

# Florida Department of Education



## Alexander Elementary School

# School Improvement Plan (SIP) Form SIP-1

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: SCHOOL INFORMATION

School Name:  Alexander Elementary	District Name:  Hillsborough	Sch
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Principal:  Kristina M. Alvarez	Superintendent:  MaryEllen Elia	Al
SAC Chair:  Lorraine Campolong	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)
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Principal	Kristina M. Alvarez	B.S. Specific Learning Disabilities (K-12)  M.A. Educational Leadership	10 years	10 years	11-12 "A"  10-11 "A" 95% Proficiency  09-10 "A" 90% Proficiency  08-09 "A" AYP  07-08 "A" 90% Proficiency
Assistant Principal	Thesha N. Garcia		5 years	7 years	11-12 "A"  10-11 "A" 95% Proficiency  09-10 "A" 90% Proficiency  08-09 "A" AYP  07-08 "A" 90% Proficiency  06-07 "A" AYP

**Highly Qualified Instructional Coaches**

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

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Area		Certification(s)	Years at Current School	an Instructional Coach	Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Erica Ruppert	Elementary K-6	2 year	2 year	11-12 "A" 10-11 "A" 09-10 "A" 08-09 "A" 07-08 "B"
Reading Resource Teacher	Lorraine Campolong	Elem. Ed 1-6, Early Childhood, Gifted, ESOL Endorsed	6 years	5 years	11-12 "A" 10-11 "A" 95% Proficiency 09-10 "A" 90% Proficiency 08-09 "A" AYP 07-08 "A" 90% Proficiency
Writing Resource Teacher	Arleen Wertz	Elem. Ed., ESOL Endorsed	6 years	6 years	11-12 "A" 10-11 "A" 95% Proficiency 09-10 "A" 90% Proficiency 08-09 "A" AYP 07-08 "A" 90% Proficiency

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

Math Resource Teacher	Mary Ellen Walker	Elem. Ed 1-6, ESOL Endorsed	5 years	5 years	11-12 "A" 10-11 "A" 95% Proficiency 09-10 "A" 90% Proficiency 08-09 "A" AYP 07-08 "A" 90% Proficiency
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**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. Recruitment Fairs	Quincy Bell	June	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

**Non-Highly Qualified Instructors**

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

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

<b>Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.</b>	<b>Provide the strategies that are being implemented to support the staff in becoming highly effective</b>
Two teachers are out-of-field, however, are highly effective	Depending on the needs of the teacher, one or more of the following strategies are implemented.  <u><b>Administrators</b></u>  Meet with the teachers four times per year to discuss progress on:  <ul style="list-style-type: none"> <li>• Completing classes need for certification</li> </ul>

**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
55	0	18% (10)	27% (15)	56% (30)	31% (17)	100% (55)	5% (3)	2% (1)	78% (43)

**Teacher Mentoring Program**

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

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lisa Williams	Krystle Gonzalez  Medely Barrios  Amber Waggoner  Katelynn McPherson-Tonkin	Mrs. Williams is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assess ments, conferen cing and problem solving.

**Additional Requirements**

**Coordination and Integration-Title I Schools Only**

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

Title 1, Part A	Title
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<p>Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers and mentors, Saturday Academy</p>	
<p><b>Title I, Part C- Migrant</b></p>	<p>Serv teac</p>
<p><b>Title I, Part D</b></p>	
<p><b>Title II</b></p>	<p>Titl</p>
<p><b>Title III</b></p> <p>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners</p>	
<p><b>Title X- Homeless</b></p>	

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

<b>Supplemental Academic Instruction (SAI)</b>  SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.	Titl
<b>Violence Prevention Programs</b>	
<b>Nutrition Programs</b>	
<b>Housing Programs</b>	Titl
<b>Head Start</b>  We utilize information from students in Head Start to transition into Kindergarten.	
<b>Adult Education</b>	

<b>Career and Technical Education</b>	Titl
<b>Job Training</b>	Serv Eng
<b>Other</b>	

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team.

The MTSS Leadership team (Problem Solving Leadership Team – PSLT) includes:

- Principal
- Assistant Principal for Curriculum
- Guidance Counselor
- School Psychologist
- Social Worker
- Resource Teachers (Reading, Writing, Math)
- ESE teacher
- ELL Representative

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

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

The purpose of the PSLT in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT 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 adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

The PSLT is considered the main leadership team in our school. The PSLT will meet weekly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
  - o Tutoring during the day in small group pull-outs in reading and math
  - o Extended Learning Programs during and after school
  - o Saturday Academies
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
  - o Implementation and support of PLCs
  - o Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)

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- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Coordinate/collaborate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).
- Use intervention planning forms to communicate initiatives between the PSLT and PLCs.

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

- The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the PSLT will monitor the effectiveness of the strategies developed in 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. The PSLT will use the following rubric to evaluate Strategy Fidelity of Implementation and Strategy Effectiveness:

Indicator	Strategy Fidelity Check	Strategy Data Check
Not Evident	Teacher monitoring indicates strategy implementation has not begun.	Student data indicate that strategy implementation is showing no positive effect on student achievement.
Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
Operational	Most (>75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates active implementation.	Student data indicate that strategy implementation is mostly showing a positive effect on student achievement.
Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student

achievement.

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
- The PSLT and PLCs both use the problem solving process: Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - \* review and analyze screening and collateral data
  - \* 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 (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify interventions and/or enrichments) The School Improvement Plan is the working document that guides the work of the PSLT. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Emerging	Some (25-75%) of the intended teachers are implementing the strategy with fidelity. Evidence indicates early or preliminary stages of implementation.	Student data indicate that strategy implementation is showing minimal or poor effect on student achievement.
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Highly Functional	Teacher monitoring indicates that all of the intended teachers are implementing the strategy with fidelity. Evidence exists that the strategy is fully integrated and effectively/consistently implemented.	Student data indicate that strategy implementation is showing a significant positive effect on student achievement.

  

- The PSLT will communicate with and support the PLCs in implementing the proposed strategies by assigning PSLT members as consultants to the PLCs to facilitate planning and implementation. Once strategies are put in place, PLCs will periodically report on their efforts and student outcomes to the larger PSLT team through the subject area PSLT representatives.
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**MTSS Implementation**

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

The following table contains a summary of the assessments used to measure student progress in core, supplemental and intensive instruction and their sources and management:

**Core Curriculum (Tier 1)**

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/Math Coach/AP
Baseline and Midyear District Assessments	Scantron Achievement Series  Data Wall	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability  Formative Tests 1, 2, and 3 in Math, Science, Writing, and Reading	Scantron Achievement Series  Data Sorts	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science  End of Year Writing, Science and Math Tests	Scantron Achievement Series  Data Sorts	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network  Data Wall	Reading Coach/ Reading Resource Teacher/ Reading PLC Facilitator
CELLA	Sagebrush (IPT)	ELL PSLT Representative

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

Teachers' common core curriculum assessments on units of instruction/big ideas.	Ed-Line	Individual Teachers/ Team Leaders/ PLC Facilitators/Leadership Team Member
DRA-2	School Generated Excel Database	Individual Teacher
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team/Specialty PSLT

**Supplemental/Intensive Instruction (Tiers 2 and 3)**

<b>Data Source</b>	<b>Database</b>	<b>Person (s) Responsible for Monitoring</b>
Extended Learning Program (ELP)* <i>(see below)</i> Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials)  Formative Tests 1, 2, and 3 in Math, Science, Writing, and Reading	School Generated Database in Excel	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base	Individual Teachers
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses  <i>(Middle/High)</i>	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers

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Other Curriculum Based Measurement	easyCBM  School Generated Database in Excel	Leadership Team/Individual Teachers
Success Maker and I-Station	Assessments included in computer-based programs	Individual Teachers

Describe the plan to train staff on MTSS.

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

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

Describe plan to support MTSS.

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

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

**Literacy Leadership Team (LLT)**

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012

**School-Based Literacy Leadership Team**

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

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

- Principal
- Assistant Principal
- Reading Coach
- Reading Resource Teacher
- Writing Resource Teacher
- AIS
- Media Specialist
- Teachers from primary and intermediate who have demonstrated effective reading instruction as reflected through positive student reading gains

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

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

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

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

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

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
- Data analysis (on-going)
- Implement K-12 Reading Plan

***NCLB Public School Choice***

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first 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 Dr. Eric J. Smith, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds 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 registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities. Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

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

**\*High Schools Only**

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

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

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

**Postsecondary Transition**

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		



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

<p><b>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</b></p>	<p>1.1. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.  -Training all content area teachers</p>	<p>1.1. <u><b>Common Core Reading Strategy Across all Content Areas</b></u>  Reading comprehension improves when <u><b>students are engaged in grappling with complex text.</b></u> Teachers need to understand how to <b>select/identify</b> complex text, <b>shift</b> the amount of informational text used in the content curricula, and <b>share</b> complex texts with all students. <u><b>All content area teachers are responsible for implementation.</b></u>  <u><b>Action Steps</b></u>  Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.1. <u>Who</u> -Principal -AP -Instruction Coaches  <u>How</u> -Administration and coach rotate through PLCs looking for complex text discussion. -Administration shares the positive outcomes observed in PLC meetings on a monthly basis.</p>	<p>1.1. <u>Teacher Level</u>  -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  <u>PLC Level</u>  -PLCs reflect on lesson outcomes and data used to drive future instruction.  <u>Leadership Team Level</u>  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1. <u>3x per year</u>  - FAIR  <u>During the Grading Period</u>  - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Reading Goal #1:</u>  In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 59% to 61%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>59</b>	<b>61</b>					

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

		<p>1.2. -Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.</p> <p>-Training all content area teachers</p>	<p>1.2. <b><u>Common Core Reading Strategy Across all Content Areas</u></b>  Common Core  Questions of all types and levels are necessary to scaffold students' understanding of complex text. Teachers need to understand and use <b><u>higher-order, text-dependent questions</u></b> at the word/phrase, sentence, and paragraph/passage levels (Webb's, Bloom, Costas). Student reading comprehension improves when students are required to provide evidence to support their answers to text-dependent questions. Scaffolding of students' grappling with complex text through well-crafted text-dependent question assists students in discovering and achieving deeper understanding of the author's meaning. <b><u>All content area teachers are responsible for implementation.</u></b></p>	<p>1.2. <b><u>Who</u></b>  -Principal  -AP  <b><u>How</u></b>  -Reading Coach observations and walk-throughs  -Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.</p>	<p>1.2. <b><u>Teacher Level</u></b>  -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  <b><u>PLC Level</u></b>  -PLCs reflect on lesson outcomes and data used to drive future instruction.  <b><u>Leadership Team Level</u></b>  -PLC facilitator shares SMART Goal data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.2. <b><u>3x per year</u></b>  - FAIR  <b><u>During the Grading Period</u></b>  - Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p><u>Action Steps</u></p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.3.</p> <p>-Teachers knowledge base of this strategy needs professional development. Training for this strategy is being rolled out in 12-13.</p> <p>-Training all content area teachers</p>	<p>1.3.</p> <p><b><u>Common Core Reading Strategy Across all Content Areas</u></b></p> <p>Teachers need to understand how to <b>design and deliver a close reading</b> lesson. Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include: 1) multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion. <b><u>All content area teachers are responsible for implementation.</u></b></p> <p><b><u>Action Steps</u></b></p> <p>Action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.3.</p> <p><b><u>Who</u></b></p> <p>-Principal</p> <p>-AP</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><b><u>How</u></b></p> <p>-Reading Coach observations and walk-throughs</p> <p>-Administrative walk-throughs looking for implementation of strategy with fidelity and consistency.</p>	<p>1.3.</p> <p><b><u>Teacher Level</u></b></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p>-Teachers maintain their assessments in the on-line grading system.</p> <p><b><u>PLC Level</u></b></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><b><u>Leadership Team Level</u></b></p> <p>-Teachers will share data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.3</p> <p><b><u>3x per year</u></b></p> <p>- FAIR</p> <p><b><u>During the Grading Period</u></b></p> <p>- Common assessments (pre, post, mid, section, end of unit, intervention checks)</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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		
<b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</b>	2.1	2.1 See Goals 1, 3, & 4	2.1	2.1	2.1		
<u>Reading Goal #2:</u>  In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 30% to 32%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>30</b>	<b>32</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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

<p><b>3. FCAT 2.0: Points for students making Learning Gains in reading.</b></p>	<p>B.1. -PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act</p>	<p>B.1. <u>Strategy</u> Student achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act</u> model and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:  1. What is it we expect them to learn?  2. How will we if they have learned it?  3. How will we respond if they don't learn?  4. How will we respond if they already know it?__  <u>Actions/Details</u></p>	<p>B.1. <u>Who</u> -Principal -AP - <u>How</u> -Progress of PLCs discussed at Leadership Team</p>	<p>B.1. School has a system for PLCs to record and report during-the-grading period</p>	<p>B.1. <u>3x per year</u> FAIR  <u>During the Grading Period</u>  Common assessments (pre, post, mid, section, end of unit)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>-Grade level/like-course PLCs use a <b>Plan-Do-Check-Act “Unit of Instruction” log</b> to guide their discussion and way of work.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>					
<p><u>Reading Goal #3:</u></p> <p>In grades 3-5, the percentage of All Curriculum students making learning gains on the 2013 FCAT Reading will increase from 75% to 77%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	75	77					
		3.2. See 2.1	3.2. See 2.1	3.2. See 2.1	3.2. See 2.1	3.2. See 2.1	



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

		B.3 See 4.1	B.3. See 4.1	B.3. See 4.1	B..3. See 4.1	B.3. See 4.1	
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</b></p>	<p>4.1. -Scheduling time for the principal/AP to meet with the academic coach on a regular basis.  -Teachers willingness to accept support from the coach.</p>	<p>4.1. <u>Strategy Across all Content Areas</u>  <u>Strategy/Task</u> Student achievement improves through <u>teachers' collaboration with the academic coach</u> in all content areas.  <u>Actions/Details</u>  <i>Academic Coach</i>  -The academic coach and administration conducts one-on-one data chats with individual teachers using the teacher's student past and/or present data.  -The coach rotates through all subjects' PLCs to:  --Facilitate lesson planning that embeds rigorous tasks  --Facilitate development,</p>	<p>4.1. <u>Who</u> Administration  <u>How-</u> -Review of coach's log  -Review of coach's log of support to targeted teachers.  -Administrative walk-throughs of coaches working with teachers</p>	<p>4.1. -Tracking of coach's participation in PLCs.  -Tracking of coach's interactions with teachers (planning, co-teaching, modeling, de-briefing, professional development, and walk throughs)</p>	<p>4.1. <u>3x per year</u>  - FAIR  <u>During the Grading Period</u>  - Common assessments (pre, post, mid, section, end of unit)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>writing, selection of higher-order, text-dependent questions/activities, with an emphasis on Webb’s Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students.</p> <p>-Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC on how to facilitate</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><b><i>Leadership Team and Coach</i></b></p> <p>-The coach meets with the principal/AP to map out a high-level summary plan of action for the school year.</p> <p>-Develop a detailed plan of action for the next two weeks.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Reading Goal #4:</u></p> <p>In grades 3-5, the percentage of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 71% to 73%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>71</b></p>	<p><b>73</b></p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p>	<p><b>Strategy Data Check</b></p>	<p><b>Student Evaluation Tool</b></p>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p><b>2011-2012</b></p>	<p><b>2012-2013</b></p>	<p><b>2013-2014</b></p>	<p><b>2014-2015</b></p>	<p><b>2015-2016</b></p>	<p><b>2016-2017</b></p>	
<p><b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b></p>							

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

<u>Reading Goal #5:</u>							
<p><b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1.  <b>See Goals 1, 3, &amp; 4</b></p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		

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

<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 75% to 78%.							
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 59% to 63%.							
	White: <b>75</b> Black: n/a Hispanic: <b>59</b> Asian: n/a American Indian: n/a	White: <b>78</b> Black: n/a Hispanic: <b>63</b> Asian: n/a American Indian: n/a					
		5A.2.	5A.2	5A.2	5A.2	5A.2	

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

		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5B. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> The percentage of FRL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 58% to 62%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>58</b>	<b>62</b>					



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

		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of CALLA is not consistent across core courses.</p> <p>-ELLs at varying levels of</p> <p>English language acquisition and acculturation is not consistent across core courses.</p>	<p>5C.1</p> <p>ELLs (LYs/LFs) comprehension of course content/ standard improves</p> <p>Reading, Language Arts, Math, Social Studies and Science.</p> <p><b>Action Steps</b></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers into core content lessons.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks</p> <p>-Core content teachers administer and analyze ELLs performance on assessments.</p> <p>-Teachers aggregate data to determine the performance of</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the walkthrough form from:</p> <p><u>The CALLA Handbook</u>, p. 101, Table 5.4 "Checklist for Evaluating Instruction.</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p>-ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELLs performance data.</p> <p><u>Leadership Team Level</u></p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>ELLs compared to the whole group.</p> <p>-Based on data core content teachers will differentiate instruction to remediate/enhance instruction.</p>					
<u>Reading Goal #5C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 46% to 51%.							
	<b>46</b>	<b>51</b>					

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

	-	<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our school is of high priority.</p> <p>-The majority of the teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-Teachers implementation of A+ Rise is not consistent across core courses.</p> <p>-Administrators at varying skill levels regarding use of A+ Rise in order to effectively conduct an A+ Rise fidelity check walk-through.</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB &amp; LYC) comprehension of course content/ standards increases in reading, language arts, math, science and social studies through the use of the district's on-line program <b>A+Rise</b> located on IDEAS under Programs for ELL.</p> <p><b>Action Steps</b></p> <p>-ESOL Resource Teacher (ERT) provides professional development to all content area teachers on how to access and use A+ Rise Strategies for ELLs at <a href="http://arises2s.com/s2s/">http://arises2s.com/s2s/</a> into core content lessons.</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks for use of A+ Rise strategies for ELLs.</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs</p>	<p>5C.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><u>Leadership Team Level</u></p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with MTSS team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.2</p> <p>-FAIR</p> <p>-CELLA</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>5C.3</p> <p>-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on number of ELLs.</p> <p>-Administrators at varying levels of expertise in being familiar with the ELL guidelines and job responsibilities of ERT and Bilingual paraprofessional.</p>	<p>5C.3</p> <p>ELLs (LYA, LYB &amp; LYC) comprehension of course content/ standards improves through participation in the following <a href="#">day-to-day accommodations on core content and district assessments across</a> Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> <li>1. Extended time (lesson and assessments)</li> <li>2. Small group testing</li> <li>3. Para support (lesson and assessments)</li> <li>4. Use of heritage language dictionary (lesson and assessments)</li> </ol>	<p>5C.3</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs In addition, tools from the MTSS Handbook and ELL MTSS Checklist, and ESOL Strategies Checklist can be used.</p>	<p>5C.3</p> <p>Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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

<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher. To address this barrier, the APC will put a system in place for this school year.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the effective and <b>consistent implementation of students' IEP</b> goals, strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Administrators and ESE Contact  <u>How</u> IEP Progress Reports</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction.  <u>Leadership Team Level</u> -Teachers data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -FAIR  <u>During the Grading Period</u>  -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 28% to 30%.	<b>28</b>	<b>30</b>					

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

		<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2.</p> <p><b><u>Strategy/Task</u></b></p> <p>SWD student achievement improves through <b><u>teachers' implementation of the Plan-Do-Check-Act model</u></b> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><b><u>Actions</u></b></p> <p><i>Plan</i></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p>-What is the SMART goal for this unit of instruction for our SWD?</p>	<p>5D.2</p> <p><b><u>Who</u></b></p> <p>-School based Administrators</p>	<p>5D.2</p> <p><b><u>Teacher Level</u></b></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><b><u>PLC Level</u></b></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><b><u>Leadership Team Level</u></b></p> <p>-Teachers share SWD data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.2</p> <p>-FAIR</p> <p><b><u>During the Grading Period</u></b></p> <p>-Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance</p>	
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			<p><i>Plan for the “Do”</i></p> <p>What do teachers need to do in order to meet the SWD SMART goal?</p> <p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD going to do during the lesson to maximize learning?</p> <p><i>Reflect on the “Do”/ Analyze Checks for Understanding and</i></p>				
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		<p><i><b>Student Work during the unit.</b></i></p> <p>For lessons that have already been taught within the unit of instruction, teachers <b>reflect</b> 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?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-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?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding?</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p> <p><b>Reflect/Check – Analyze Data</b></p> <p>Discuss one or more of the following:</p> <p>-What is the SWD data?</p> <p>-What is the data telling us as individual teachers?</p> <p>-What is the data telling us as a grade level/ PLC/department?</p> <p>-What are SWD not learning? Why is this occurring?</p> <p>-Which SWD are learning?</p> <p><b>Act on the Data</b></p> <p>After data analysis, develop a plan to act on the data.</p> <p>-What are we going to do about SWD not learning?</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?  -How are we going to re-teach the skill differently?  -How we will know that our re-teaching/ interventions are working?				
		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
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Teach Like a Champion	Grades K-5	Diane Carlo	All Teachers K-5	PD scheduled for 2 consecutive Tuesdays 5-8 pm on October 2 <sup>nd</sup> and 9 <sup>th</sup>	Administrative walk-throughs to observe characteristics	Principal and Administrative Team
Higher Order Thinking Skills	Grades K-5	Diane Carlo	All Teachers K-5	PD scheduled for 2 consecutive Thursdays 5-8 pm September 13 <sup>th</sup> and 20 <sup>th</sup>	Administrative walk-throughs to observe characteristics	Principal and Administrative Team

*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)).

<b>Elementary School Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</b></p>	<p>1.1 -Lack of infrastructure to support technology  -Lack of technology hardware  -Teachers at varying understanding of the intent of the CCSS</p>	<p>1.1 <u>Strategy</u> Students' math achievements improves through the use of <u>technology and hands-on activities</u> to implement the Common Core State Standards. In addition, student practice taking on-line assessments to prepare students for on-line state testing.  <u>Action Steps</u>  -PLCs use their core curriculum information to learn more about hands-on and technology activities.  -Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>	<p>1.1 <u>Who</u>  - Administration  -Math Resource Teacher  <u>How Monitored</u>  -Classroom walk-throughs observing this strategy.  -Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>1.1 PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.  Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.1 <u>2x per year</u>  District Baseline and Mid-Year Testing  - Semester Exams  - <u>During the Grading Period</u>  -Core Curriculum Assessments (pre, mid, end of unit, chapter, etc.)</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 54% to 59%.	<b>54</b>	<b>59</b>					



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

		<p>1.2.</p> <p>-Teachers are at varying skill levels with higher order questioning techniques.</p> <p>-PLC meetings need to focus on identifying and writing higher order questions to deliver during the lessons.</p> <p>-Finding time to conduct Webb's Depth of Knowledge walk-throughs is sometimes challenging.</p>	<p><b>1.2</b></p> <p><b><u>Strategy/Task</u></b></p> <p>Students math achievement improves through frequent participation in <b><u>higher order questions/discussion activities</u></b> to deepen and extend student knowledge. These quality questions/prompts and discussion techniques promotes thinking by students, assisting them to arrive at new understandings of complex material.</p> <p><b><u>Actions/Details</u></b></p> <p><b><i>Within PLCs</i></b></p> <p>-Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.</p> <p>-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.</p> <p>-Teachers plan for scaffolding questions</p>	<p><b><u>Who</u></b></p> <p>-Principal</p> <p>-Math Resource Teacher</p> <p><b><u>How Monitored</u></b></p> <p>-Classroom walk-throughs using Webb's Depth of Knowledge wheel as a higher order walk-through form. They look for implementation of strategy with fidelity and consistency</p> <p>-Administrator and coach aggregates the walk-through data school-wide and shares with staff the progress of strategy implementation</p>	<p>1.2</p> <p>PLCs will review unit assessments and chart the increase in the number of students reaching at least 75% mastery on units of instruction.</p> <p>Teachers will share data with the Problem Solving Leadership Team. The Problem Solving Leadership Team will review assessment data for positive trends.</p>	<p>1.2</p> <p><b><u>2x per year</u></b></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p>Semester Exams</p> <p>—</p> <p><b><u>During the Grading Period</u></b></p> <p>-Core Curriculum Assessments</p> <p>(pre, mid, end of unit, chapter, interventions etc.)</p>	
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		<p>and activities to meet the differentiated needs of students.</p> <p>-After the lessons, teachers examine student work samples and classroom questions using Webb's Depth of Knowledge to evaluate the sophistication/ complexity of students' thinking.</p> <p>-Use student data to identify successful higher order questioning techniques for future implementation.</p> <p><i><b>In the classroom</b></i></p> <p><u>During the lessons, teachers:</u></p> <p>-Ask questions and/ or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.</p> <p>-Wait for full attention from the class before asking questions.</p> <p>-Provide students with wait time.</p> <p>-Use probing questions</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>to encourage students to elaborate and support assertions and claims drawn from the text/content.</p> <p>-Allow students to “unpack their thinking” by describing how they arrive at an answer.</p> <p>-Encourage discussion by using open-ended questions.</p> <p>-Ask questions with multiple correct answers or multiple approaches.</p> <p>-Scaffold questions to help students with incorrect answers.</p> <p>-Engage all students in the discussion and ensure that all voices are heard.</p> <p><u>During the lessons, students:</u></p> <p>-Have opportunities to formulate many of the high-level questions based on the text/content.</p> <p>-Have time to reflect on classroom discussion to increase their</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>understanding (and without teacher mediation).</p> <p><u>School Leadership</u></p> <p>-The coach/resource teacher/PLC member/administrator collects higher order questioning walk-through data using Webb’s Depth of Knowledge wheel.</p> <p>-Monthly, school leaders conduct one-on-one data chats with individual teachers using the data gathered from walk-through tools. This teacher data/chats guides the leadership’s team professional development plan (both individually and whole faculty).</p>				
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<b>Student Evaluation Tool</b>		

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

<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</b></p>	2.1	2.1 See Goals 1, 3, and 4	2.1__	2.1	2.1		
<p><u>Mathematics Goal #2:</u>  In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 20% to 22%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<b>20</b>	<b>22</b>					
		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>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>3. FCAT 2.0: Points for students making learning gains in mathematics.</b></p>	<p>B.1. -PLCs struggle with how to structure curriculum and data analysis discussion to deepen their leaning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act “Instructional Unit” log.</p>	<p>B.1. <u>Strategy</u> Students’ math achievement improves through <u>teachers working collaboratively</u> to focus on student learning. Specifically, they use the <u>Plan-Do-Check-Act model</u> and log to structure their way of work. Using the backwards design model for units of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> <li>1. What is it we expect them to learn?</li> <li>2. How will we know if they have learned it?</li> <li>3. How will we respond if they don’t learn?</li> <li>4. How will we respond if they already know it?_</li> </ol>	<p>B.1. <u>Who</u> -Principal -AP -Instruction Coaches -PLC facilitators of like grades and/or like courses <u>How</u> -Administrators and coaches attend targeted PLC meetings</p>	<p>B.1. School has a system for PLCs to record and report during-the-grading period outcomes to administration, coach, and/or leadership team.</p>	<p>B.1. <u>2x per year</u> District Baseline and Mid-Year Testing - Semester Exams - <u>During the Grading Period</u> Common assessments (pre, post, mid, section, end of unit)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<u>Actions/Details</u>					
		<p>-This year, the like-course PLCs will administer common end-of-chapter assessments. The assessments will be identified/generated prior to the teaching of the unit.</p> <p>-Grade level/like-course PLCs use a <b>Plan-Do-Check-Act “Unit of Instruction” log</b> to guide their discussion and way of work. Discussions are summarized on log.</p> <p>-Additional action steps for this strategy are outlined on grade level/content area PLC action plans.</p>					

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

<u>Mathematics Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the points of All Curriculum students making learning gains on the 2013 FCAT Math will increase from 80 to 82.	<b>80</b>	<b>82</b>					



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

		<p>B.2.</p> <p>-Teachers tend to only differentiate after the lesson is taught instead of planning how to differentiate the lesson when new content is presented.</p> <p>-Teachers are at varying levels of using Differentiated Instruction strategies.</p> <p>-Teachers tend to give all students the same lesson, handouts, etc.</p>	<p>B.2.</p> <p><b><u>Strategy/Task</u></b></p> <p>Students' math achievement improves when teachers use on-going student data to <b>differentiate instruction.</b></p> <p><b><u>Actions/Details</u></b></p> <p><b><i>Within PLCs Before Instruction and During Instruction of New Content</i></b></p> <p>-Using data from previous assessments and daily classroom performance/work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p><b><i>In the classroom</i></b></p> <p>-During the lessons, <b>students</b> are involved in flexible grouping techniques</p> <p><b><i>PLCs After Instruction</i></b></p> <p>-Teachers reflect and discuss the outcome of their DI lessons.</p>	<p>B.2.</p> <p><b><u>Who</u></b></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-PLC facilitators of like grades and/or like courses</p>	<p>B.2.</p> <p><b><u>Teacher Level</u></b></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><b><u>PLC Level</u></b></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><b><u>Leadership Team Level</u></b></p> <p>- Teachers share data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>B.2.</p> <p><b><u>2x per year</u></b></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p>Semester Exams</p> <p>—</p> <p><b><u>During the Grading Period</u></b></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	<p>B.2.</p>
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>-Use student data to identify successful DI techniques for future implementation.</p> <p>-Using a problem-solving question protocol, identify students who need re-teaching/ interventions and how that instruction will be provided. <i>(Questions are listed in the 2012-2013 Technical Assistance Document under the Differentiation Cross Content strategy).</i></p> <p>-Additional action steps for this strategy are outlined on grade level/ content area PLCs.</p>				
		B.3.	B.3.	B..3.	B.3.	B.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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>	<b>Strategy Data Check</b>	<b>Student Evaluation Tool</b>		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			



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

	<p>development, writing, selection of higher-order , text-dependent questions/activities, with an emphasis on Webb’s Depth of Knowledge question hierarchy</p> <p>--Facilitate the identification, selection, development of rigorous core curriculum common assessments,</p> <p>--Facilitate core curriculum assessment data analysis</p> <p>--Facilitate the planning for interventions and the intentional grouping of the students</p> <p>-Using walk-through data, the academic coach and administration identify teachers for support in co-planning, modeling, co-teaching, observing and debriefing.</p> <p>-The academic coach trains each subject area PLC</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>on how to facilitate their own PLC using structured protocols.</p> <p>-Throughout the school year, the academic coach/administration conducts one-on-one data chats with individual teachers using the data gathered from walk-through tools. This data is used for future professional development, both individually and as a department.</p> <p><b><i>Leadership Team and Coach</i></b></p> <p>-The academic coach meets with the principal/APC to map out a high-level summary plan of action for the school year.</p> <p>-Every two weeks, the academic coach meets with the principal/APC to:</p> <p>--Review log and work accomplished and</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		--Develop a detailed plan of action for the next two weeks.					
<u>Mathematics Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the points of All Curriculum students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 84 to 86.							
	<b>84</b>	<b>86</b>					

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

		<p>4.2</p> <p>-The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the students is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>4.2</p> <p><u>Strategy</u></p> <p>Students' math achievement improves through receiving <a href="#">ELP supplemental instruction on targeted skills</a> that are not at the mastery level.</p> <p><u>Action Steps</u></p> <p>-Classroom teachers communicate with the ELP teachers regarding specific skills that students have not mastered.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>- Students attend ELP sessions.</p> <p>- Progress monitoring data collected by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher.</p> <p>-When the students have mastered the specific skill, they are exited from the ELP</p>	<p>4.2</p> <p><u>Who</u></p> <p>Administrators</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>4.2</p> <p>Supplemental data shared with leadership and classroom teachers who have students.</p>	<p>4.2</p> <p>Curriculum Based Measurement (CBM) <i>(From District RtI/Problem Solving Facilitators.)</i></p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			program.				
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	
<b>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>							
<u>Math Goal #5:</u>							
<b>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</b>	5A.1.	5A.1. <b>See goals 1, 3 &amp; 4</b>	5A.1.	5A.1.	5A.1.		



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

<u>Math Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 56% to 60%.</p>							
<p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 54% to 59%.</p>							

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

	White: 56 Black: Hispanic: 54 Asian: American Indian:	White: 60 Black: Hispanic: 59 Asian: American Indian:					
		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>5B. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5B.1.	5B.1 <b>See goals 1, 3 &amp; 4.</b>	5B.1.	5B.1.	5B.1.		

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

<p><b>Mathematics Goal #5B:</b></p> <p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 53% to 58%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>53</b></p>	<p><b>58</b></p>					
		<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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

<p><b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b></p>	<p>5C.1</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's ERT.</p> <p>-ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses.</p>	<p>5C.1</p> <p>ELLs (LYs/LFs) comprehension of course content/ standard improves strategy in math.</p> <p><b>Action Steps</b></p> <p>-ERT models lessons</p> <p>-District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks</p> <p>-Math teachers administer and analyze ELLs. In particular, teachers aggregate data to determine the performance of ELLs compared to the whole group.</p> <p>-Based on data math teachers differentiate instruction to remediate/enhance instruction.</p>	<p>5C.1</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs using the informal observation form</p>	<p>5C.1</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><u>Leadership Team Level</u></p> <p>-Teachers share data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with MTSS team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1</p> <p><u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p><u>During the Grading Period</u></p> <p>-Common assessments (pre, post, mid, section, end of unit)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Mathematics Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 43% to 49%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>43%</b></p>	<p><b>49%</b></p>					
		<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's MRT.</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB &amp; LYC) comprehension of course content/standards increases in math.</p> <p><u>Action Steps</u></p> <p>-Math Resource Teacher provides professional development to all math area teachers</p> <p>- District Resource Teachers (DRTs) provide professional development to all administrators on how to conduct walk-through fidelity checks</p>	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-District Resource Teachers</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs.</p>	<p>5C.2</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><u>Leadership Team Level</u></p> <p>-Data is used to drive teacher support and student supplemental instruction.</p> <p>-ERTs meet with RtI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.2.</p> <p>-Improving the proficiency of ELL students in our student is of high priority.</p> <p>-The majority of the math teachers are unfamiliar with this strategy. To address this barrier, the school will schedule professional development delivered by the school's MRT.</p>	

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

		<p>5C.3</p> <ul style="list-style-type: none"> <li>-Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing.</li> <li>-Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.</li> <li>-Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.</li> <li>-Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of ERT and Bilingual paraprofessional.</li> </ul>	<p>5C.3</p> <p>ELLs (LYA, LYB &amp; LYC) comprehension of course content/ standards improves through participation in the following <b>day-to-day accommodations on core content</b> and district assessments in math:</p> <ul style="list-style-type: none"> <li>-Extended time (lesson and assessments)</li> <li>-Small group testing</li> <li>-Para support (lesson and assessments)</li> <li>-Use of heritage language dictionary (lesson and assessments)</li> </ul>	<p>5C.3</p> <p><u>Who</u></p> <ul style="list-style-type: none"> <li>-School based Administrators</li> <li>-ESOL Resource Teachers</li> </ul> <p><u>How</u></p> <ul style="list-style-type: none"> <li>-Administrative and ERT walk-throughs using the walk-throughs</li> </ul>	<p>5C.3</p> <p>Analyze math core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students.</p>	<p>5C.3</p> <ul style="list-style-type: none"> <li>-Lack of understanding that math teachers can provide ELL accommodations beyond FCAT testing.</li> <li>-Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.</li> <li>-Allocation of Bilingual Education Paraprofessional dependent on membership of ELLs.</li> <li>-Administrators at varying levels of expertise in being familiar with the ELL Program guidelines and job responsibilities of ERT and Bilingual paraprofessional.</li> </ul>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>		

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

<p><b>5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.</b></p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher.</p>	<p>5D.1. <u>Strategy</u> SWD student achievement improves through the <u>effective and consistent implementation of students' IEP goals</u>, strategies, modifications, and accommodations.  -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity.  -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/ SWD strategies and modifications into lessons.</p>	<p>5D.1. <u>Who</u> Administration  <u>How</u> IEP Progress Reports reviewed by ESE Teachers</p>	<p>5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction.  <u>Leadership Team Level</u> -Teachers share data with the Problem Solving Leadership Team.  -Data is used to drive teacher support and student supplemental instruction.</p>	<p>5D.1. -Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs by both the general education and ESE teacher.</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 26% to 33%.	<b>26%</b>	<b>33%</b>					



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

		<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	<p>5D.2.</p> <p><b>Strategy/Task</b></p> <p>SWD student achievement improves through teachers' implementation of the <b>Plan-Do-Check-Act model</b> in order to plan/carry out lessons/assessments with appropriate strategies and modifications.</p> <p><b>Actions</b></p> <p><i>Plan</i></p> <p>For an upcoming unit of instruction determine the following:</p> <p>-What do we want our SWD to learn by the end of the unit?</p> <p>-What are standards that our SWD need to learn?</p> <p>-How will we assess these skills/standards for our SWD?</p> <p>-What does mastery look like?</p> <p><b>Plan for the "Do"</b></p>	<p>5D.2.</p> <p><b>Who</b></p> <p>-Principal</p> <p>-AP</p> <p>-Instruction Coaches</p> <p>-PLC facilitators of like grades and/or like courses</p> <p><b>How</b></p> <p>-Progress of PLCs discussed at Leadership Team</p>	<p>5D.2.</p> <p>School has a system for PLCs to record and report during-the-grading period SWD</p>	<p>5D.2.</p> <p>-Improving the proficiency of SWD in our school is of high priority.</p> <p>-Teachers need support in drilling down their core assessments to the SWD level.</p> <p>-General educational teacher and ESE teacher need consistent, on-going co-planning time.</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>-What resources do we need?</p> <p>-How will the lessons be designed to maximize the learning of SWD?</p> <p>-What checks-for-understanding will we implement for our SWD?</p> <p>-What teaching strategies/best practices will we use to help SWD learn?</p> <p>-Specifically how will we implement the _____ strategy during the lesson?</p> <p>-What are teachers going to do during the lesson for SWD?</p> <p>-What are SWD student going to do during the lesson to maximize learning?</p> <p><b><i>Reflect on the “Do”/ Analyze Checks for Understanding and Student Work <u>during</u> the unit.</i></b></p> <p>For lessons that have already been taught within the unit of instruction, teachers <b>reflect</b> and discuss</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>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?</p> <p>-What didn't work within the lesson? Why? What are we going to do next?</p> <p>-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?</p> <p>-For the implementation of the _____ strategy, what didn't work? Why? What are we going to do next?</p> <p>-What were the outcomes of the checks for understanding? And/or analysis of student performance?</p> <p>-How do we take what we have learned and apply it to future lessons?</p>				
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			<p><b>Reflect/Check – Analyze Data</b></p> <p>Discuss one or more of the following:</p> <ul style="list-style-type: none"> <li>-What is the SWD data?</li> <li>-What is the data telling us as individual teachers?</li> <li>-What is the data telling us as a grade level/PLC/department?</li> <li>-What are SWD not learning? Why is this occurring?</li> <li>-Which SWD are learning?</li> </ul> <p><b>Act on the Data</b></p> <p>After data analysis, develop a plan to act on the data.</p> <ul style="list-style-type: none"> <li>-What are we going to do about SWD not learning?</li> <li>-What are the skills/ concepts/standards that need re-teaching/ interventions (either to individual SWD or small groups)?</li> </ul>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			-How are we going to re-teach the skill differently?  -How we will know that our re-teaching/ interventions are working?				
		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)).

<b>Algebra EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>Alg1. Students scoring proficient in Algebra (Levels 3-5).</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Algebra Goal #1:</u></p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

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

<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

*End of Algebra EOC Goals*

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

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



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

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
Think Central	K-5	Lia Crawford	School Wide Voluntary	9/17/12	Administrator Walk-throughs	Administrators

*End of Mathematics Goals*

**Elementary and Middle School Science Goals**

<b>Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</b></p>	<p>1.1 -Teachers are at varying skill levels in the use of inquiry and the 5E lesson plan model.  -Lack of common planning time to facilitate and hold PLCs for like courses.</p>	<p>1.1 <u>Strategy</u> Students' science skills will improve through participation in the <u>5E instructional model.</u>  <u>Action Steps</u> -Teachers will attend District Science training and share 5 E Instructional Model information with their PLCs.  -PLCs write SMART goals based for units of instruction.  -As a Professional Development activity in their PLCs, teachers spend time collaboratively building 5E Instructional Model for upcoming lessons.</p>	<p>1.1 <u>Who</u> Principal AP Science DRT  <u>How Monitored</u> -Classroom walk-throughs observing this strategy.</p>	<p>1.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.  <u>PLC Level</u> -PLCs reflect on lesson outcomes and data used to drive future instruction.  <u>Leadership Team Level</u> -Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.1 <u>2x per year</u> District-level baseline and mid-year tests  <u>During the Grading Period</u> -Core Curriculum Assessments (pre, mid, end of unit, chapter, intervention checks, etc.)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>-PLC teachers instruct students using the 5E Instructional Model.</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material.</p> <p>-Teachers bring assessment data back to the PLCs.</p> <p>-Based on the data, teachers discuss effectiveness of the 5E Lesson Plans to drive future instruction.</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Science Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-5, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 51% to 53%.	<b>51</b>	<b>53</b>					

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

		<p>1.2. PLCs struggle with how to structure curriculum conversations and data analysis to deepen their learning. To address this barrier, this year PLCs are being trained to use the Plan-Do-Check-Act "Instructional Unit" log.</p>	<p>1.2. <u>Strategy</u></p> <p>Student achievement improves through teachers working collaboratively to focus on student learning using the 5E Instructional Model. Specifically, they use the <u>Plan-Do-Check-Act model</u> to structure their way of work. Using the backwards design model for unit of instruction, teachers focus on the following four questions:</p> <ol style="list-style-type: none"> <li>1. What is it we expect them to learn?</li> <li>2. How will we know if they have learned it?</li> <li>3. How will we respond if they don't learn?</li> <li>4. How will we respond if they already know it? _</li> </ol> <p><u>Actions/Details</u></p> <p><i>Within PLCs:</i></p> <p>-Guide their Plan-Do-Check-Act conversations and way of work.</p> <p>--Monitor the frequency</p>	<p>1.2. <u>Who</u></p> <p>-Principal -AP -Science DRT</p> <p><u>How</u></p> <p>-Administrators attended targeted PLC meetings</p>	<p>1.2. School has a system for PLCs to record and report during-the-grading period outcomes to administration</p>	<p>1.2. <u>2x per year</u></p> <p>District Baseline and Mid-Year Testing</p> <p>—</p> <p>—</p> <p><u>During the Grading Period</u></p> <p>Common assessments (pre, post, mid, section, end of unit)</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>of meetings. All grade level/subject area PLCs collaborate 3 times per month for curriculum planning, reflection, and data analysis.)</p> <p>-Working with the core curriculum, within grade level PLCs teachers will:</p> <p>--Unpack the benchmark and identify what students need to understand, know, and do.</p> <p>--Plan for checks for understanding during the unit.</p> <p>--Plan for the End-of-Unit Assessment</p> <p>--Plan upcoming lessons/units using the 5E Instructional Model.</p> <p>--Reflect on the outcome of lessons taught</p> <p>--Analyze checks for understanding and core curriculum assessments.</p> <p>--Act on the core curriculum data by planning interventions for the whole class or small group.</p>				
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.3</p> <p>-Teachers are at varying skill levels in using appropriate instructional, scientific and laboratory technology - Administrators are at varying skill levels in using appropriate instructional, scientific and laboratory technology</p>	<p>1.3</p> <p><u>Strategy</u></p> <p>Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in learning important and challenging science content through the use of appropriate instructional methods, <u>scientific processes, laboratory experiences, and uses of technology</u> (animations, and digital microscopy).</p> <p><u>Action Steps</u></p> <p>-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling technology and hands-on strategies.</p> <p>-Within PLCs, teachers plan for engaging exploration of science content using hands-on learning experiences, inquiry, labs, technology (such as probeware, simulations and animations) within the 5E Instructional Model.</p> <p>-Teachers implement the 5E Instructional Model to promote learning experiences that cause</p>	<p>1.3</p> <p><u>Who</u></p> <p>Principal AP Science DRT</p> <p><u>How Monitored</u></p> <p>-Classroom walk-throughs observing this strategy.</p>	<p>1.3</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u></p> <p>-PLCs reflect on lesson outcomes and data used to drive future instruction.</p> <p><u>Leadership Team Level</u></p> <p>-Teachers share data with the Problem Solving Leadership Team.</p> <p>-Data is used to drive teacher support and student supplemental instruction.</p>	<p>1.3</p> <p><u>2x per year</u></p> <p>District-level baseline and mid-year tests</p> <p><u>During the Grading Period</u></p> <p>-Unit assessments</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			<p>students to think, make connections, formulate and test hypotheses and draw conclusions.</p> <p>-Teachers facilitate student-centered learning through the use of the 5E Instructional Model.</p> <p>-Common Core Literacy Standards for both Reading and Writing are appropriately embedded throughout the 5E Instruction Model.</p> <p>-Each teacher maintains a record of the number of occurrences of engagement tasks (hands-on-learning experiences, labs, and technology) per week.</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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<b>Student Evaluation Tool</b>		

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

<p><b>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</b></p>	<p>2.1 -Not all teachers have received the CCLS for Science overview. -Not all teachers understand how to integrate close reading with the 5E instructional model. -Not all PLCs routinely look at curriculum materials beyond those posted on the curriculum guide</p>	<p>2.1 <u>Strategy</u> Students' comprehension of science text improves when students are engaged in close reading techniques using on-grade-level content-based text (textbooks and other supplemental texts). Science teachers engage students in the <u>close reading model</u> (appropriately placed within the 5E instructional model) using their textbooks or other appropriate high-Lexile, complex supplemental texts at least 5 times per nine weeks. <u>Action Steps</u>  <i>Professional Development</i> -The Reading</p>	<p>2.1 <u>Who</u> Principal AP Reading Coach Science DRT  <u>How Monitored</u> Administration, DRT walk-throughs</p>	<p>Science PLC meetings  PLCs will track achievement on the benchmark attached to the Close Reading passage comparing baseline achievement level to 80% mastery using the proximal evaluation tool.</p>	<p><u>3x-per year</u>  District level baseline, mid-year, and pre-EOC administration  <u>During the Grading Period</u> -mini-assessments -unit assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<p>Coach along with the Team Leaders conduct trainings to develop teachers' ability to use the close reading model.</p> <p>-The Reading Coach attends science departmental PLCs to co-plan with teachers, developing lessons using the close reading model.</p> <p>-Teachers within departments attend professional development provided by the district/ school on text complexity and close reading models that are most applicable to science classrooms and support the 5E instructional model.</p> <p><i>In PLCs/ Department</i></p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>-Teachers work in their PLCs to locate, discuss, and disseminate appropriate texts to supplement their textbooks.</p> <p>-PLCs review Close Reading Selections to determine word count and high-Lexile.</p> <p>-PLCs assign appropriate NGSSS benchmark to Close Reading passage</p> <p>-To increase stamina, teachers select high-Lexile, complex and rigorous texts that are shorter and progress throughout the year to longer texts that are high-Lexile, complex and rigorous__</p> <p>- Teachers debrief lesson implementation to determine effectiveness</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>and level of student comprehension and retention of the text. Teachers use this information to build future close reading lessons.</p> <p><i>During the lessons, teachers:</i></p> <ul style="list-style-type: none"> <li>-Guide students through text without reading or explaining the meaning of the text using the following:</li> <li>--Introducing critical vocabulary to ensure comprehension of text.</li> <li>--Stating an essential question prior to reading</li> <li>--Using questions to check for understanding.</li> <li>--Using question to engage students</li> </ul>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>in discussion.</p> <p>--Requiring oral and written responses to text.</p> <p>-Ask text-based questions that require close reading of the text and multiple reads of the text.</p> <p><b><i>During the lessons, students:</i></b></p> <p>-Grapple with complex text.</p> <p>-Re-read for a second purpose and to increase comprehension.</p> <p>-Engage in discussion to answer essential question using textual evidence.</p> <p>-Write in response to essential question using textual evidence.</p>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><u>Science Goal #2:</u></p> <p>In grades 3-5, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 14% to 16%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<b>14</b>	<b>16</b>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

**Science Professional Development**

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

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

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

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

Inquiry and the 5E Instructional Model	Grades K-5	Science Coach/ SAL and Technology Resource	School Wide Voluntary	On-going in science	Administrators conduct targeted walk-throughs to monitor 5 E Instructional Model lessons.	Administration Team
Close Reading	Grades K-5	Reading Coach	School Wide Voluntary	Early Release Mondays TBA	Reading Coach walk-throughs	Administration Team & Reading Coach

*End of Science Goals*



**Writing/Language Arts Goals**

<b>Writing/ Language Arts Goals</b>	<b>Problem- Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>1. Students scoring at Achievement Level 3.0 or higher in writing.</b></p>	<p>-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.</p> <p>-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.</p> <p>-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.</p>	<p><b><u>Strategy</u></b></p> <p>Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.</p> <p><b><u>Action Steps</u></b></p> <p>-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.)</p> <p><b><u>Plan:</u></b></p> <p>-Professional Development for updated rubric courses</p> <p>-Professional Development for instructional delivery of mode-</p>	<p><b><u>Who</u></b></p> <p>Principal</p> <p>AP</p> <p>District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)</p> <p><b><u>How Monitored</u></b></p> <p>-Classroom walk-throughs</p> <p>-Conferencing while writing walk-through tool (for coaches)</p>	<p>See "Check" &amp; "Act" action steps in the strategies column</p>	<p>-Student monthly demand writes/formative assessments</p> <p>-Student daily drafts</p> <p>-Student revisions</p> <p>-Student portfolios</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>specific writing</p> <p>-Using data to identify trends and drive instruction</p> <p>-Lesson planning based on the needs of students</p> <p><b><u>Do:</u></b></p> <p>-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points</p> <p>-Daily/ongoing conferencing</p> <p><b><u>Check:</u></b></p> <p>Review of daily drafts and scoring monthly demand writes</p> <p>-PLC discussions and analysis of student writing to determine trends and needs</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p><u>Act:</u></p> <ul style="list-style-type: none"> <li>-Receive additional professional development in areas of need</li> <li>-Spread the use of effective practices across the school based on evidence shown in the best practice of others</li> <li>-Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.</li> <li>-Plan ongoing monitoring of the solution(s)</li> </ul>					
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will remain at 98%.							
	<b>98</b>	<b>98</b>					

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

		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
Online Moodle Training	K-5	Temetia Creed	School Wide Voluntary	Ongoing	Administrative Walk-throughs	Administration
Rubric Update Training	2-5	Temetia Creed	School Wide Voluntary	Ongoing	Monthly Writes results	Administration

*End of Writing Goals*

**Attendance Goal(s)**

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

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

<p><b>1. Attendance</b></p>	<p>1.1 -Attendance committee needs to meet on a regular basis throughout the school year.  -Need support in building and maintain the student database.</p>	<p>1.1 <b><u>Tier 1</u></b> 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.</p>	<p>1.1 Attendance committee will keep a log and notes that will be reviewed by the Principal on a monthly basis and shared with team.</p>	<p>1.1 Attendance committee will monitor the attendance data from the targeted group of students.</p>	<p>1.1 Instructional Planning Tool Attendance/Tardy data  Ed Connect</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal #1:	<u>2012 Current</u> Attendance Rate:*	<u>2013 Expected</u> Attendance Rate:*					
<p>1. The attendance rate will increase from 95.34% in 2011-2012 to 96% in 2012-2013.</p> <p>2. The attendance rate will increase from 95.34% in 2011-2012 to 96% in 2012-2013.</p> <p>The number of students who have 10 or more unexcused absences throughout the school year will decrease by 10%</p> <p>3. The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease by 10%.</p>							
	<b>95.34</b>	<b>96</b>					



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

	<u>2012 Current Number of Students with Excessive Absences</u>  (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u>  (10 or more)					
	<b>90</b>	<b>81</b>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies</u>  (10 or more)					
	<b>110</b>	<b>99</b>					
		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 students to school. If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.	1.2  Social Worker  Guidance Counselor  PSLT	1.2  The attendance committee (which is a subset of the leadership Team) will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication about these children.	Instructional Planning Tool Attendance/Tardy data	

**Professional Development**

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

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

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

PD Content /Topic  and/or PLC Focus	Grade Level/ Subject	PD Facilitator  and/or PLC Leader	PD Participants  (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules  (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Plan	PK-5	Monique Rodriguez	School-Wide	10/1/12	Attendance/Tardy Monitoring Form to track frequent absences/tardies for students	

*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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b>  Who and how will the fidelity be monitored?	<b>Strategy Data Check</b>  How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>1. Suspension</b></p>	<p>1.1 There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1 <u>Tier 1</u> - school-wide rules and expectations are implemented and recited daily on the closed circuit morning show.  -Project RESPECT and character education are implemented in the classrooms by guidance counselor.  -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules.</p>	<p>1.1 <u>Who</u> -Administration</p>	<p>1.1 - PSLT review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data quarterly.</p>	<p>UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
1. The total number of In-School Suspensions will decrease by 10%.	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
2. The total number of students receiving In-School Suspension throughout the school year will decrease by 10%.							
3. The total number of Out-of-School Suspensions will decrease by 10%. x							
4. The total number of students receiving Out-of-School Suspensions throughout the school year will decrease by 10%.							
	<b>7</b>	<b>6</b>					
	<u>2012 Total Number of Students Suspended</u>	<u>2013 Expected Number of Students Suspended</u>					
	<u>In-School</u>	<u>In-School</u>					
	<b>7</b>	<b>6</b>					

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

	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<b>6</b>	<b>5</b>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<b>6</b>	<b>5</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Suspension Professional Development**

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

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

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

**Dropout Prevention Goal(s)**

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

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

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

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

Enter narrative for the goal in this box.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
		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
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*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.**

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>1. Parent Involvement</b>  <u>Parent Involvement Goal #1:</u>	1.1.	1.1.	1.1.	1.1.	1.1.		



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

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

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

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

**Parent Involvement Professional Development**

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

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

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

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

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

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

<p><b>1. Health and Fitness Goal</b></p>	<p>1.1.</p>	<p>1.1.. Elementary school students will engage in the equivalent of 30 minutes two days per week of physical education for the year in 5th grade.</p>	<p>1.1. Principal AP</p>	<p>1.1. Checking of student schedules</p>	<p>1.1. Student schedules Master schedule</p>		
<p><u>Health and Fitness Goal #1:</u>  During the 2012-2013 school year, the number of students scoring in the “Healthy Fitness Zone” (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 58% on the Pretest to 68% on the Posttest.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					
	<p><b>58</b></p>	<p><b>68</b></p>					

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

		1.2	1.2 Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.  <i>Schools can personalize this objective by listing initiatives that the HEART team will implement.</i>	1.2 H.E.A.R.T. team	1.2. H.E.A.R.T. team notes/agendas	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
		1.3	1.3. Two physical education classes per week for a year with a certified physical education teacher.	1.3. Physical Education Teacher	1.3. Classroom walk-throughs  Class schedules	1.3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	

**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)).

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

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

<p><b>1. Continuous Improvement Goal</b></p>	<p>1.1 - Not enough time</p>	<p>1.1 Begin each meeting with a positive thought  Provide staff more opportunity to reflect upon what they have done and give additional specific areas on which to concentrate during post conferences with EET</p>	<p><u>1.1</u> <u>Who</u> Administration</p>	<p>1.1 Feedback on School Climate and Perception Survey-Instructional and Professional Staff Results</p>	<p>1.1 School Climate and Perception Survey-Instructional and Professional Staff Results .</p>		
<p><u>Continuous Improvement Goal #1:</u>  The percentage of teachers who strongly agree with the indicator that “My principal provides me with feedback that helps me grow professionally.” (Governance and Leadership) will increase from 86.4% in 2012 to 90% in 2013.</p>	<p><u>2012 Current Level :*</u></p>	<p><u>2013 Expected Level :*</u></p>					

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

	<b>86.4</b>	<b>90</b>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Continuous Improvement Goals Professional Development**

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

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

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



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

**NEW Reading Florida Alternate Assessment Goals**

<p><b>A. Florida Alternate Assessment:</b> Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u>  N/A</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					

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

		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	
<b>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>	B.1.	B.1.	B.1.	B.1.	B.1.		

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

Reading Goal B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
		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**

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>	

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

<p><b>C. Students scoring proficient in Listening/ Speaking.</b></p>	<p>1.1.</p>	<p>1.1 <b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u>  The percentage of students scoring proficient on the 2013 Listening/ Speaking section of the CELLA will increase from 50% to 52%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p><b>50</b></p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>

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

		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	Strategy Data Check	Student Evaluation Tool	
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?		
<b>D. Students scoring proficient in Reading.</b>	2.1.	2.1. <b>Goal 5C.1, 5C.2, 5C.3 and 5C.4</b>	2.1.	2.1.	2.1.	

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

<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 28% to 30%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p><b>28</b></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p><b>Anticipated Barrier</b></p>	<p><b>Strategy</b></p>	<p><b>Fidelity Check</b></p> <p>Who and how will the fidelity be monitored?</p>	<p><b>Strategy Data Check</b></p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p><b>Student Evaluation Tool</b></p>	

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

<p><b>E. Students scoring proficient in Writing.</b></p>	<p>2.1.</p>	<p>2.1.</p> <p><b>See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4</b></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 27% to 29%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p><b>27</b></p>					

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

		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</b>	F.1.	F.1.	F.1.	F.1.	F.1.		



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

Mathematics Goal F:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
n/a							
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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

<p><b>G. Florida Alternate Assessment:</b>  <b>Percentage of students making Learning Gains in mathematics.</b></p>	G.1.	G.1.	G.1.	G.1.	G.1.		
<p><u>Mathematics Goal</u>  <b>G:</b>   n/a</p>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

		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)**

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		

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

<p><b>H. Students scoring in the middle or upper third (proficient) in Geometry.</b></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p><u>Geometry Goal H:</u>  Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

		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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>I. Students scoring in the upper third on Geometry.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

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

<u>Geometry Goal I:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Enter narrative for the goal in this box.							
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

*End of Geometry EOC Goals*

**NEW Science Florida Alternate Assessment Goal**

<b>Elementary, Middle and High Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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		
<b>J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).</b>	J.1.	J.1.	J.1.	J.1.	J.1.		
<u>Science Goal J:</u>  n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

		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)).

<b>Biology EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		



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

<p><b>K. Students scoring in the middle or upper third (proficient) in Biology.</b></p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p><u>Biology Goal K:</u>  Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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:	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Fidelity Check</b> Who and how will the fidelity be monitored?	<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	<b>Student Evaluation Tool</b>		
<b>L. Students scoring in upper third in Biology.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		

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

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

**NEW Writing Florida Alternate Assessment Goal**

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

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

<p><b>M. Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing (Levels 4-9).</p>	M.1.	M.1.	M.1.	M.1.	M.1.		
<p><u>Writing Goal M:</u>  n/a</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		M.2.	M.2.	M.2.	M.2.	M.2.	
		M.3.	M.3.	M.3.	M.3.	M.3.	

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Implement/expand project/problem-based learning in math by participating in the district's Math Bowl competition in grades 4 and 5. The percentage of student participation will increase from 0% to 100%.</p>	<p>1.1</p> <p>Need common planning time for math, math coach and other STEM teachers.</p>	<p>1.1</p> <p>-Explicit direction for STEM professional learning communities to be established.</p> <p>-Documentation of planning of units and outcomes of units in PLC forms</p> <p>-Increase effectiveness of lessons through lesson study and district metrics, etc.</p>	<p>1.1</p> <p>PLC or grade level lead -Team Leaders</p> <p>Math teachers</p> <p>Math coach</p> <p>Science DRT</p>	<p>1.1</p> <p>Administrative walk-throughs</p> <p>Results of district Math Bowl competition</p>	<p>1.1</p> <p>Number of students participating in the district Math Bowl competition</p>

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

<p>STEM Goal #2</p> <p>Implement/expand project/problem-based learning in science by participating in the district's Science Fair. The percentage of 100% student participation will be maintained.</p>	<p>1.2</p> <p>Need common planning time for math, math coach and other STEM teachers.</p>	<p>1.2</p> <p>Explicit direction for STEM professional learning communities to be established.</p> <p>-Documentation of planning of units and outcomes of units in PLC forms</p> <p>-Increase effectiveness of lessons through lesson study and district metrics, etc. Student understanding of the nature of science and scientific inquiry improves when students are intellectually active in science inquiry.</p>	<p>1.2</p> <p>PLC or grade level lead -Team Leaders</p> <p>Science teachers</p> <p>Science DRT</p>	<p>1.2</p> <p>Administrative walk-throughs</p> <p>District science project rubric</p>	<p>1.2</p> <p>Number of students/science projects participating in the district Science Fair.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**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.

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

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

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

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

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

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

<p><u>CTE Goal #1:</u></p> <p>Participation in the Great American Teach-In will increase the number of Career Professionals as guest speakers at our school from 16 to 20 during the 2012-13 school year.</p>	<p>1.1.</p> <p>Scheduling of speakers to accommodate all grade levels</p>	<p>1.1.</p> <p>Create schedules to accommodate guest speakers</p> <p>Document the number of guest speakers with sign-in sheets</p> <p>Increase effectiveness through lesson studies</p>	<p>1.1.</p> <p>Great American Teach-In facilitator</p> <p>Teachers</p> <p>Administrators</p>	<p>1.1.</p> <p>Administrative walk-throughs</p> <p>Sign-in sheets</p>	<p>1.1.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

**CTE Professional Development**

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

Hillsborough 2012  
 Rule 6A-1.099811  
 Revised July, 2012



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

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

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

*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.)

<b>School Differentiated Accountability Status</b>		
Priority	Focus	Prevent

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

X Yes      No

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

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

Attendance Goal #1 Strategy 1.1, Reading Goal #1 Strategy 1.1, Math Goal #1 Strategy 1.1, Science Goal #1 Strategy 1.1	School Improvement Coordinator	837.32	837.32
Reading Goal #1 Strategy 1.1, Math Goal #1 Strategy 1.1, Science Goal #1 Strategy 1.1	Supplies (paper, pencils, folders, etc)	869.08	869.08
Final Amount Spent	1706.40		