

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Tampa Bay Blvd.	District Name: Hillsborough
Principal: Glenda Rodriguez	Superintendent: Mary Ellen Elia
SAC Chair: Mailen Bond	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Glenda Rodriguez	M.S. in Ed. Leadership B.A. in Elementary Ed. 1-6 ESOL Certification	3	8	11/12: B, TBBE 10/11: B, 90% AYP TBBE 09/10: C, 77% AYP TBBE 08/09: C, 97% AYP Shaw 07/08: C, 67% AYP Mort
Assistant Principal	Tim Hodak	B.A. Elementary Education, Spanish M.Ed. Educational Leadership K-6, Educational Leadership K-12, ESOL Endorsement	23	3	11/12: B, TBBE 10/11 B 90% AYP TBBE 09-10 C 77% AYP TBBE 08-09 B 85% AYP TBBE 07-08 C 74% AYP TBBE

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	Mailen Bond	Elementary Education K-6, ESOL Endorsement, MA Elementary Education: Curriculum	5	5	11/12: B TBBE 10/11: B 90% AYP TBBE 09/10: C 77% AYP TBBE 08/09: B 85% AYP TBBE
Math	Christine Saettone	Elementary Education K-6, ESOL Endorsement MA Educational Leadership	1	1	10/11: B Egypt Lake 09/10: A 87% AYP Egypt Lake

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	General Directors	June	
2. Salary Differential	General of Federal Programs	Ongoing	
3. District Mentor Program	District Mentors	Ongoing	
4. Performance Pay	General Director of Federal Programs	July	

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 qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4	Teachers are taking the appropriate courses to complete their ESOL endorsement. In the mean time, ELL paraprofessionals are in the classroom to provide support to the ELL students as well as work with the teachers as to the strategies to use with the students.

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
68	3% (2)	21% (14)	38% (26)	38% (26)	25% (17)	97% (64)	3% (2)	12% (8)	75% (51)

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
Leah Maitland	Tara Yoder, Jane Baines, Watson, Katie Lot	District Pairing EET Mentor	Assist with daily procedures, lesson plans, observe and conference on a weekly basis about progress

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 insure students who need additional remediation support through: after school HOST program is through the district in providing means for working parents and pick up their children when they get off, summer programs are offered to students who were Below Level throughout the school year in Reading, Saturday Academies are provided for those students who need just a little bit more instruction before taking the state mandated assessments, quality teachers through professional developmental, content resource teachers who provide a layer of support for teachers as well as students, and mentors whom are assigned to our new teachers who have been in the profession less than two years.</p>
<p>Title I, Part C- Migrant</p>
<p>Title I, Part D</p>
<p>Title II</p>
<p>Title III</p>
<p>Title X- Homeless</p>
<p>Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school and extended learning opportunity programs.</p>

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Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start We utilize information from students in Head Start to transition into kindergarten.
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. Principal, Assistant Principal, Guidance Counselor, Psychologist, ESE Specialist, Reading Coach, Social Worker, Resource Teachers (Math, Writing, Reading, ELL, Technology), Academic Intervention Specialist, SAC Chair, Speech Therapist</p>
<p>Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <p>The purpose of the MTSS Team in our school is to provide high quality instruction/researched interventions, matched to student needs and using performance and learning rate over time to make important educational decisions to guide instruction. The MTSS team reviews school wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve progress and improve other long-term outcomes.</p> <p>The team uses a problem solving model and all decisions are made with data. We will meet weekly to:</p> <ul style="list-style-type: none"> *Oversee a multi-tiered model of service delivery *Determine scheduling needs, curriculum and intervention resources *Review/Interpret student data *Determine school wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals. *Organize and support systemic data collection *Plan, implement, oversee and monitor the supplemental and intensive interventions for student progression

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- *Strengthen the Tier I (core curriculum) instruction through the implementation and support of PLCs, use school based instructional calendars, mini-lessons, and mini assessments, implementation of research-based, scientifically validated instructional strategies and/or interventions
- *Tier 2 and Tier 3
- *At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- *Use intervention planning forms to communicate initiatives between the MTSS team and PLCs.
- *Tutoring during the day in small group pull outs in reading and math.

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 SAC Chair is a member of the MTSS Team
- *The MTSS team and SAC were involved in the School Improvement Plan development that was initiated at the beginning of the 2012-2013 school year.
- *Since one of the main tasks of the MTSS Team is to monitor student data, it will monitor the effectiveness of the action steps and suggest modifications as needed.
- *One of the main tasks is to monitor student data related to instruction and interventions, the MTSS team will monitor the effectiveness of the strategies developed in the problem solving plans by reviewing student data as well as data related to various levels of fidelity. Using data gathered from PLCs, the team will monitor the data and make progress statements on the School Improvement Plan at the end of the first, second, and third nine weeks.
- *We will communicate with and support PLCs in implementing the proposed strategies by assigning MTSS team members as consultants to the PLCs to facilitate planning and implementation.
- *The MTSS team and PLCs both use the problem solving process:
 - Use the baseline data to create a hypothesis
 - Plan, Do, Act, Check strategies
 - Reflect on results
 - review and analyze screening and collateral data
 - test hypotheses about why student problems are occurring
 - develop and target interventions based on confirmed hypotheses
 - establish methods to track students' progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and/or enrichment
 - develop progress monitoring goals to determine when student(s) need more or less support to meet established class, grade, and/or school goals
 - review goal statements to ensure they are ambitious, time-bound and meaningful
 - assess the fidelity of instruction/intervention implementation and other MTSS/RtI processes

MTSS Implementation

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

TIER 1

The following assessments will be used to measure student progress in core, supplemental and intensive instruction:

Previous FCAT scores, DSS information and FAIR, in which individual teachers are responsible for using Sagebrush (IPT) to acquire this information.

Common Assessments to monitor progress will be hand scored by the appropriate personnel in each grade level. This will determine if the lesson plans and teaching

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<p>strategies used to teach the core curriculum were effective or need to be modified. This will also determine which skills need to be taught with alternative strategies. Common assessments will assist in determining which students need Differentiated Instruction within the classroom and which students might need Supplemental Services.</p> <p>TIER 2 & 3</p> <p>Students falling in this tier will be provided with Response to Intervention small group instruction daily for 30 minutes receiving direct instruction geared to their needs.</p> <p>Students falling in this tier will also be invited to join the Extended Learning Program (ELP) which will be the ELPs responsibility to continue On Going Progress monitoring during this time. Students receiving pull-out tutoring during the day or Extended Learning Program (ELP) after school will receive instruction on specific skills they have not mastered in the core curriculum. As students work on these specific skills, they will be assessed during tutoring and ELP to ensure mastery of skills. In order to make this process effective, a communication system between classroom teacher and the tutor/ELP teacher will be developed by the MTSS team and monitored for effectiveness throughout the school year. As students progress through Supplementary Support and Intensive Instruction, the number of supplemental services, time spent in the supplemental services and frequency of assessment will increase in duration.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>Staff will receive training through PLCs or whole group over the course of several faculty meetings during the 2012-2013 school year. MTSS members who attended the district level RtI trainings will serve as consultants to the PLCs to guide the process of data review and interpretation. Professional Development sessions will occur during Tuesday faculty meeting times or rolling faculty meetings.</p>
<p>Describe plan to support MTSS.</p> <p>Collaboration with the District support psychologist will assist in training our staff and the MTSS team on the new forms for the RtI process as well as provide training on how to conduct PLCs.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Principal, Assistant Principal, Guidance Counselor, Psychologist, ESE Specialist, Reading Coach, Social Worker, Resource Teachers (Math, Writing, Reading, ELL, Technology), Academic Intervention Specialist, SAC Chair, Speech Therapist, Teachers who have demonstrated effective reading instruction as reflecting through positive student reading gains, Media Specialist</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The Literacy Leadership Team is a division of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the School Improvement Plan. The principal is the Literacy Leadership Team’s Chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers. The principal also ensures that the Literacy Leadership Team 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 MTSS team’s support plan. Additionally the principal ensures that time is provided for the Literacy Leadership Team to collaborate and share information with all the site</p>

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stakeholders including other administrators, teachers, staff members, parents and students.

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

*Implementation and evaluation of the SIP reading strategies across the content areas

*Professional Development where the area 1 RtI support personnel joins the MTSS team meetings and provides trainings to the team as well as teachers on RtI and PLCs

*Data Analysis (on-going)

*K-12 Reading Plan

*Co-planning, modeling and observation of research based reading strategies within lessons across the content areas

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 Florida Kindergarten Readiness Screener (FLKRS). This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Students in the VPK program are given a district-created screening that looks at letter names, letter sound, phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registers 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 Round Up. 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.

Parents are invited to all school evening events that involves curriculum, students participate in school wide activities such as the vocabulary parade.

***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**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Teachers vary in knowledge of selecting and identifying Complex Text to help increase reading comprehension.	1.1. <u>Strategy:</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. <u>Action Steps:</u> 1. Teachers will attend the training on how to select text, understand how to determine the level of a selected text and how to incorporate this information within their classroom. 2. The reading coach will assist in providing planning opportunities in using these complex text within the lesson. 3. The reading coach will model and coach teachers on identifying strategies that will enable teachers to share complex text with all students. 4. This will continue until teachers are comfortable in selecting the appropriate text within their content areas.	1.1. <u>Who?</u> Administration Reading Coach Reading Resource <u>How?</u> -Verify that teachers attended the training. -The reading coach will assist teachers in selecting text as well as helping them identify the Lexile levels of the text. -The reading coach will model and coach teachers on how to appropriately use complex text within the content curricula.	1.1. <u>PLC Level</u> -All teachers work to improve upon, both individually and collectively, the ability to select complex text that addresses the reading standards deficits and instructionally implement that type of text in all the content areas. -Teachers design specific scaffold activities essential in creating appropriate lessons that support sharing of complex text with all students as they grapple with on-grade level complex text. <u>Teacher Level</u> -Teachers will identify standards addressed in the lesson and the objectives to be achieved. -Teachers will focus on Tier 2 vocabulary development during the lesson to guide students in understanding the use of comprehension of the text. -Teachers will facilitate discussion and writing opportunities to scaffold students' understanding of the complex text. -Students will be able to read the complex text multiple times including silent and collaborative reading for varied purposes. -Students will explore the meaning of Tier 2 vocabulary words to strengthen their comprehension of the text.	1.1. <u>3x a year</u> FAIR assessment District Formative Assessments <u>During the Grading Period</u> Common Assessments Response to the Text
<u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 48% to 53%.	<u>2012 Current Level of Performance:*</u> 48%	<u>2013 Expected Level of Performance:*</u> 53%					

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						<p>-Students will examine complex sentences to better understand challenging syntax and to identify why the author chose certain sentence structures to deepen the readers understanding.</p> <p><u>Literacy Leadership Team Level</u> -Reading Coach, Administration and PLC facilitators will collect walk-through data on the implementation of use of complex and informational text with all students. -School leaders will conduct one-on-one data chats with individual teachers using the data gathered from walk through tool. The data chat guides the leadership's team professional development plan.</p>	
		<p>1.2. -Teachers may not know how to identify the appropriate words to teach for a vocabulary lesson. -Teachers vary in knowledge in how to teach vocabulary in an ongoing, robust way.</p>	<p>1.2. <u>Strategy</u> Student's vocabulary knowledge and use will increase through use of the 5 day Vocabulary Instructional Routine which includes: -time specified daily for work on vocabulary that is embedded in text -activities that include all learning modalities -a routine that will be familiar to students -use informational texts to build background knowledge and Tier 3 vocabulary in the content areas.</p> <p><u>Action Steps</u> -Teachers will attend a refresher training on the 5 day vocabulary plan. -PLCs will come to a consensus regarding progress monitoring/evaluation tools for measuring vocabulary. -Grade level PLCs will decide on Tier 2 and Tier 3 words to use. -PLCs will reconvene after 2 weeks to discuss progress of implementation.</p>	<p>1.2. <u>Who?</u> -Administration -Reading Coach -Reading Resource -PLC facilitators</p> <p><u>How?</u> -Classroom walk-throughs observing the 5 day Vocabulary Instructional Routine. -PLC log sheets</p>	<p>1.2. <u>Teacher Level</u> -Teacher will plan appropriately using the 5 Day Vocabulary Plan. -Teachers will reflect and evaluate their class data.</p> <p><u>PLC Level</u> -PLCs will review evaluation data at PLC meetings</p> <p><u>Literacy Leadership Team Level</u> -PLC facilitator will share data with the MTSS Team. -The MTSS Team will review assessment data for positive trends.</p>	<p>1.2. <u>2x per year</u> FAIR Vocabulary, K-2</p> <p><u>During Grading Period</u> Students' written responses reflecting the use of vocabulary taught.</p>	

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			-Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction. -PLCs record their work in the PLC Log Sheet.			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.		2.1. Teachers vary in knowledge of selecting and identifying Complex Text to help increase reading comprehension.	2.1. <u>Strategy:</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. <u>Action Steps:</u> 1. Teachers will attend the training on how to select text, understand how to determine the level of a selected text and how to incorporate this information within their classroom. 2.The reading coach will assist in providing planning opportunities in using these complex text within the lesson. 3.The reading coach will model and coach teachers on identifying strategies that will enable teachers to share complex text with all students. 4. This will continue until teachers are comfortable in selecting the appropriate text within their content areas.	2.1. <u>Who?</u> Administration Reading Coach Reading Resource <u>How?</u> -Verify that teachers attended the training. -The reading coach will assist teachers in selecting text as well as helping them identify the Lexile levels of the text. -The reading coach with model and coach teachers on how to appropriately use complex text within the content curricula.	2.1. <u>PLC Level</u> -All teachers work to improve upon, both individually and collectively, the ability to select complex text that addresses the reading standards deficits and instructionally implement that type of text in all the content areas. -Teachers design specific scaffold activities essential in creating appropriate lessons that support sharing of complex text with all students as they grapple with on-grade level complex text. <u>Teacher Level</u> -Teachers will identify standards addressed in the lesson and the objectives to be achieved. -Teachers will focus on Tier 2 vocabulary development during the lesson to guide students in understanding the use of comprehension of the text. -Teachers will facilitate discussion and writing opportunities to scaffold students' understanding of the complex text. -Students will be able to read the complex text multiple times including silent and collaborative reading for varied purposes. -Students will explore the meaning of Tier 2 vocabulary words to strengthen their comprehension of the text.	2.1. <u>3x a year</u> FAIR assessment District Formative Assessments <u>During the Grading Period</u> Common Assessments Response to the Text
<u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 19% to 29%.	<u>2012 Current Level of Performance:*</u> 19%	<u>2013 Expected Level of Performance:*</u> 29%				

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						<p>-Students will examine complex sentences to better understand challenging syntax and to identify why the author chose certain sentence structures to deepen the readers understanding.</p> <p><u>Literacy Leadership Team Level</u> -Reading Coach, Administration and PLC facilitators will collect walk-through data on the implementation of use of complex and informational text with all students. -School leaders will conduct one-on-one data chats with individual teachers using the data gathered from walk through tool. The data chat guides the leadership's team professional development plan.</p>	
			<p>2.2. -Teachers may not know how to identify the appropriate words to teach for a vocabulary lesson. -Teachers vary in knowledge in how to teach vocabulary in an ongoing, robust way.</p>	<p>2.2. <u>Strategy</u> Student's vocabulary knowledge and use will increase through use of the 5 day Vocabulary Instructional Routine which includes: -time specified daily for work on vocabulary that is embedded in text -activities that include all learning modalities -a routine that will be familiar to students -use informational texts to build background knowledge and Tier 3 vocabulary in the content areas.</p> <p><u>Action Steps</u> -Teachers will attend a refresher training on the 5 day vocabulary plan. -PLCs will come to a consensus regarding progress monitoring/evaluation tools for measuring vocabulary. -Grade level PLCs will decide on Tier 2 and Tier 3 words to use. -PLCs will reconvene after 2 weeks to discuss progress of implementation.</p>	<p>2.2. <u>Who?</u> -Administration -Reading Coach -Reading Resource -PLC facilitators</p> <p><u>How?</u> -Classroom walk-throughs observing the 5 day Vocabulary Instructional Routine. -PLC log sheets</p>	<p>2.2. <u>Teacher Level</u> -Teacher will plan appropriately using the 5 Day Vocabulary Plan. -Teachers will reflect and evaluate their class data.</p> <p><u>PLC Level</u> -PLCs will review evaluation data at PLC meetings</p> <p><u>Literacy Leadership Team Level</u> -PLC facilitator will share data with the MTSS Team. -The MTSS Team will review assessment data for positive trends.</p>	<p>2.2. <u>2x per year</u> FAIR Vocabulary, K-2</p> <p><u>During Grading Period</u> Students' written responses reflecting the use of vocabulary taught.</p>

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			-Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction. -PLCs record their work in the PLC Log Sheet.				
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1. Teachers vary in knowledge of selecting and identifying Complex Text to help increase reading comprehension.	3.1. <u>Strategy:</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. <u>Action Steps:</u> 1. Teachers will attend the training on how to select text, understand how to determine the level of a selected text and how to incorporate this information within their classroom. 2.The reading coach will assist in providing planning opportunities in using these complex text within the lesson. 3.The reading coach will model and coach teachers on identifying strategies that will enable teachers to share complex text with all students. 4. This will continue until teachers are comfortable in selecting the appropriate text within their content areas.	3.1. <u>Who?</u> Administration Reading Coach Reading Resource <u>How?</u> -Verify that teachers attended the training. -The reading coach will assist teachers in selecting text as well as helping them identify the Lexile levels of the text. -The reading coach with model and coach teachers on how to appropriately use complex text within the content curricula.	3.1. <u>PLC Level</u> -All teachers work to improve upon, both individually and collectively, the ability to select complex text that addresses the reading standards deficits and instructionally implement that type of text in all the content areas. -Teachers design specific scaffold activities essential in creating appropriate lessons that support sharing of complex text with all students as they grapple with on-grade level complex text. <u>Teacher Level</u> -Teachers will identify standards addressed in the lesson and the objectives to be achieved. -Teachers will focus on Tier 2 vocabulary development during the lesson to guide students in understanding the use of comprehension of the text. -Teachers will facilitate discussion and writing opportunities to scaffold students' understanding of the complex text. -Students will be able to read the complex text multiple times including silent and collaborative reading for varied purposes. -Students will explore the meaning of Tier 2 vocabulary words to strengthen their	3.1. <u>3x a year</u> FAIR assessment District Formative Assessments <u>During the Grading Period</u> Common Assessments Response to the Text
Reading Goal #3: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 73 points to 76 points.	<u>2012 Current Level of Performance:*</u> 73 points	<u>2013 Expected Level of Performance:*</u> 76 points					

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						<p>comprehension of the text. -Students will examine complex sentences to better understand challenging syntax and to identify why the author chose certain sentence structures to deepen the readers understanding.</p> <p><u>Literacy Leadership Team Level</u> -Reading Coach, Administration and PLC facilitators will collect walk-through data on the implementation of use of complex and informational text with all students. -School leaders will conduct one-on-one data chats with individual teachers using the data gathered from walk through tool. The data chat guides the leadership's team professional development plan.</p>	
			<p>3.2. -Teachers may not know how to identify the appropriate words to teach for a vocabulary lesson. -Teachers vary in knowledge in how to teach vocabulary in an ongoing, robust way.</p>	<p>3.2. <u>Strategy</u> Student's vocabulary knowledge and use will increase through use of the 5 day Vocabulary Instructional Routine which includes: -time specified daily for work on vocabulary that is embedded in text -activities that include all learning modalities -a routine that will be familiar to students -use informational texts to build background knowledge and Tier 3 vocabulary in the content areas.</p> <p><u>Action Steps</u> -Teachers will attend a refresher training on the 5 day vocabulary plan. -PLCs will come to a consensus regarding progress monitoring/evaluation tools for measuring vocabulary. -Grade level PLCs will decide on Tier 2 and Tier 3 words to use. -PLCs will reconvene after 2 weeks to discuss progress of</p>	<p>3.2. <u>Who?</u> -Administration -Reading Coach -Reading Resource -PLC facilitators</p> <p><u>How?</u> -Classroom walk-throughs observing the 5 day Vocabulary Instructional Routine. -PLC log sheets</p>	<p>3.2. <u>Teacher Level</u> -Teacher will plan appropriately using the 5 Day Vocabulary Plan. -Teachers will reflect and evaluate their class data.</p> <p><u>PLC Level</u> -PLCs will review evaluation data at PLC meetings</p> <p><u>Literacy Leadership Team Level</u> -PLC facilitator will share data with the MTSS Team. -The MTSS Team will review assessment data for positive trends.</p>	<p>3.2. <u>2x per year</u> FAIR Vocabulary, K-2</p> <p><u>During Grading Period</u> Students' written responses reflecting the use of vocabulary taught.</p>

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			<p>implementation.</p> <ul style="list-style-type: none"> -Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction. -PLCs record their work in the PLC Log Sheet. 			
		3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.		4.1. -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.	4.1. <u>Strategy</u> Students' reading comprehension will improve through the use of the four strategies (predicting, questioning, clarifying, and summarizing) that encompass Reciprocal teaching. <u>Action Steps</u> -As a Professional Development activity, teachers will take part in a Reciprocal teaching training -Teachers pretest using the FAIR assessment for K-5. -Teachers design Reciprocal teaching lessons to target the needs of small group and individuals and establish appropriate timelines. -Teachers implement the lessons in small group instruction. -Teachers posttest using FAIR assessment for K-5. -Teachers bring assessment data back to PLCs to discuss the effectiveness of Reciprocal Teaching.	4.1. <u>Who</u> -Administration -Reading Coach -Reading Resource Teacher -PLC Facilitators <u>How</u> -Classroom walk-throughs observing each component of Reciprocal teaching. -PLC logs reflecting this procedure	4.1. <u>Teacher Level</u> -Teacher will plan accordingly for their lessons being delivered <u>PLC Level</u> -PLCs will review evaluation data. <u>Leadership Team Level</u> -MTSS team will review FAIR data to determine the increase in the percentage of students making gains on the reading comprehension task on FAIR.	4.1. <u>3x per year</u> - FAIR Reading Comprehension <u>During the grading period</u> -running records using the HCPS retelling rubric.
<u>Reading Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 74 points to 77 points.	<u>2012 Current Level of Performance:*</u> 74 points	<u>2013 Expected Level of Performance:*</u> 77 points				

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				-PLCs record their work in the PLC logs.			
			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%.							
<u>Reading Goal #5:</u> The percentage of Black students scoring satisfactory on the 2013 FCAT will increase from 32% to 39%. The percentage of White students scoring satisfactory on the 2013 FCAT will increase from 57% to 61%. The percentage of ELL students scoring satisfactory on the 2013 FCAT will increase from 39% to 45%. The percentage of SWD students scoring satisfactory on the 2013 FCAT will increase from 26% to 33%. The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT will increase from 48% to 53%.							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5A.1. White:56% Black:44% Hispanic:69% Asian: American Indian:	5A.1. <u>Strategy</u> 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.	5A.1. <u>Who</u> -Administrators -ESOL Resource Teacher -PLC Facilitators <u>How</u> PLC logs (with specific ELL information) for like courses/grades.	5A.1. <u>Teacher Level</u> -Teachers will review data from assessment. -Teachers will identify student needs according to the data -Teachers will incorporate the appropriate ELL strategies to use in their classroom. <u>PLC Level</u> -PLCs will review evaluation data every 2 weeks during their PLC meeting. <u>Leadership Team Level</u> -PLC facilitators will share the	5A.1. <u>2x per year</u> CELLA <u>3x per year</u> FAIR assessment <u>During the grading period</u> ELL Strategy checklist Progress on Common Assessments
<u>Reading Goal #5A:</u> The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 59% to 63%.			2012 Current Level of Performance: * White:52% Black:41% Hispanic:66% Asian: American Indian:	2013 Expected Level of Performance: * White:56% Black:44% Hispanic:69% Asian: American Indian:	-Teachers vary in understanding how to implement appropriate ELL strategies within their instruction based on CELLA results.		

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			<p><u>Action Steps</u></p> <ul style="list-style-type: none"> -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 (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies. -Teachers plan for upcoming lessons/units using targeted A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/speaking, reading and writing. -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, teachers plan interventions for targeted ELL students using the resources from A+ Rise and Differentiated Instruction binders. 		<p>data with the MTSS team.</p> <ul style="list-style-type: none"> -The MTSS team will then review the assessment data for positive trends. 	
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			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 55% to 60%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	-Teachers vary in understanding how to implement appropriate ELL strategies within their instruction based on CELLA results. -Improving the proficiency of ELL students.	5C.1. Strategy 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.	5C.1. Who -Administrators -ESOL Resource Teacher -PLC Facilitators How PLC logs (with specific ELL information) for like courses/grades.	5C.1. Teacher Level -Teachers will review data from assessment. -Teachers will identify student needs according to the data -Teachers will incorporate the appropriate ELL strategies to use in their classroom. PLC Level -PLCs will review evaluation data every 2 weeks during their PLC meeting. Leadership Team Level	5C.1. 2x per year CELLA 3x per year FAIR assessment During the grading period ELL Strategy checklist Progress on Common Assessments
	60%	64%					

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				<p><u>Action Steps</u></p> <ul style="list-style-type: none"> -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 (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies. -Teachers plan for upcoming lessons/units using targeted A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/speaking, reading and writing. -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, teachers plan interventions for targeted ELL students using the resources from A+ Rise and Differentiated 		<ul style="list-style-type: none"> -PLC facilitators will share the data with the MTSS team. -The MTSS team will then review the assessment data for positive trends. 	
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			Instruction binders.			
		5C.2 -Teachers may not know how to identify the appropriate words to teach for a vocabulary lesson. -Teachers vary in knowledge in how to teach vocabulary in an ongoing, robust way.	5C.2. <u>Strategy</u> Student’s vocabulary knowledge and use will increase through use of the 5 day Vocabulary Instructional Routine which includes: -time specified daily for work on vocabulary that is embedded in text -activities that include all learning modalities -a routine that will be familiar to students -use informational texts to build background knowledge and Tier 3 vocabulary in the content areas. <u>Action Steps</u> -Teachers will attend a refresher training on the 5 day vocabulary plan. -PLCs will come to a consensus regarding progress monitoring/evaluation tools for measuring vocabulary. -Grade level PLCs will decide on Tier 2 and Tier 3 words to use. -PLCs will reconvene after 2 weeks to discuss progress of implementation. -Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction. -PLCs record their work in the PLC Log Sheet.	5C.2. <u>Who?</u> -Administration -Reading Coach -Reading Resource -PLC facilitators <u>How?</u> -Classroom walk-throughs observing the 5 day Vocabulary Instructional Routine. -PLC log sheets	5C.2. <u>Teacher Level</u> -Teacher will plan appropriately using the 5 Day Vocabulary Plan. -Teachers will reflect and evaluate their class data. <u>PLC Level</u> -PLCs will review evaluation data at PLC meetings <u>Literacy Leadership Team Level</u> -PLC facilitator will share data with the MTSS Team. -The MTSS Team will review assessment data for positive trends.	5C.2. <u>2x per year</u> FAIR Vocabulary, K-2 <u>During Grading Period</u> Students’ written responses reflecting the use of vocabulary taught.
		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. -General education	5D.1. <u>Strategy</u>	5D.1. <u>Who?</u>	5D.1. <u>Teacher Level</u>	5D.1. <u>3x per year</u>	

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<p>Reading Goal #5D:</p> <p>The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 38% to 42%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>42%</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>46%</p>	<p>teacher and ESE teacher need consistent on-going planning time.</p>	<p>SWD achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -ESE resource teachers will collaborate with the regular education teachers. -ESE teachers and regular education teachers will discuss the strategy focus for the week. -The ESE teachers will then use the Plan-Do-Check-Act guiding questions to assist in planning their lessons as follows: <p>Plan</p> <p>For an upcoming unit of instruction determine the following:</p> <ul style="list-style-type: none"> -What do we want our SWD students to learn by the end of the unit? -What are standards that our SWD students need to learn? -How will we assess these skills/standards for our SWD students? -What does mastery look like? <p>Plan for the "Do"</p> <p>What do teachers need to do in order to meet the SWD goal?</p> <ul style="list-style-type: none"> -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? 	<p>Administrators ESE Specialist ESE Resource Teachers Regular Education Teachers</p> <p><u>How?</u></p> <p>PLC logs with specific SWD information</p> <p>Schedules which reflect a common planning time of the regular education teacher and the ESE resource teacher.</p>	<p>-ESE Teachers will reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-ESE Teachers and regular education teachers will collaborate on the outcomes and focus for instruction.</p> <p><u>PLC Level</u></p> <p>-Using the data to identify certain needs and to be made aware of which students need further instruction.</p> <p>Literacy Leadership Team Level</p> <p>-Using the PLC log sheets, the team will review the information provided by the grade level.</p> <p>-The ESE Specialist will inform us of the progress and instruction being offered to the SWD.</p>	<p>FAIR</p> <p><u>During the Grading Period</u></p> <p>-Common Assessment</p>
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				<p>-What checks-for-understanding will we implement for our SWD students? -What teaching strategies/best practices will we use to help SWD students learn? -Specifically how will we implement the strategy during the lesson? -What are teachers going to do during the lesson for SWD students? -What are SWD going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/Analyze Checks for Understanding and Student Work during the unit.</i> For lessons that have already been taught within the unit of instruction, ESE teachers reflect and discuss one or more of the following regarding their SWD :</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of</p>			
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				<p>the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze Data Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this occurring? -Which of the SWD are learning?</p> <p>Act on the Data After data analysis, develop a plan to act on the data. -What are we going to do about the SWD who are not learning? -What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD students or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?</p>			
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Easy CBM	K-5	Reading Coach/Psychologist	All K-5 Teacher	Early Release training by November 2012	Attend the training modules and print up the certificate of completion, progress monitor the Tier 2 & 3 students	Reading Coach, Administrator
Text Complexity	K-5	PSD Teachers with resource support	All K-5 Teachers	Professional Study Day training by September 2012	Attend the PSD Training	Reading Coach
DRA Recalibration	K-5	Reading Resource/Reading Coach	All K-5 Teachers	Early Release plus faculty meeting training by October 2012	DRA spot check for each classroom	Reading Coach
Interventions Training	K-5	Reading Coach/Reading Resource	All K-5 Teachers	B Early Release training by November 2012	Collaborate on which interventions would be most appropriate, implement the strategies and progress monitor students for gains	Reading Coach, Administrator

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1. Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSSM	1.1. <u>Strategy</u> 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. <u>Action Steps</u> -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 an 80% 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 the benchmark in classroom.	1.1 <u>Who</u> Teacher Administrators Math Resource <u>How Monitored</u> -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document	PLCs – Periodic (weekly or bi-weekly) 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. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher	3x per year District Baseline and Mid-Year Testing Form 1 Form 2 EOY test <u>During the Grading Period</u> -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test
Mathematics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 47% to 52%.	47%	52%					

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				<p>Teachers will also use the DOE links to the NGSSS and CCSSM highlighting the depth and rigor of each of the benchmarks.</p> <ul style="list-style-type: none"> -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. 			
		<p>1.2. -Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies. -Not all teachers are comfortable with problem solving being the primary focus of math instruction.</p>	<p>1.2. <u>Strategy</u> Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving strategies. <u>Action Steps</u> -Teachers will attend district offered Connections training, HOT Talk Cool Moves training and Problem Solving Training</p>	<p>1.2. <u>Who</u> Teacher Administrators Math Resource Teacher <u>How Monitored</u> -Classroom walk-throughs observing lessons designed with problem-solving strategies. -Elementary Mathematics (available from Elementary Math) Walk-through Form -PLC Log sheets</p>	<p>1.2. PLCs – Periodic (bi-weekly) progress monitoring of assessment scores, 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. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80%</p>	<p>1.2. <u>3x per year</u> District Baseline and Mid-Year Testing Form 1 Form 2 -EOY test <u>During the Grading Period</u> -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests</p>	

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			<p>in Mathematics.</p> <ul style="list-style-type: none"> -PLCs write SMART goals based on each Grading Period of material. -As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy. -Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide future instruction. 		<p>mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team.</p> <p>District Math Team-Monthly meetings to support progress is discussed at Resource Teacher meetings.</p>	<ul style="list-style-type: none"> -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test
<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>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>		<p>2.1.</p> <ul style="list-style-type: none"> -Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies. -Not all teachers are comfortable with problem solving being the primary focus of math instruction. 	<p>2.1.</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving strategies.</p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -Teachers will attend district offered Connections 	<p>2.1.</p> <p><u>Who</u></p> <p>Teacher Administrators Math Resource Teacher</p> <p><u>How Monitored</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing lessons designed with problem-solving strategies. -Elementary Mathematics (available from Elementary Math) 	<p>2.1.</p> <p>PLCs – Periodic (bi-weekly) progress monitoring of assessment scores, 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.</p> <p>PLCs will review unit</p>	<p>2.1.</p> <p><u>3x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>Form 1 Form 2 -EOY test</p> <p><u>During the Grading Period</u></p> <ul style="list-style-type: none"> -Chapter Tests -Benchmark mini assessments
<p><u>Mathematics Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 18% to 28%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>18%</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>28%</p>				

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				<p>training, HOT Talk Cool Moves training and Problem Solving Training in Mathematics.</p> <p>-PLCs write SMART goals based on each Grading Period of material.</p> <p>-As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy.</p> <p>-Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies.</p> <p>-Teachers implement the common assessments.</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide future instruction.</p>	<p>Walk-through Form</p> <p>-PLC Log sheets</p>	<p>assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team.</p> <p>District Math Team-Monthly meetings to support progress is discussed at Resource Teacher meetings.</p>	<p>-Prerequisite Skills Tests</p> <p>-Go Math! BOY Test</p> <p>-Go Math! MOY Test</p> <p>-Go Math! EOY Test</p>
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
<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 group:</p>			Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>			3.1.	3.1.	3.1.	3.1.	3.1.
<p>Mathematics Goal #3:</p> <p>Points earned from students</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>	<p>-Not all teachers are aware of how to model for students on how to read a mathematics word problem and</p>	<p><u>Strategy</u></p> <p>Students’ math skills will improve through participation in lessons where teachers model for</p>	<p><u>Who</u></p> <p>Teacher Administrators Math Resource Teacher</p>	<p>PLCs – Periodic (bi-weekly) progress monitoring of assessment scores, teacher observations, and response through modification of</p>	<p>3x per year</p> <p>District Baseline and Mid-Year Testing</p> <p>Form 1</p>

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<p>making learning gains on the 2013 FCAT Math will increase from 61 points to 64 points.</p>	<p>61 points</p>	<p>64 points</p>	<p>apply problem-solving strategies. -Not all teachers are comfortable with problem solving being the primary focus of math instruction.</p>	<p>students on how to read a mathematics word problem and apply problem-solving strategies. <u>Action Steps</u> -Teachers will attend district offered Connections training, HOT Talk Cool Moves training and Problem Solving Training in Mathematics. -PLCs write SMART goals based on each Grading Period of material. -As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy. -Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide future instruction.</p>	<p><u>How Monitored</u> -Classroom walk-throughs observing lessons designed with problem-solving strategies. -Elementary Mathematics (available from Elementary Math) Walk-through Form -PLC Log sheets</p>	<p>lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher meetings.</p>	<p>Form 2 -EOY test <u>During the Grading Period</u> -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test</p>
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3..3.	3.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1. Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM	4.1. 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. <u>Action Steps</u> -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 an 80% 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 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	4.1. Who Teacher Administrators Math Resource <u>How Monitored</u> -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document	4.1. PLCs – Periodic (weekly or bi-weekly) 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. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher	4.1. 3x per year District Baseline and Mid-Year Testing Form 1 Form 2 EOY test <u>During the Grading Period</u> -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test
<u>Mathematics Goal #4:</u> Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 68 points to 71 points.	<u>2012 Current Level of Performance:*</u> 68 points	<u>2013 Expected Level of Performance:*</u> 71 points					

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				<p>strategies discussed in their PLCs.</p> <ul style="list-style-type: none"> -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. 			
		<p>4.2.</p> <ul style="list-style-type: none"> -Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies. -Not all teachers are comfortable with problem solving being the primary focus of math instruction. 	<p>4.2.</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving strategies.</p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -Teachers will attend district offered Connections training, HOT Talk Cool Moves training and Problem Solving Training in Mathematics. -PLCs write SMART goals based on each Grading Period of material. -As teachers attend trainings, problem-solving strategies for word 	<p>4.2.</p> <p><u>Who</u></p> <p>Teacher Administrators Math Resource Teacher</p> <p><u>How Monitored</u></p> <ul style="list-style-type: none"> -Classroom walk-throughs observing lessons designed with problem-solving strategies. -Elementary Mathematics (available from Elementary Math) Walk-through Form -PLC Log sheets 	<p>4.2.</p> <p>PLCs – Periodic (bi-weekly) progress monitoring of assessment scores, 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.</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team.</p>	<p>4.2.</p> <p>3x per year</p> <p>District Baseline and Mid-Year Testing</p> <p>Form 1</p> <p>Form 2</p> <p>-EOY test</p> <p><u>During the Grading Period</u></p> <ul style="list-style-type: none"> -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test 	

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		<p>problems are discussed in PLCs as a Professional Development strategy.</p> <ul style="list-style-type: none"> -Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide future instruction. 			District Math Team-Monthly meetings to support progress is discussed at Resource Teacher meetings.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier				
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p> <p><u>Math Goal #5:</u> The percentage of Black students scoring satisfactory on the 2013 FCAT will increase from 29% to 36%. The percentage of Hispanic students scoring satisfactory on the 2013 FCAT will increase from 49% to 54%. The percentage of ELL students scoring satisfactory on the 2013 FCAT will increase from 45% to 51%. The percentage of SWD students scoring satisfactory on the 2013 FCAT will increase from 31% to 38%. The percentage of Economically Disadvantaged students scoring satisfactory on the 2013 FCAT will increase from 47% to 52%.</p>		<p>5.1. Not all teachers are aware of how to increase the depth and rigor necessary to meet the NGSSS and/or CCCSM</p>	<p>5.1. <u>Strategy</u> 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.</p> <p><u>Action Steps</u> -Show teachers how to access</p>	<p>5.1. <u>Who</u> Teacher Administrators Math Resource</p> <p><u>How Monitored</u> -Classroom walk-throughs observing lessons designed with rigor and depth. -Elementary Mathematics Walk-through Form -Mathematics PLC Recording Document</p>	<p>5.1. PLCs – Periodic (weekly or bi-weekly) 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. PLCs will review unit assessments and chart the increase in the number of</p>	<p>5.1. <u>3x per year</u> District Baseline and Mid-Year Testing</p> <p>Form 1 Form 2 EOY test</p> <p><u>During the Grading Period</u> -Chapter Tests</p> <p>-Benchmark mini assessments</p> <p>-Prerequisite Skills Tests</p>

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		<p>www.floridastandards.org link.</p> <ul style="list-style-type: none"> -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 an 80% 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 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 		<p>students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team.</p> <p>District Math Team-Monthly meetings to support progress is discussed at Resource Teacher</p>	<ul style="list-style-type: none"> -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test
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				knowledge of math content.			
<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p> <p>Mathematics Goal #5A:</p> <p>The percentage of Black Students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 29% to 36%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 49% to 54%.</p>			<p>5.A.1</p> <p>-Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies.</p> <p>-Not all teachers are comfortable with problem solving being the primary focus of math instruction.</p>	<p>5.A.1</p> <p><u>Strategy</u></p> <p>Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving strategies.</p> <p><u>Action Steps</u></p> <p>-Teachers will attend district offered Connections training, HOT Talk Cool Moves training and Problem Solving Training in Mathematics.</p> <p>-PLCs write SMART goals based on each Grading Period of material.</p> <p>-As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy.</p> <p>-Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies.</p> <p>-Teachers implement the common assessments.</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide</p>	<p>5.A.1</p> <p><u>Who</u></p> <p>Teacher Administrators Math Resource Teacher</p> <p><u>How Monitored</u></p> <p>-Classroom walk-throughs observing lessons designed with problem-solving strategies.</p> <p>-Elementary Mathematics (available from Elementary Math) Walk-through Form -PLC Log sheets</p>	<p>5.A.1</p> <p>PLCs – Periodic (bi-weekly) progress monitoring of assessment scores, 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.</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p> <p>PLC facilitator will share data with the Problem Solving Leadership Team.</p> <p>District Math Team-Monthly meetings to support progress is discussed at Resource Teacher meetings.</p>	<p>5.A.1</p> <p><u>3x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>Form 1 Form 2 -EOY test</p> <p><u>During the Grading Period</u></p> <p>-Chapter Tests</p> <p>-Benchmark mini assessments</p> <p>-Prerequisite Skills Tests</p> <p>-Go Math! BOY Test</p> <p>-Go Math! MOY Test</p> <p>-Go Math! EOY Test</p>
	<p>2012 Current Level of Performance:*</p> <p>White: Y Black: 29% Hispanic:49% Asian: American Indian:</p>	<p>2013 Expected Level of Performance:*</p> <p>White: Black: 36% Hispanic:54% Asian: American Indian:</p>					

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				future instruction.			
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5.B.1 -Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies. -Not all teachers are comfortable with problem solving being the primary focus of math instruction.	5.B.1 <u>Strategy</u> Students' math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving strategies. <u>Action Steps</u> -Teachers will attend district offered Connections training, HOT Talk Cool Moves training and Problem Solving Training in Mathematics. -PLCs write SMART goals based on each Grading Period of material. -As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy. -Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies.	5.B.1 <u>Who</u> Teacher Administrators Math Resource Teacher <u>How Monitored</u> -Classroom walk-throughs observing lessons designed with problem-solving strategies. -Elementary Mathematics (available from Elementary Math) Walk-through Form -PLC Log sheets	5.B.1 PLCs – Periodic (bi-weekly) progress monitoring of assessment scores, 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. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team. District Math Team-Monthly meetings to support progress is discussed at Resource Teacher meetings.	5.B.1 <u>3x per year</u> District Baseline and Mid-Year Testing Form 1 Form 2 -EOY test <u>During the Grading Period</u> -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test
Mathematics Goal #5B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of Economically Disadvantaged students scoring proficient on the 2013 Math FCAT will increase from 47% to 52%.	47%	52%					

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				-Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide future instruction.			
			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.			5.C.1 -Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies. -Not all teachers are comfortable with problem solving being the primary focus of math instruction.	5.C.1 <u>Strategy</u> Students’ math skills will improve through participation in lessons where teachers model for students on how to read a mathematics word problem and apply problem-solving strategies. <u>Action Steps</u> -Teachers will attend district offered Connections training, HOT Talk Cool Moves training and Problem Solving Training in Mathematics. -PLCs write SMART goals based on each Grading Period of material. -As teachers attend trainings, problem-solving	5.C.1 <u>Who</u> Teacher Administrators Math Resource Teacher <u>How Monitored</u> -Classroom walk-throughs observing lessons designed with problem-solving strategies. -Elementary Mathematics (available from <i>Elementary Math</i>) Walk-through Form -PLC Log sheets	5.C.1 PLCs – Periodic (bi-weekly) progress monitoring of assessment scores, 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. PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction. PLC facilitator will share data with the Problem Solving Leadership Team.	5.C.1 <u>3x per year</u> District Baseline and Mid-Year Testing Form 1 Form 2 -EOY test <u>During the Grading Period</u> -Chapter Tests -Benchmark mini assessments -Prerequisite Skills Tests -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test
Mathematics Goal #5C: The percentage of ELL students scoring proficient on the 2013 FCAT Math will increase from 45% to 51%.	<u>2012 Current Level of Performance:*</u> 45%	<u>2013 Expected Level of Performance:*</u> 51%					

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				strategies for word problems are discussed in PLCs as a Professional Development strategy. -Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies. -Teachers implement the common assessments. -Teachers bring assessment data back to the PLCs. -As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide future instruction.		District Math Team-Monthly meetings to support progress is discussed at Resource Teacher meetings.	
			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	Strategy Data Check	Student Evaluation Tool
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. -General education teacher and ESE teacher need consistent on-going, planning time.	5D.1. <u>Strategy</u> SWD achievement improves through teachers' implementation of the Plan-Do-Check-Act model in order to plan/carry out lessons/assessments with appropriate strategies and modifications. <u>Action Steps</u> -ESE resource teachers will	5D.1. <u>Who?</u> Administrators ESE Specialist ESE Resource Teachers Regular Education Teachers <u>How?</u> PLC logs with specific SWD information Schedules which reflect a common planning time of the regular education teacher and the ESE resource teacher.	5D.1. <u>Teacher Level</u> -ESE Teachers will reflect on lesson outcomes and use this knowledge to drive future instruction. -ESE Teachers and regular education teachers will collaborate on the outcomes and focus for instruction. <u>PLC Level</u> -Using the data to identify certain needs and to be made aware of	5D.1. <u>3x per year</u> District Baseline and Mid-Year Testing Form 1 Form 2 EOY test <u>During the Grading Period</u> -Chapter Tests -Benchmark mini
Mathematics Goal #5D: The percentage of SWD scoring proficient /satisfactory on the 2013 FCAT Math will increase from 65% to 68%.	<u>2012 Current Level of Performance:*</u> 65%	<u>2013 Expected Level of Performance:*</u> 68%					

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			<p>collaborate with the regular education teachers. -ESE teachers and regular education teachers will discuss the strategy focus for the week. -The ESE teachers will then use the Plan-Do-Check-Act guiding questions to assist in planning their lessons as follows: Plan For an upcoming unit of instruction determine the following: -What do we want our SWD students to learn by the end of the unit? -What are standards that our SWD students need to learn? -How will we assess these skills/standards for our SWD students? -What does mastery look like?</p> <p>Plan for the "Do" What do teachers need to do in order to meet the SWD goal? -What resources do we need? -How will the lessons be designed to maximize the learning of SWD? -What checks-for-understanding will we implement for our SWD students? -What teaching strategies/best practices will we use to help SWD students learn? -Specifically how will we implement the strategy during the lesson?</p>		<p>which students need further instruction. Literacy Leadership Team Level -Using the PLC log sheets, the team will review the information provided by the grade level. -The ESE Specialist will inform us of the progress and instruction being offered to the SWD.</p>	<p>assessments -Prerequisite Skills Tests -Go Math! BOY Test -Go Math! MOY Test -Go Math! EOY Test</p>
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			<p>-What are teachers going to do during the lesson for SWD students? -What are SWD going to do during the lesson to maximize learning?</p> <p>Reflect on the “Do”/Analyze Checks for Understanding and Student Work during the unit.</p> <p>For lessons that have already been taught within the unit of instruction, ESE teachers reflect and discuss one or more of the following regarding their SWD :</p> <p>-What worked within the lesson? How do we know it was successful? Why was it successful? -What didn't work within the lesson? Why? What are we going to do next? -For the implementation of the strategy, what worked? How do we know it was successful? Why was it successful? What checks for understanding were used during the lessons? -For the implementation of the strategy, what didn't work? Why? What are we going to do next? -What were the outcomes of the checks for understanding? And/or analysis of student performance? -How do we take what we have learned and apply it to future lessons?</p> <p>Reflect/Check – Analyze</p>			
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				<p>Data Discuss one or more of the following: -What is the SWD data? -What is the data telling us as individual teachers? -What is the data telling us as a grade level/PLC/department? -What are SWD not learning? Why is this occurring? -Which of the SWD are learning?</p> <p>Act on the Data After data analysis, develop a plan to act on the data. -What are we going to do about the SWD who are not learning? -What are the skills/concepts/standards that need re-teaching/interventions (either to individual SWD students or small groups)? -How are we going to re-teach the skill differently? -How we will know that our re-teaching/interventions are working?</p>			
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

End of Elementary or Middle School Mathematics Goals

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

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

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

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

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Norms	K-5	Math Resource Teacher	K-5	Early Release training by November 2012	Working with the Math Resource Teacher	Administrator, Math Resource Teacher
Hot Talk, Cool Moves	K-5	Math District Team	K-5	February	Reviewing Lesson Plans	Administrator, Math resource teacher

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			I.1. Teachers vary in knowledge of selecting and identifying Complex Text to help increase reading comprehension.	I.1. <u>Strategy:</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. <u>Action Steps:</u> 1. Teachers will attend the training on how to select text, understand how to determine the level of a selected text and how to incorporate this information within their classroom. 2. The reading coach will assist in providing planning opportunities in using these complex text within the lesson. 3. The reading coach will model and coach teachers on identifying strategies that will enable teachers to share complex text with all students. 4. This will continue until teachers are comfortable in selecting the appropriate text within their content areas.	I.1. <u>Who?</u> Administration Reading Coach Reading Resource Science Contact/Math Resource <u>How?</u> -Verify that teachers attended the training. -The reading coach will assist teachers in selecting text as well as helping them identify the Lexile levels of the text. -The reading coach will model and coach teachers on how to appropriately use complex text within the content curricula.	I.1. <u>PLC Level</u> -All teachers work to improve upon, both individually and collectively, the ability to select complex text that addresses the reading standards deficits and instructionally implement that type of text in all the content areas. -Teachers design specific scaffold activities essential in creating appropriate lessons that support sharing of complex text with all students as they grapple with on-grade level complex text. <u>Teacher Level</u> -Teachers will identify standards addressed in the lesson and the objectives to be achieved. -Teachers will focus on Tier 2 vocabulary development during the lesson to guide students in understanding the use of comprehension of the text. -Teachers will facilitate discussion and writing opportunities to scaffold students' understanding of the complex text. -Students will be able to read the complex text multiple times including silent and collaborative reading for varied purposes. -Students will explore the meaning of Tier 2 vocabulary words to strengthen their comprehension of the text. -Students will examine complex sentences to better understand challenging syntax and to identify why the author chose certain sentence structures to deepen the readers understanding.	I.1. During the Grading Period Common Assessments Responding to the Text
<u>Science Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 43% to 46%.	43%	46%					

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						<p><u>Literacy Leadership Team Level</u> -Reading Coach, Administration and PLC facilitators will collect walk-through data on the implementation of use of complex and informational text with all students. -School leaders will conduct one-on-one data chats with individual teachers using the data gathered from walk through tool. The data chat guides the leadership's team professional development plan.</p>	
		<p>1.2. -Teachers may not know how to identify the appropriate words to teach for a vocabulary lesson. -Teachers vary in knowledge in how to teach vocabulary in an ongoing, robust way.</p>	<p>1.2. <u>Strategy</u> Student's vocabulary knowledge and use will increase through use of the 5 day Vocabulary Instructional Routine which includes: -time specified daily for work on vocabulary that is embedded in text -activities that include all learning modalities -a routine that will be familiar to students -use informational texts to build background knowledge and Tier 3 vocabulary in the content areas. <u>Action Steps</u> -Teachers will attend a refresher training on the 5 day vocabulary plan. -PLCs will come to a consensus regarding progress monitoring/evaluation tools for measuring vocabulary. -Grade level PLCs will decide on Tier 2 and Tier 3 words to use. -PLCs will reconvene after 2 weeks to discuss progress of implementation. -Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction. -PLCs record their work in the</p>	<p>1.2. <u>Who?</u> -Administration -Reading Coach -Reading Resource -Science Contact/Math Resource -PLC facilitators <u>How?</u> -Classroom walk-throughs observing the 5 day Vocabulary Instructional Routine. -PLC log sheets</p>	<p>1.2. <u>Teacher Level</u> -Teacher will plan appropriately using the 5 Day Vocabulary Plan. -Teachers will reflect and evaluate their class data. <u>PLC Level</u> -PLCs will review evaluation data at PLC meetings <u>Literacy Leadership Team Level</u> -PLC facilitator will share data with the MTSS Team. -The MTSS Team will review assessment data for positive trends.</p>	<p>1.2. <u>2x per year</u> FAIR Vocabulary, K-2 <u>During Grading Period</u> Students' written responses reflecting the use of vocabulary taught.</p>	

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			PLC Log Sheet.			
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1. -Teachers may not know how to identify the appropriate words to teach for a vocabulary lesson. -Teachers vary in knowledge in how to teach vocabulary in an ongoing, robust way.	2.1. <u>Strategy</u> Student’s vocabulary knowledge and use will increase through use of the 5 day Vocabulary Instructional Routine which includes: -time specified daily for work on vocabulary that is embedded in text -activities that include all learning modalities -a routine that will be familiar to students -use informational texts to build background knowledge and Tier 3 vocabulary in the content areas. <u>Action Steps</u> -Teachers will attend a refresher training on the 5 day vocabulary plan. -PLCs will come to a consensus regarding progress monitoring/evaluation tools for measuring vocabulary. -Grade level PLCs will decide on Tier 2 and Tier 3 words to use. -PLCs will reconvene after 2 weeks to discuss progress of implementation. -Assess students with identified progress monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction. -PLCs record their work in the PLC Log Sheet.	2.1. <u>Who?</u> -Administration -Reading Coach -Reading Resource -Science Contact/Math Resource -PLC facilitators <u>How?</u> -Classroom walk-throughs observing the 5 day Vocabulary Instructional Routine. -PLC log sheets	2.1. <u>Teacher Level</u> -Teacher will plan appropriately using the 5 Day Vocabulary Plan. -Teachers will reflect and evaluate their class data. <u>PLC Level</u> -PLCs will review evaluation data at PLC meetings <u>Literacy Leadership Team Level</u> -PLC facilitator will share data with the MTSS Team. -The MTSS Team will review assessment data for positive trends.	2.1. <u>2x per year</u> FAIR Vocabulary, K-2 <u>During Grading Period</u> Students’ written responses reflecting the use of vocabulary taught.
<u>Science Goal #2:</u> The percentage of students scoring a 4 or higher on the 2013 FCAT Science will increase from 8% to 13%.	<u>2012 Current Level of Performance:*</u> 8%	<u>2013 Expected Level of Performance:*</u> 13%				
		2.2. -Not all teachers know how to identify misconceptions and depth	2.2 <u>Strategy</u> Students science skills will increase through	2.2 <u>Who</u> Teacher Administrators	2.2 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this	2.2 <u>2x per year</u> District-level baseline assessments

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		<p>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. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.</p>	<p>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.</p> <p>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 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.</p>	<p>Science Contact/Math Resource How Monitored -Classroom walk-throughs observing inquiry based instruction. -Elementary Science Classroom Walk-Through form</p>	<p>knowledge to drive future instruction. PLC Level -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. Leadership Team Level -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the MTSS Team. -Data is used to drive teacher support and student supplemental instruction.</p>	<p><u>During the Grading Period</u> - Mini Assessments -Unit assessments</p>
		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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Science Fair Informational	K-5	Science Contact/Math Resource Teacher	All K-5 Teachers	Early Release by October 2012	Science Fair projects completed correctly	Administrator, Science Contact/Math Resource Teacher

End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.	<u>Strategy</u> Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.	<u>Who</u> Administrators Teacher Writing Resource Teacher	Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs -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 -Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc. -Plan ongoing monitoring of the solution(s)	-Student monthly demand writes/formative assessments -Student daily drafts -Student revisions -Student portfolios
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.	<u>Action Steps</u> -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.)	<u>How Monitored</u> -PLC logs -Classroom walk-throughs -Conferencing while writing		
The percentage of students scoring a level 3.0 or higher on the 2013 FCAT Writes will increase from 96% to 98%.	96%	98%	-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.	<u>Plan:</u> -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing -Training to facilitate data-driven PLCs -Using data to identify trends and drive instruction -Lesson planning based on the needs of students			
				<u>Do:</u> -Daily/ongoing models and application of appropriate mode-specific writing based on teaching points -Daily/ongoing conferencing			

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

Writing/Language Arts Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	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
Conferencing	K-5	Writing Resource	All K-5 Teachers	By February 2013	Completed Conference Forms	Administrator, Writing Resource

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1 -Attendance committee needs to meet on a regular basis throughout the school year. -Need support in building and maintain the student database.	1.1 <u>Tier 1</u> The school will establish an attendance committee comprised of Administrators, guidance counselors, teachers and other relevant personnel to review the school’s attendance plan and discuss school wide interventions to address needs relevant to current attendance data. The attendance committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB 90710) The attendance committee meets every two weeks. Grade level attendance concerns will be discussed during each PLC.	1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with faculty.	1.1 Attendance committee will monitor the attendance data from the targeted group of students.	1.1 Instructional Planning Tool Attendance/Tardy data Ed Connect
Attendance Goal #1:	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
The attendance rate will increase from 93.75 in 2011-2012 to 94% in 2012-2013.	93.75%	94%					
The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%.	<u>2012 Current Number of Students with Excessive Unexcused Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Unexcused Absences (10 or more)</u>					
	125	112					
	<u>2012 Current Number of Students with Unexcused Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more)</u>					
	113	101					
			1.2 There is no system to reinforce parents for facilitating improvement in attendance.	1.2 <u>Tier 2</u> 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	1.2 Social Worker Guidance Counselor MTSS Team	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

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			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.			
		1.3.	1.3.	1.3.	1.3.	1.3.

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

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1 <u>Tier 1</u> -Positive Behavior Support CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued	1.1 <u>Who</u> -CHAMPS Committee -Leadership Team -Administration	1.1 - CHAMPS Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly.	EASI suspension data cross-referenced with mainframe discipline data
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
The total number of students receiving In-School suspension throughout the school year will decrease by at least 5%.	0	<5					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
The total number of students receiving out-	0	<5	2012 Number of Out-	2013 Expected			

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School suspension throughout the school year will decrease by at least 5%.	of-School Suspensions	Number of Out-of-School Suspensions	teaching and reinforcement of school expectations and rules. -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through.			
	34	30				
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
	0	<5				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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

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1. Dropout Prevention		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>						
Enter narrative for the goal in this box.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

Parent Involvement Professional Development

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

End of Parent Involvement Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1.	1.1.	1.1.	1.1.	1.1.
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 33% on the pretest to 60% on the post test.	2012 Current Level :*	2013 Expected Level :*	-Lack of time throughout the day for teacher directed physical education	-Elementary student will engage in 150 minutes of physical education per week in grades kindergarten through 5. -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.	Who? -Principal -Assistant Principal -Physical Education Teacher How? 1. Administration conducts classroom Pop-Ins during the designated Teacher Directed Physical Education 2. Physical Education Teacher provides ideas to teachers from the Physical Education folder on IDEAS	-Lesson Plans reflecting Teacher Directed Physical Education -Lesson Plans of the Education Teacher -Classroom Pop-Ins	-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 minutes of the mandated 150 Minutes of Elementary Physical Education.
	33%	60%					
			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	Person or Position Responsible for Monitoring

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Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1 - Not enough time to meet	1.1 PLCs will meet on every other faculty meeting day.	1.1 <u>Who</u> -Administration PSLT team member <u>How</u> - Administration will review PLCs logs and provide feedback.	1.1 PLST will examine the feedback from all PLCs and determine next steps in the PLC process.	1.1 PLC Facilitators will provide feedback to PLST team on progress of their PLC.
<u>Continuous Improvement Goal #1:</u> The percentage of teachers who strongly agree with the indicator that “teachers meet on a regular basis to discuss their student’s learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)” will increase from 65% in 2012 to 75% in 2013.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	65%	75%					
			1.2. -Not attending the same trainings	1.2 One early release Monday will be dedicated to an onsite Professional Development.	1.2. <u>Who</u> -Administration <u>How</u> -Administration will generate a list of trainings that the staff requests.	1.2. Sign in sheets will be used for each training for attendance and administration will use Pop-Ins in search for evidence of the training.	1.2. Evidence of the training implemented in classrooms.
			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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PLC Data meeting	K-5	Grade Level Chair	All Grade Levels	Bi-Weekly throughout the 2012-2013 School year	Meeting Minute logs	Administrator

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.	
<u>Reading Goal A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	A.1.	<u>Strategy</u>	<u>Who?</u>	<u>How?</u>	A.1.	A.1.
The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 3%.	73%	76%	Teachers vary in implementing Differentiated Instruction for each SWD due to differences in student needs.	SWD achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations to assist in differentiating instruction for their students based on student need and IEP goals. -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	Administrators ESE Specialist ESE Teachers	-Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	-Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	Mini Assessments IEP Review Meetings
			A.2.	A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.	A.3.

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B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1. Teachers vary in implementing Differentiated Instruction for their students due to differences in student needs.	B.1. <u>Strategy</u> SWD achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations to assist in differentiating instruction for their students based on student need and IEP goals. -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	B.1. <u>Who?</u> Administrators ESE Specialist ESE Teachers <u>How?</u> -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	B.1. -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	B.1. Mini Assessments IEP Review meetings
Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students making learning gains on the 2013 FAA will maintain or increase by 3%. (Level of performance not available due to being fewer than 10 students.)							
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition
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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	
<p>C. Students scoring proficient in Listening/Speaking.</p> <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 41% to 44%.</p>	<p>2012 Current Percent of Students Proficient in Listening/Speaking:</p> <p style="text-align: center;">41%</p>	<p>1.1. -Teachers vary in understanding how to implement appropriate ELL strategies within their instruction based on CELLA results.</p>	<p>1.1. <u>Strategy</u> 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.</p> <p><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 (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies. -Teachers plan for upcoming lessons/units using targeted A+ Rise strategies and Differentiated Instruction</p>	<p>1.1. <u>Who</u> -Administrators -ESOL Resource Teacher -PLC Facilitators</p> <p><u>How</u> PLC logs (with specific ELL information) for like courses/grades.</p>	<p>1.1. <u>Teacher Level</u> -Teachers will review data from assessment. -Teachers will identify student needs according to the data -Teachers will incorporate the appropriate ELL strategies to use in their classroom.</p> <p><u>PLC Level</u> -PLCs will review evaluation data every 2 weeks during their PLC meeting.</p> <p><u>Leadership Team Level</u> -PLC facilitators will share the data with the MTSS team. -The MTSS team will then review the assessment data for positive trends.</p>	<p>1.1. <u>2x per year</u> CELLA</p> <p><u>3x per year</u> FAIR assessment</p> <p><u>During the grading period</u> ELL Strategy checklist Progress on Common Assessments</p>

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			strategies based on ELLs needs in the areas of listening/speaking, reading and writing. -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, teachers plan interventions for targeted ELL students using the resources from A+ Rise and Differentiated Instruction binders.			
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1. -Teachers vary in understanding how to implement appropriate ELL strategies within their instruction based on CELLA results.	2.1. <u>Strategy</u> 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.	2.1. <u>Who</u> -Administrators -ESOL Resource Teacher -PLC Facilitators <u>How</u> PLC logs (with specific ELL information) for like courses/grades.	2.1. <u>Teacher Level</u> -Teachers will review data from assessment. -Teachers will identify student needs according to the data -Teachers will incorporate the appropriate ELL strategies to use in their classroom. <u>PLC Level</u> -PLCs will review evaluation data every 2 weeks during their PLC meeting. <u>Leadership Team Level</u> -PLC facilitators will share the data with the MTSS team. -The MTSS team will then review the assessment data for positive trends.	2.1. <u>2x per year</u> CELLA <u>3x per year</u> FAIR assessment <u>During the grading period</u> ELL Strategy checklist Progress on Common Assessments
<u>CELLA Goal #D:</u> The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 22% to 25%.	<u>2012 Current Percent of Students Proficient in Reading :</u> 22%					

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			<p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL effective teaching strategies in the areas of listening/speaking, reading and writing.</p> <p>-Teachers use time during PLCs to reinforce and strengthen targeted ELL Differentiated Instruction lessons using the district provided ELL Differentiated Instruction binders (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies.</p> <p>-Teachers plan for upcoming lessons/units using targeted A+ Rise strategies and Differentiated Instruction strategies based on ELLs needs in the areas of listening/speaking, reading and writing.</p> <p>-Teachers plan for accommodations for core curriculum content and assessment.</p> <p>-When conducting data analysis on core curriculum assessments, PLCs aggregate the ELL data.</p> <p>-Based on the data, teachers plan interventions for targeted ELL students using the resources from A+ Rise and Differentiated Instruction binders.</p>			
		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	Student Evaluation Tool	

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					effectiveness of strategy?	
E. Students scoring proficient in Writing.		2.1. -Teachers vary in understanding how to implement appropriate ELL strategies within their instruction based on CELLA results.	2.1. <u>Strategy</u> 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 (provided by the ELL Department) in Reading, Language Arts, Math, Science and Social Studies. -Teachers plan for upcoming lessons/units using targeted A+ Rise strategies and Differentiated Instruction strategies based on ELLs	2.1. <u>Who</u> -Administrators -ESOL Resource Teacher -PLC Facilitators <u>How</u> PLC logs (with specific ELL information) for like courses/grades.	2.1. <u>Teacher Level</u> -Teachers will review data from assessment. -Teachers will identify student needs according to the data -Teachers will incorporate the appropriate ELL strategies to use in their classroom. <u>PLC Level</u> -PLCs will review evaluation data every 2 weeks during their PLC meeting. <u>Leadership Team Level</u> -PLC facilitators will share the data with the MTSS team. -The MTSS team will then review the assessment data for positive trends.	2.1. <u>2x per year</u> CELLA <u>3x per year</u> FAIR assessment <u>During the grading period</u> ELL Strategy checklist Progress on Common Assessments
<u>CELLA Goal #E:</u> The percentage of students scoring proficient on the 2013 writing section of the CELLA will increase from 24% to 27%.	<u>2012 Current Percent of Students Proficient in Writing :</u> 24%					

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			needs in the areas of listening/speaking, reading and writing. -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, teachers plan interventions for targeted ELL students using the resources from A+ Rise and Differentiated Instruction binders.			
		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	Strategy Data Check	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1. Teachers vary in implementing Differentiated Instruction for their students due to differences in student needs.	F.1. <u>Strategy</u> SWD achievement improves through the effective and consistent implementation of students’ IEP goals, strategies, modifications, and accommodations to assist in differentiating instruction for their students based on student need and IEP goals. -Throughout the school year, teachers of SWD students review students’ IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon	F.1. <u>Who?</u> Administrators ESE Specialist ESE Teachers <u>How?</u> -Throughout the school year, teachers of SWD students review students’ IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to	F.1. -Throughout the school year, teachers of SWD students review students’ IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	F.1. Mini Assessments IEP Review meetings
Mathematics Goal F: The percentage of students scoring a level 4 or higher on the 2013 FAA will maintain or increase by 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	64%	67%					

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				both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	effectively implement IEP/SWD strategies and modifications into lessons.		
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal</p> <p>G:</p> <p>The percentage of students making learning gains on the 2013 FAA will maintain or increase by 3%. (Level of performance not available due to being fewer than 10 students.)</p>			<p>G.1. Teachers vary in implementing Differentiated Instruction for their students due to differences in student needs.</p>	<p>B.1. <u>Strategy</u> SWD achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations to assist in differentiating instruction for their students based on student need and IEP goals. -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>G.1. <u>Who?</u> Administrators ESE Specialist ESE Teachers</p> <p><u>How?</u> -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>G.1. -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>G.1. Mini Assessments IEP Review meetings</p>
			G.2.	G.2.	G.2.	G.2.	G.2.
			G.3.	G.3.	G.3.	G.3.	G.3.

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

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

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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
<p>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</p>			J.1. Teachers vary in implementing Differentiated Instruction for their students due to differences in student needs.	J.1. <u>Strategy</u> SWD achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations to assist in differentiating instruction for their students based on student need and IEP goals. -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	J.1. <u>Who?</u> Administrators ESE Specialist ESE Teachers <u>How?</u> -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	J.1. -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	J.1. Mini Assessments IEP Review meetings
<p>Science Goal J:</p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FAA Science will maintain or increase by 1%. (Level of performance not available due to being fewer than 10 students.)</p>	<p><u>2012 Current Level of Performance:*</u></p> <p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><u>2013 Expected Level of Performance:*</u></p> <p><i>Enter numerical data for expected level of performance in this box.</i></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)).

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

		2.3	2.3	2.3	2.3	2.3
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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	Strategy Data Check	Student Evaluation Tool
<p>M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).</p> <p><u>Writing Goal M:</u></p> <p>Enter narrative for the goal in this box.</p> <p>(Level of performance not available due to being fewer than 10 students.)</p>			<p>M.1. Teachers vary in implementing Differentiated Instruction for their students due to differences in student needs.</p>	<p>M.1. <u>Strategy</u> SWD achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations to assist in differentiating instruction for their students based on student need and IEP goals. -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>M.1. <u>Who?</u> Administrators ESE Specialist ESE Teachers <u>How?</u> -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>M.1. -Throughout the school year, teachers of SWD students review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.</p>	<p>M.1. Mini Assessments IEP Review meetings</p>
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Implement/expand integrative approaches to the Common Core State Standards.	1.1. Need common planning time for math, science, English Language Arts teachers.	1.1. -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc.	1.1. PLC or grade level lead	1.1. Administrative walk-throughs	1.1 Logging number of project-based learning in math, science per nine week. Share data with teachers.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: Increase 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 3 in 2012-2013.	1.1. -Lack of funding for student field trips.	1.1. -Provide field trips to local businesses or student competitions.	1.1. Administrators Grade Level Facilitators	1.1. Grade Level teachers will collaborate with businesses to secure speakers. Assistant Principal will assist in planning trips.	1.1. The number of Teach-In professional speakers JA Biztown Student Competitions
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
JA Biztown	5th	Team Leader	5 th Grade PLC	September thru February	Attending JA Biztown	5 th Grade Team Leader Assistant Principal

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Magazine Subscriptions (All Reading)	All teachers will receive Magazine Subscriptions for additional text and complex text for shared and guided reading—Includes vocabulary	620.00	619.54
Nonfiction Book sets (All Reading) & Exemplar Text Library	All teachers will received leveled text to increase the student comprehension and reading level; this allows for complex text and incorporates Common Core expectations.	1015.00	1009.96
Folk Tale, Poetry & Legends (All Reading)	Extra text to incorporate text complexity in the classroom.	100.00	99.98
Final Amount Spent			1729.48