for ESOL Endorsement	Depending on the needs of the teacher, one or more of the following strategies are implemented. Administrators Meet with the teachers four times per year to discuss progress on: • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) Monthly PLC Meetings • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

Staff Demographics

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

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

Total Number	% of First-Ye	% of Teachers	% of Teachers	% of Teachers	% of Teachers	% Highly Qu	% Reading En	% National Bo	% ESOL End

of Instructional Staff	ar Teachers	with 1-5 Years of Experience	with 6-14 Years of Experience	with 15+ Years of Experience	with Advanced Degrees	alified Teachers	dorsed Teachers	ard Certified Teachers	orsed Teachers
65	5% (3)	15% (10)	51% (33)	29% (19)	32% (21)	100% (65)	2% (1)	5% (3)	52% (34)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Kaylin Likon	Jackie MacLean	The district-based mentor is with the EET initiative. The mentor 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.
Kaylin Likon	Suzanne Shields	The district-based mentor is with the EET initiative. The mentor 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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Kaylin Likon	Amanda Beattie	The district-based mentor is with the EET initiative. The mentor 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.
Kaylin Likon	Melissa Ritchie	The district-based mentor is with the EET initiative. The mentor 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.

Kaylin Likon	Cammie Yick	The district-based mentor is with the EET initiative. The mentor 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.
Kaylin Likon	Andrea Ivey	The district-based mentor is with the EET initiative. The mentor 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.

<u>Additional Requirements</u>

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.
Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.
Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.	
Violence Prevention Programs NA	
Nutrition Programs NA	
Housing Programs N/A	
Head Start We utilize information from students in Head Start to transition into Kindergarten.	
Adult Education N/A	
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations	
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations	
Other NA	

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team.

A. Principal

B. Assistant Principal

C. School Psychologist

D. Guidance Counselor

E. Instructional Coaches

F. ESE Specialist

G. ESE teacher

H. PLC Facilitators for grades K-5

I. ELP Coordinator

J. School Advisory Council Chairperson

K. Social Worker

L. Speech Therapists

M. Attendance Committee Representative

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

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.

2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.

3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (monthly). Specific responsibilities include:

- Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

- Create, manage and update the school resource map

- 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)

- Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

- Strengthen the Tier 1 (core curriculum) instruction through the:

    o Implementation and support of PLCs

    o 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)

    o 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)

- o Implementation of research-based scientifically validated instructional strategies and/or interventions. *(as outlined in our SIP)*

- o 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).

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 Chair of SAC is a member of the Leadership Team/PSLT.

- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.

- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.

- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).

- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:

    o 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)

    o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

    o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).

    o Develop and target interventions based on confirmed hypotheses.

    o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

- ○ Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).

- ○ Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).

- ○ Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

- ○ Assess the implementation of the strategies on the SIP using the following questions:

    1. Does the data show implementation of strategies are resulting in positive student growth?

    2. To what extent are we making progress toward the school's SIP goals?

    3. If we are making progress, what can we do to sustain what is working?

    4. What barriers to implementation are we facing and how will we address them?

    5. What should we do next? What should be our plan of action?

MTSS Implementation

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability **Formative tests**	Scantron Achievement Series Data Wall	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science **Formative tests, Florida Achieves**	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher
CELLA	Sagebrush (IPT)	ELL PSLT Representative

Teachers' common core curriculum assessments on units of instruction/big ideas. PLC's will monitor all subject areas at different times during the month. Leadership will meet monthly to discuss data from each grade level.	Ed-Line PLC Database PLC logs	Individual Teachers/ Team Leaders and PLC Facilitators
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) EasyCBM, Words Their Way, Vocabulary Assessments	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments. EasyCBM Fluency and/or Comprehension Probes	Individual teacher data base Grade level data base	Individual Teachers/PLCs

FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Research-based Computer-assisted Instructional Programs	EasyCBM School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers

Describe the plan to train staff on MTSS.

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

As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/ PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

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

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).

- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.

- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   - Principal   - Assistant Principal   - Reading Coach   - Reading Teachers   - Media Specialist   - Reading Resource Teacher

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

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

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

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

- Implementation and evaluation of the SIP reading strategies across the content areas. During PLC meetings, teams will discuss implementation of SIP strategies and their success.

- Professional Development- on-going training to support teachers on best practices, common core updates, discussions of data.

- Co-planning, modeling, and observations of researched-based reading strategies within lessons across the content areas

- Data analysis (on-going) Monthly through the LLT, Administration, Reading Curriculum PLC

- Implementation of the K-12 Reading Plan

NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

Elementary Title I Schools Only: Pre-School Transition

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

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

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. **FCAT 2.0:** **Students scoring proficient in reading (Level 3-5).**	1.1.	1.1.	1.1.	1.1.	1.1.		
	-PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.	Strategy Student achievement improves through teachers working collaboratively to focus on student learning. Specifically, they use the Plan-Do-Check-Act model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions: 1. What is it we expect them to learn? 2. How will we know if they have learned it? 3. How will we respond if they don't learn? 4. How will we respond if they already know it? Actions/Details -Grade level/like-course PLCs use a Plan-Do-Check-Act "Unit of Instruction" log to guide their discussion and way of work. Discussions are summarized on	Who -Principal -AP -Reading Coach How PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators and coach attend PLC meetings -Progress of PLCs discussed at Leadership Team -Teachers are responsible for turning in their data monthly recording on the electronic data spreadsheet.	-Teachers maintain their assessments in the electronic data spreadsheet. -Teachers use the electronic data spreadsheet to calculate their students' progress towards the development of their individual/ PLC SMART Goal. - School is developing a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration.	3x per year FAIR During the Grading Period -Common assessments -running records using the HCPS retelling rubric. 2-3x per year DRA 2		

		log. -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.				
Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 63% to 66%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	63%	**66%**				

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| | | 1.2.

-Teachers may not clearly understand how to implement Reciprocal teaching throughout all components of the reader's workshop.

-Understanding how to evaluate the effectiveness of Reciprocal teaching. | 1.2.

Strategy

Students' reading comprehension will improve through the use of the four strategies (predicting, questioning, clarifying, and summarizing) that encompass Reciprocal teaching.

Action Steps

-As a Professional Development activity, teachers will take part in a Reciprocal teaching book study delivered at the school site.

-Teachers pretest using the FAIR assessment for K-5.

-Teachers design Reciprocal teaching lessons to target the needs of whole group, small group, and individuals and establish appropriate timelines.

-Teachers implement the lessons in classroom instruction.

-Teachers posttest using FAIR assessment for K-5.

-Teachers bring assessment data back to PLCs to discuss the effectiveness of Reciprocal Teaching.

-PLCs record their work in | 1.2.

Who

-Principal

-AP

-Reading Coach

-Reading Resource Teacher

-Team Leaders

How

-Classroom walk-throughs by Principal and/or Assistant Principal observing each component of Reciprocal teaching.

-Reading Coach and Resource teacher will support classroom teachers with implementing Reciprocal Teaching. | 1.2.

Teacher Level

Teachers will have option to participate in a book study on Reciprocal Teaching to assist in implementing the strategies in their classrooms.

PLC Level

PLCs will review evaluation data.

PLCs will discuss Reciprocal Teaching Strategies and suggestions.

Leadership Team Level

The Problem-Solving Leadership Team/Reading Leadership Team reviews FAIR data to determine the increase in the percentage of students making gains on the reading comprehension task on FAIR. | 1.2.

3x per year

- FAIR Reading Comprehension

During the grading period

-running records using the HCPS retelling rubric.

-Common Assessments

2-3x per year

DRA 2 | |

		the PLC logs.				
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.	2.1.	2.1. **See Goal 1**	2.1.	2.1.	2.1.	
Reading Goal #2: The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 36% to 39%.	2012 Current Level of Performance:* **36%**	2013 Expected Level of Performance:* **39%**				
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. FCAT 2.0: Points for students making Learning Gains in reading.	3.1.	3.1. **See Goal 1**	3.1.	3.1.	3.1.		
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 76 points to 79 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	76 points	**79 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.	4.1.	4.1. **See Goal 1**	4.1.	4.1.	4.1.		

Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 68 points to 71 points.							
	68 points	**71 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	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%.		**See Goal 1**					
Reading Goal #5: The percentage of students scoring proficient/ satisfactory on the 2013 FCAT Reading will increase from 63% to 67%.							

5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5A.1.	5A.1. # See # Goal 1	5A.1.	5A.1.	5A.1.		

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Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 71% to 74%.							
The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 43% to 46%. .							
The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Reading will increase from 56% to 59%.							

	White: 71% Black: 43% Hispanic: 56% Asian: N/A American Indian: N/A	White: 74% Black: 46% Hispanic: 59% Asian: N/A American Indian: N/A				
	— — —	5A.2.	5A.2	5A.2	5A.2	5A.2
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. **See Goal 1**	5B.1.	5B.1.	5B.1.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 56% to 59%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	56%	**59%**				
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. -Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of Bilingual paraprofessional.	5C.1. ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	5C.1. Who -School based Administrators -ESOL Resource Teachers How -Administrative walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	5C.1. Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	5C.1. During the Grading Period -Core curriculum end of unit common tests		

Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 5% to 8%.							
	5%	**8%**					

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
	_	-Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students. <u>Action Steps</u> -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders in Reading, Language Arts, Math, Science and Social Studies. -PLCs generate SMART goals for ELL students for upcoming units of	<u>Who</u> -School based Administrators -ELL Teachers -Team Leaders <u>How</u> PLC logs (with specific ELL information to work on).	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the electronic data spreadsheet to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class, PLCs chart their overall progress towards the ELL SMART Goal. <u>Leadership Team Level</u> -Team Leader shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	-FAIR -CELLA <u>During the Grading Period</u> -Core curriculum unit tests with data aggregated for ELL performance	

			instruction. -PLCs/teachers plan for upcoming lessons/units using Differentiated Instruction strategies based on ELLs needs in the areas of listening/ speaking, reading and writing. -PLCs/teachers plan for accommodations for core curriculum content and assessment. -When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data. -Based on the data, PLCs/ teachers plan interventions for targeted ELL students using the resources from Differentiated instruction binders.				
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. **See Goal 1**	5D.1.	5D.1.	5D.1.	5D.1.		
Reading Goal #5D: The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 18% to 21%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18%	**21%**					

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		
	K-5	PLC Leader Christine Redfearn, Heather Moncrief	School-wide	On-going	Classroom walk-throughs	Administration Team
					Optional peer teacher observations	Instructional Coaches
Reciprocal Teaching					Participation in WIKI online	

End of Reading Goals

Elementary 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

| 1. **FCAT 2.0:** **Students scoring proficient in mathematics (Level 3-5).** | 1.1.

Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/ or CCCSM | 1.1.

Strategy

Students' math skills will improve through participation in lessons designed to increase knowledge of depth and rigor of content. Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks.

Action Steps

-Show teachers how to access www.floridastandards.org link.

-Model for teachers how to use the website.

-PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score a 70% or above on each unit of instruction.)

-As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of | 1.1.

Who

Teacher

Principal

AP

Math Resource Teacher

District Math Team

How Monitored

-Classroom walk-throughs

(by Principal, Assistant Principal, District Math Team) observing lessons designed with rigor and depth.

-Elementary Mathematics Walk-through Form as a guide for observation

- PLC Recording Document

- | 1.1.

PLCs – Periodic progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment.

-Teachers maintain their assessments in the electronic data spreadsheet.

-Teachers use the electronic data spreadsheet to calculate their students' progress towards the development of their individual/ PLC SMART Goal.

- School is developing a system for PLCs to record and report during-the-grading period SMART goal outcomes to administration.

-Team Leader will share data with the Problem Solving Leadership Team.

-District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/ Math contact meetings.

-Individual site support is provided as needed based on data. | 1.1.

4x per year

District Baseline and Mid-Year Testing:

Form 1

Form 2

NGSSS

EOY test

During the Grading Period

-Chapter Tests

-Prerequisite Skills Tests

(Show What You Know) | | |

		the benchmark in classroom. -Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks. -Teachers implement the lessons with depth and rigor strategies discussed in their PLCs. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented. -Based on data, PLCs use the problem-solving process to determine next steps of rigor and depth lesson planning. -PLCs record their work in the PLC logs. -Teachers will attend district math content trainings to increase their knowledge of math content.					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 56% to 59%.							
	56%	**59%**					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented. -Teachers are at varying levels of using Differentiated Instruction strategies. -Teachers tend to give all students the same lesson, handouts, etc.	Strategy/Task Student achievement improves when teachers use on-going student data to differentiate instruction. Actions/Details Within PLCs Before Instruction and During Instruction of New Content -Using data from previous assessments and daily classroom performance/ work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. In the classroom -During the lessons, students are involved in flexible grouping techniques PLCs After Instruction -Teachers reflect and discuss the outcome of their DI lessons. -Teachers use student data to identify successful DI techniques for future implementation. -Teachers, using a problem-solving question protocol, identify students who need re-teaching/	Who -Principal -AP - Math Resource Teacher -Team Leader How -PLC logs turned into administration. -PLCS turn their logs into administration after a unit of instruction is complete. -PLCs receive feedback on their logs. -Administrators attend PLC meetings -Progress of PLCs discussed at Leadership Team.	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers maintain their assessments in the electronic data spreadsheet. -Teachers use the electronic data spreadsheet to calculate their students' progress towards the development of their individual/PLC SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. Leadership Team Level -Team Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	4x per year District Baseline and Mid-Year Testing: Form 1 Form 2 NGSSS EOY test During the Grading Period -Chapter Tests -Prerequisite Skills Tests (Show What You Know)	

			interventions and how that instruction will be provided. -Additional action steps for this strategy are outlined on grade level/ content area PLCs.				
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.	2.1.	2.1. **See Goal 1**	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 27% to 30%.						
	27%	**30%**				
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

3. **FCAT 2.0:** Points for students making learning gains in mathematics.	3.1.	3.1. # See Goal 1	3.1.	3.1.	3.1.		
Mathematics Goal #3: Points earned from students making learning gains on the 2013 FCAT Math will increase from 63 points to 66 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63 points	**66 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

4. FCAT 2.0: **Points for students in Lowest 25% making learning gains in mathematics.**	4.1.	4.1 **See Goal 1**	4.1.	4.1.	4.1.		
Mathematics Goal #4: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 62 points to 65 points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62 points	**65 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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%.		**See Goal 1**					
Math Goal #5: The percentage of students scoring proficient/ satisfactory on the 2013 FCAT/FAA Math will increase from 56% to 58%.							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**	5A.1.	5A.1. **See Goal 1**	5A.1.	5A.1.	5A.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 59% to 62%.							
The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 31% to 34%.							
The percentage of Hispanic students scoring proficient/ satisfactory on the 2013 FCAT/ FAA Math will increase from 60% to 63%.							

	White: 59% Black: 31% Hispanic: 60% Asian: N/A American Indian: N/A	White: 62% Black: 34% Hispanic: 63% Asian: N/A American Indian: N/A				
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1. **See Goal 1**	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 49% to 52%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	49%	**52%**					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
	-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing. -Bilingual Education Paraprofessionals at varying levels of expertise in providing support. -Allocation of Bilingual Education Paraprofessional dependent on number of ELLs. -Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.	ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following day-to-day accommodations on core content and district assessments across Reading, LA, Math, Science, and Social Studies: 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments)	Who -School based Administrators -ESOL Resource Teachers How -Administrative and ERT walk-throughs using the walk-throughs look for Committee Meeting Recommendations. In addition, tools from the RtI Handbook and ELL RtI Checklist, and ESOL Strategies Checklist can be used as walk-through forms	Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.	During the Grading Period -Core curriculum end of common unit tests		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 25% to 28%.							
	25%	**28%**					

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		-Improving the proficiency of ELL students in our school is of high priority. -Teachers need support in drilling down their core assessments to the ELL level.	ELLs (LYA, LYB & LYC) comprehension of course content/standards improves in reading, language arts, math, science and social studies through teachers working collaboratively to focus on ELL student learning. Specifically, they use the Plan-Do-Check-Act model to structure their way of work for ELL students. Action Steps -Teachers analyze CELLA data to identify ELL students who need assistance in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies in the areas of listening/speaking, reading and writing. -Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders in Reading, Language Arts, Math, Science and Social Studies. -PLCs generate SMART goals for ELL students for upcoming units of	Who -School based Administrators -ESOL Resource Teachers -ELL Teachers -Team Leaders How PLC logs (with specific ELL information).	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the electronic data spreadsheet to calculate their students' progress towards their PLC and/or individual ELL SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data. -For each class, PLCs chart their overall progress towards the ELL SMART Goal. Leadership Team Level -Team Leader shares ELL SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	-FAIR -CELLA During the Grading Period -Core curriculum unit tests with data aggregated for ELL performance	

			instruction.		-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)		
			-PLCs/teachers plan for upcoming lessons/units using Differentiated Instruction strategies based on ELLs needs in the areas of listening/ speaking, reading and writing.				
			-PLCs/teachers plan for accommodations for core curriculum content and assessment.				
			-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.				
			-Based on the data, PLCs/ teachers plan interventions for targeted ELL students using the resources from Differentiated instruction binders.				
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1. See Goal 1	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 16% to 19%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16%	**19%**					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary Mathematics Goals

Mathematics Professional Development

Professional Development

(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-5	-Math Coach and Team Leader	Grade level PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
ELL Strategies	K-5	Administrators and Math Coach	All teachers	On-going	Classroom walkthroughs	Administration Team
			Faculty Professional Development and on-going PLCs			
IEP Training	K-5	ESE Teachers	ESE Teachers	On-going	Case Manager	ESE Specialist
			General Ed Teachers			
			PLCs			

End of Mathematics Goals

Elementary 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

1. **FCAT 2.0:** Students scoring proficient (Level 3-5) in science.	1.1. -Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are able to attend available science trainings on dates available by the district. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry model. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.	1.1. Strategy Students science skills will increase through participation in regular inquiry based instruction (such as student engagement, explore time, accountable talk and higher order questioning). Students will develop problem-solving and creative thinking skills while constructing new knowledge. Action Steps -Teachers will attend District Science training and share information with their PLCs. -PLCs write SMART goals for units of instruction. -As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry	1.1. Who Teacher Principal AP Science Resource Teacher District Science Team How Monitored -Classroom walk-throughs observing inquiry based instruction (by Principal, Assistant Principal and District Science Team). -Elementary Science Classroom Walk-Through form will be used as a guide	1.1. Science Resource PLC Meetings-Data Chats Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the electronic data spreadsheet to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class, PLCs track their overall progress towards the SMART Goal. Leadership Team Level - Team Leader shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	1.1. -2x per year District-level baseline and mid-year tests During the Grading Period - Mini Assessments -Unit assessments		

		based instruction strategies. -PLC teachers instruct students using the core curriculum and inquiry based instruction strategies. -Teachers use checks for understanding and common core curriculum assessments -Teachers bring assessment data back to the PLCs. -Based on the data, teachers discuss inquiry based instruction strategies that were effective in order to drive future instruction.				
Science Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 45% to 48%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	45%	**48%**					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.	2.1.	2.1. **See Goal 1**	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Goal #2:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 12% to 15%.							
	12%	**15%**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

| Inquiry Based Instruction | K-5 | Emily Feaster | Grade levels and School-wide | Monthly | Planning with teachers/ sharing of inquiry based lessons | Administration |

End of Science Goals

Writing/Language Arts Goals

Writing/ Language Arts Goals	Problem- Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

1. Students scoring at Achievement Level 3.0 or higher in writing.	1.1. -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.	1.1. Strategy Students' writing will improve through use of Writers' Workshop/ daily instruction with a focus on writing instruction accurately using the Big 5 and conferencing for revisions. Action Steps -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 3.0 or above on the end-of-the Grading Period writing prompt.) Plan: -Professional Development for updated rubric courses -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction	1.1. Who Principal AP District (Writing Team, Supervisors, and DRTs) How Monitored -PLC logs -Classroom walk-throughs by Principal and Assistant Principal -Conferencing while writing walk-through tool used as a guide for observations	1.1. See "Check" & "Act" action steps in the strategies column	1.1. -Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios		

		-Lesson planning based on the needs of students Do: -Daily/ongoing models and application of appropriate writing based on teaching points -Daily/ongoing conferencing Check: Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs Act: -Receive additional professional development in areas of need -Spread the use of effective practices across the school based on evidence shown in the best practice of others				

Writing/LA Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 86% to 89%.						
	86%	**89%**				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or	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
Writing Rubric Proficiency Training	3-5	PLC Leader On-line Moodle/ Temetia Creed	Grades 3-5	By December 2012	Ability to score tests, ability to share with team members strategies and ideas for planning to meet student needs.	Administration

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		
	-Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	Tier 1 The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school's attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every month. -Students will participate in a monthly drawing for having perfect attendance each week. They will participate in various activities each month. -Every 9 weeks there will be a drawing for a gift card for students who have perfect attendance that year. -At the end of the year students with perfect	Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	Attendance committee will monitor the attendance data from the targeted group of students. Attendance committee and Team PLCs will meet to discuss incentives for students with perfect attendance or improved attendance.	Instructional Planning Tool Attendance/Tardy data Ed Connect		

		attendance for the entire school year will be entered for a gift card.					
<u>Attendance Goal #1:</u> 1. The attendance rate will increase from 95% in 2011-2012 to 96% in 2012-2013. 2. The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10% 3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	95%	**96%**					
	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	77	**69**					

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	130	**117**					
		1.2. There is no system to reinforce parents for facilitating improvement in attendance.	1.2. Tier 2 Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure that a letter is sent home to parents outlining the state statute that requires parents send students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.2. Social Worker Guidance Counselor PSLT	1.2. The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	1.2. Instructional Planning Tool Attendance/Tardy data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Please note that each

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Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Best Practices	Attendance Committee	Cindy Sampson	School-wide	Monthly	Monitoring of attendance data monthly	Administration

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 1. Suspension | 1.1.

There needs to be common school-wide expectations and rules for appropriate classroom behavior. | 1.1.

Tier 1

-Positive Behavior Support (PBS) will be implemented to address school-wide expectations and rules, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations.

-Providing teachers with resources for continued teaching and reinforcement of school expectations and rules.

-The data is shared with faculty at a monthly meeting, tracking the overall improvement with the faculty.

-Monthly activities provided for students (Turn in PBS tickets to participate). | 1.1.

Who

-PSLT Behavior Committee

-Leadership Team

-Administration | 1.1.

- PSLT/PBS Committee will review data on Office Discipline Referrals (ODRs) and out of school suspensions, ATOSS data monthly. | 1.1.

UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data | | |

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Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
1. The total number of In-School Suspensions will decrease by 10%.							
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.							
3. The total number of Out-of-School Suspensions will decrease by 10%.							
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.							
	25	**22**					

	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	22	**20**					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	8	**7**					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	7	**6**					
		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
Positive Behavior Support (PBS)	K-5	Nicole Gilkes	School-wide	Monthly	Ticket averages per month	Administration

End of Suspension Goals

Parent Involvement Goal(s)

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

Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**					

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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement Parent Involvement Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.		
Enter narrative for the goal in this box.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Parent Involvement Goal(s)	**Problem-solving Process to Parent Involvement**						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Health and Fitness Goal	1.1. Our school does not have enough staff to give each class 150 minutes of physical education a week.	1.1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.	1.1. Principal	1.1. Classroom walk-throughs Class schedules	1.1. 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 Physical Education.		
Health and Fitness Goal #1: During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 70% on the Pretest to 80% on the Posttest.	2012 Current Level :*	2013 Expected Level :*					

		70%	**80%**					
			1.2.	1.2. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the 150 Minutes of Elementary Physical Education folder on IDEAS.	1.2. Physical Education Teacher	1.2. Lesson plans of Physical Education Teacher	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
			1.3.	1.3. Implement a running club with 3-5 graders once a week for 1 hour.	1.3. Physical Education Teacher	1.3. Tracking growth of students' ability to pace themselves during a run.	1.3. Pedometer and individual student running logs will be used to track growth and create personal goals.	

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.

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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

Continuous Improvement Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1. Continuous Improvement Goal	1.1. Parents feel they are not included in decision making. Parents feel they are not provided with activities and workshops that encourage parent involvement.	1.1. Provide parents with multiple opportunities to be involved in school committees and activities. Provide parents with workshops and resources on topics identified by parent surveys.	1.1. Principal AP Guidance Counselor Parent Involvement Representative SAC	1.1. For school activities we will use sign-in sheets, volunteer hours, number in attendance at workshops provided. We will also use sign-in sheets and meeting agendas from meetings.	1.1. Print out of number of volunteer hours quarterly.		
Continuous Improvement Goal #1: The percentage of parents who strongly agree with the indicators under School Decisions Making and Advocacy on the School Climate and Perception Survey for Parents will increase from 37% in 2012 to 47% in 2013.	2012 Current Level :*	2013 Expected Level :*					
	37%	**47%**					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Continuous Improvement Goals Professional Development

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

End of Additional Goal(s)

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	**Problem-Solving Process to Increase Language Acquisition**					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

C. Students scoring proficient in Listening/ Speaking.	1.1.	1.1. **See Goal 5C**	1.1.	1.1.	1.1.	
CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 34% to 37%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	34%					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

D. Students scoring proficient in Reading.	2.1.	2.1. **See Goal 5C**	2.1.	2.1.	2.1.	
CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 31% to 34%.	2012 Current Percent of Students Proficient in Reading :					

	31%					
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
E. Students scoring proficient in Writing.	2.1.	2.1. **See Goal 5C**	2.1.	2.1.	2.1.	
CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 25% to 28%.	2012 Current Percent of Students Proficient in Writing :					

	25%				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Implement/expand inquiry based learning in math and science.*	1.1. Not all PLC meetings include regular discussion of student data and/or the implementation of inquiry-based learning in math and science.	1.1. -Documentation of PLC discussions in PLC logs monthly. -Math/Science Resource Teacher will assist and model analysis of data and lessons to expand inquiry-based learning in math and science.	1.1. Principal Assistant Principal Math/Science Resource Teacher Team Leaders Classroom Teachers	1.1. -PLC Logs -Analysis of electronic data spreadsheet, monitoring student progress -Administrative Walk-throughs (Principal, Assistant Principal)	1.1. Chapter Tests throughout the year in math and science.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Based Learning	K-5	Emily Feaster	School-wide	On going	Sharing Lesson Plans, Walk-throughs	Administration

End of STEM Goal(s)

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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure activities/events from 2 in 2011-2012 to 3or more in 2012-2013.	Not enough time to schedule various events/activities throughout the school year. We don't always have the volunteers available to discuss career education.	Provide field trips to local businesses. (Ex. JA Biztown)	Assistant Principal, HR Teachers	Survey Students	Log of field trips, CTE field.
	1.2.	1.2. Provide opportunities for individuals to share information about their career. (Ex. Great American Teach-In, ACHIEVE Celebration).	1.2. Guidance Counselor, SAC Chair, Teachers and Staff	1.2 Survey Students.	1.2. Log of CTE special speakers
	1.3.	1.3. Implement guidance and/or APC Middle School presentations/ visits regarding CTE coursework options.	1.3. Guidance Counselor	1.3. Survey Students	1.3. Log of students and schools they actually attend in Middle School

CTE Professional Development

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

Please note that each

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

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
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
Reading Goal 1.2	Purchase of Reciprocal Teaching Books and Daily 5 Books/ Professional Development	$600.00	
Suspension Goal 1	Purchase of incentives for PBS Events or Store	$500.00	

Attendance Goal 1	Purchase of incentives for attendance	$200.00	
Parental Involvement	Purchase of rewards for parents and students attending ACHIEVE Celebration	$500.00	
Final Amount Spent			