# FLORIDA DEPARTMENT OF EDUCATION

# School Improvement Plan (SIP)
# Form SIP-1

**2012-2013 SCHOOL IMPROVEMENT PLAN**

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

# PART I: SCHOOL INFORMATION

| | |
|---|---|
| School Name:  Bryan Elementary School | District Name:  Hillsborough |
| Principal:  Cheryl Boddie | Superintendent:  MaryEllen Elia |
| SAC Chair:   Frances Carlson and Briana Wilson | Date of School Board Approval:  Pending School Board Approval |

## Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

## Highly Qualified Administrators

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

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels,  Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
| Principal | Cheryl Boddie | BA-Elementary Education/SLD, MA-Educational Leadership | 5 | 17 | 11/12 D 10/11 C 79% AYP 09/10 A 95% AYP 08/09 A 79% AYP |
| Assistant Principal | Jarrod Haneline | BA-Elementary Education MA-Educational Leadership | 1 | 1 | 11/12 D |

## **Highly Qualified Instructional Coaches**

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

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|---|---|---|---|---|---|
| Reading | Dianna Steffen | B.S.- Elementary Education, M.A.- Educational Leadership, Reading Endorsement, ESOL Endorsement | 11 | 11 | 11/12 D<br>40%-Level 3+ in Reading<br>64%-Making Learning Gains in Reading<br>64%-Bottom Quartile Making Learning Gains in Reading<br>10/11  C  79% AYP<br>62%-Level 3+ in Reading<br>57%-Making Learning Gains in Reading<br>55%-Bottom Quartile Making Learning Gains in Reading<br>No Subgroups made AYP in Reading<br>09/10: A 90% AYP<br>68% - Level 3+ in Reading<br>67% - Making Learning Gains in Reading<br>60% - Bottom Quartile Making Learning Gains in Reading<br>All Subgroups made AYP in Reading |
| Reading Resource | Jeanette Richardson | BA-Elementary Education MA Educational Leadership ESOL Endorsement Gifted Endorsement | 5 | 2 | 11/12 D<br>40%-Level 3+ in Reading<br>64%-Making Learning Gains in Reading<br>64%-Bottom Quartile Making Learning Gains in Reading<br>10/11  C  79% AYP<br>62%-Level 3+ in Reading<br>57%-Making Learning Gains in Reading<br>55%-Bottom Quartile Making Learning Gains in Reading<br>No Subgroups made AYP in Reading<br>09/10: A 90% AYP<br>68% - Level 3+ in Reading<br>67% - Making Learning Gains in Reading<br>60% - Bottom Quartile Making Learning Gains in Reading<br>All Subgroups made AYP in Reading |

| Academic Intervention Specialist | Beth Sullivan | B.S. in Elementary Education, Nationally Board Certified, ESOL Endorsed | 19 | 12 | 11/12 D<br>40%-Level 3+ in Reading<br>64%-Making Learning Gains in Reading<br>64%-Bottom Quartile Making Learning Gains in Reading<br>10/11  C  79% AYP<br>62%-Level 3+ in Reading<br>57%-Making Learning Gains in Reading<br>55%-Bottom Quartile Making Learning Gains in Reading<br>No Subgroups made AYP in Reading<br>09/10: A 90% AYP<br>68% - Level 3+ in Reading<br>67% - Making Learning Gains in Reading<br>60% - Bottom Quartile Making Learning Gains in Reading<br>All Subgroups made AYP in Reading |
|---|---|---|---|---|---|
| Math Resource | Kristin Willis | BA Elementary Education<br>ESOL Endorsement<br>Pre-Kindergarten | 1 | 1 | 11/12 D<br>36%-Level 3+ in Math<br>63%-Making Learning Gains in Math<br>65%-Bottom Quartile Making Learning Gains in Math<br>10/11  C  79% AYP<br>59%-Level 3+ in Math<br>56%-Making Learning Gains in Math<br>60%-Bottom Quartile Making Learning Gains in Math<br>No Subgroups made AYP in Math<br>09/10 A  95% AYP<br>69%- Level 3+ on Math<br>64%-Making Learning Gains in Math<br>63%-Bottom Quartile Making Learning Gains in Math<br>No Subgroups made AYP in Math |

## 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<br>(If not, please explain why) |
|---|---|---|---|
| 1.  Teacher Interview Day | District staff | June | |
| 2.  Salary Differential (Renaissance Schools) | General of Federal Programs | ongoing | |
| 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 | |
| 8. Chamber of Commerce New Teacher Breakfast | Chamber of Commerce | August 2012 | |

## Non-Highly Qualified Instructors

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| Teachers<br>✓ 3 out of field | Depending on the needs of the teacher, one or more of the following strategies are implemented.<br>**Administrators**<br>Meet with the teachers four times per year to discuss progress on:<br>• Preparing and taking the certification exam<br>• Completing classes need for certification<br>• Provide substitute coverage for the teachers to observe other teachers<br>• Discussion of what teachers learned during the observation(s)<br>**PLC**<br>• The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all. |

## Staff Demographics

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

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

| Total Number of 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 |
|---|---|---|---|---|---|---|---|---|---|
| 63 | .08% (5) | .17% (11) | .49% (31) | .25% (16) | .38% (24) | .95% (60) | .08% (5) | .10% (6) | .75% (47) |

## Teacher Mentoring Program

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|---|---|---|
| Kimberly Parke **District EET Mentor** | Jacquelyn Rios-Second Year Teacher | The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement. | Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Kimberly Parke **District EET Mentor** | Keri Mizell-Second Year Teacher | The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement. | Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Kimberly Parke **District EET Mentor** | Maria Chavez-First Year Teacher | The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement. | Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Kimberly Parke **District EET Mentor** | Cherlyn Gillard-First Year Teacher | The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement. | Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Kimberly Parke **District EET Mentor** | Erika Morua-First Year Teacher | The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement. | Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |
| Kimberly Parke **District EET Mentor** | Courtney McGarry-Second Year Teacher | The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership, mentoring, and increasing student achievement. | Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving. |

## Additional Requirements

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## 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.

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|---|
| **Title I, Part A**<br>Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors. |
| **Title I, Part C- Migrant**<br>The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met. |
| **Title I, Part D**<br>The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice. |
| **Title II**<br>The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools. |
| **Title III**<br>Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners |
| **Title X- Homeless**<br>The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. |
| **Supplemental Academic Instruction (SAI)**<br>SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs. |
| **Violence Prevention Programs**<br>NA |
| **Nutrition Programs**<br>NA |
| **Housing Programs**<br>N/A |
| **Head Start**<br>We utilize information from students in Head Start to transition into Kindergarten. |

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| **Adult Education** |
| N/A |
| **Career and Technical Education** |
| The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations |
| **Job Training** |
| Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations |
| **Other** |
| NA |

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

| |
|---|
| **School-Based MTSS/RtI Team** |
| Identify the school-based MTSS Leadership Team. **_Elementary_**<br>The leadership team includes:<br>• Principal<br>• Assistant Principal<br>• Guidance Counselor<br>• School Psychologist<br>• Social Worker<br>• Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis)<br>• ESE teacher<br>• Representatives from the PLCs for each grade level, K-5<br>• SAC Chair<br>• ELP Coordinator<br>• ELL Representative<br>(Note that not all members attend every meeting, but are invited based on the goals and purpose of the meeting) |
| Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?<br> The purpose of the MTSS Leadership Team in our school is to ensure high quality instruction is provided to all students and interventions are matched to student needs. The team will utilize a problem solving model and make decisions based on state, district, and school data. On an ongoing basis, the team will: |

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1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels and maintain a school wide data wall to be accessible to teachers to review.
2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.
3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership Team will meet once a month to:

* Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive
* Create, manage, and update the school resource map
* Ensure the master schedule incorporates allocated time for intervention support at all grade levels
* Assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers 2/3
* Address grade level concerns regarding scheduling needs, curriculum materials and intervention resources based on identified needs
* Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies, Writing Boot camp) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.
* Develop with (staff input) school-wide professional development needs of faculty and staff and arranged trainings aligned with the SIP goals
* Assist and monitor teacher use of SMART goals per unit of instruction.  (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)
* Strengthen the Tier 1 (core curriculum) instruction through the:
    o Implementation and support of PLCs
    o Review of teacher/PLC core curriculum assessment/chapter tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT
    o Implementation of research-based scientifically validated instructional strategies and/or interventions. *(as outlined in our SIP)*
    o Communication with major stakeholders (parents, business partners, etc.) regarding student outcomes through conference nights and PTSA/Family Nights.
* On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
* Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs
* Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
* Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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

* The Chair of SAC is a member of the Leadership Team/PSLT.
* The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
* The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science,

1. **What is the problem? (Problem Identification)**
2. **Why is it occurring? (Problem Analysis and Barrier Identification)**
3. **What are we going to do about it? (Action Plan Design and Implementation)**
4. **Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)**

Attendance and Suspension/Behavior.

- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
- The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
- The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - **Use the problem-solving model when analyzing data:**
  - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
  - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses.
  - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
  - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
  - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
  - Assess the implementation of the strategies on the SIP using the following questions:
    1. Does the data show implementation of strategies are resulting in positive student growth?
    2. To what extent are we making progress toward the school's SIP goals?

| MTSS Implementation | | |
|---|---|---|
| Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. | | |
| 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 **District Benchmark Writing Exam** | Scantron Achievement Series Data Wall | Leadership Team, PLCs, individual teachers |

| | | |
|---|---|---|
| Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science<br>**Math Formative A/B/C, Science Formative, Writing Formative, End of Year Math Exam, End of Year Science Exam** | Scantron Achievement Series<br>Data Wall<br>PLC Logs | Leadership Team,  PLCs, individual teachers |
| FAIR | Progress Monitoring and Reporting Network<br>Data Wall | Reading Coach/ Reading Resource Teacher/Reading PLC Facilitator |
| CELLA | Sagebrush (IPT) | ELL PSLT Representative |
| Teachers' common core curriculum assessments on units of instruction/big ideas. | PLC Database<br>PLC logs | 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 & 3)** | | |
| Extended Learning Program (ELP)* *(see below)*  Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) | School Generated Database in Excel | Leadership Team/ ELP Facilitator |
| Differentiated mini assessments based on core curriculum assessments. | Individual teacher data base<br>PLC/Department data base | Individual Teachers/PLCs |
| FAIR OPM | School Generated Database in Excel | Leadership Team/Reading Coach |
| Ongoing assessments within Intensive Courses *(Middle/High)* | Database provided by course materials (for courses that have one), School Generated Database in Excel | Leadership Team/PLC/Individual Teachers |
| Other Curriculum Based Measurement | EasyCBM<br>School Generated Database in Excel | Leadership Team/PLCs/Individual Teachers |

Describe the plan to train staff on MTSS.

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

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

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Response to Intervention (RtI) has also been designed in Florida's and HiS/Rtc as the system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.  In order to support MTSS in our schools, we will:

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

Describe plan to support MTSS.

## Literacy Leadership Team (LLT)

| School-Based Literacy Leadership Team |
|---|
| Identify the school-based Literacy Leadership Team (LLT).<br>The Reading Leadership Team serves as the school's literacy Professional Learning Community.  The team is comprised of:<br><br>• Principal<br><br>• Assistant Principal of Elementary Instruction<br><br>• Reading Coach<br><br>• Reading Resource Teacher<br><br>• Academic Intervention Specialist<br><br>• ELL Resource Teacher<br><br>• ESE Specialist |
| Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).<br>The LLT is a subset of the Problem Solving Leadership Team.  The team provides leadership for the implementation of the reading goals and strategies identified on the SIP.<br><br>The principal is the LLT chairperson.  The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions.  The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers.<br><br>The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan.  Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students. |
| What will be the major initiatives of the LLT this year?<br>• Implementation and evaluation of the SIP reading goals/strategies across the content areas<br>• Professional Development |

- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implementation of the K-12 Reading Plan

*NCLB Public School Choice*

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

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

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

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

1.1.
-Teachers may not clearly understand how to design and deliver a close reading lesson.
-Teachers vary in knowledge on how to select complex texts.

1.1.
# PART II: EXPECTED IMPROVEMENTS

# Reading Goals

**Reading Goals**
**Problem-Solving Process to Increase Student Achievement**

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**1. FCAT 2.0:** **Students scoring proficient in reading (Level 3-5).**
**Strategy**
Teachers need to understand how to **design** and **deliver** a close reading lesson.   Student reading comprehension improves when students are engaged in close reading instruction using complex text. Specific close reading strategies include:  1)  multiple readings of a passage 2) asking higher-order, text-dependent questions, 3) writing in response to reading and 4) engaging in text-based class discussion.

**Actions/ Details**
-The site-based reading coach and reading resource teachers conduct small group grade level trainings and provide site-based professional development opportunities to assist teachers' in **designing the close reading lessons** using **complex text** and scaffolding students' comprehension by identifying specific goals connected to the standards, implementation of a daily structure that includes text-dependent questioning and tasks along with discussion and formative/cumulative writing assessments.
-The site-based reading coach and reading resource teachers provide instruction and support in implementing the design principles for the close reading model including chunking of text, being strategic in concentrating instruction on the most important information in the text, allowing students to discover meaning for themselves by not pre-teaching the important information, providing students with support when they hit roadblocks in their understanding, ensuring that the text-dependent questions lead the students to discovering the important understandings from the text, and end with a culminating discussion or writing activity centered around the key ideas.
-The site-based reading coach and reading resource teachers provide teachers assistance through classroom modeling, facilitating peer-coaching sessions, co-teaching, and classroom observation.

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1.1.
**Who**
-Principal
-AP
-Resource teachers
-PLC facilitator

**How Monitored**
-PLC logs
- The coach/resource teacher/administrator collects walk-through data on the implementation of the use of the close reading model with all students.
1.1.
**Teacher level/PLC's**
-Teachers reflect on lesson outcomes and use this knowledge to drive instruction.

**Leadership Team Level**
-PLC facilitator will share data with the PSLT.  The PSLT will review outcomes to drive teacher support and student supplemental instruction
1.1.
**3X per year**
-FAIR reading comprehension

**During grading period**
-alternative assessments with literacy journals/ Interactive Student notebook (ISN's)
- All teachers work to improve upon, both individually and collectively, the ability to design a close reading lesson that addresses the reading/writing standards.  Specifically, during the second/third grading period. Grade level PLC's will focus on designing 3 close reading models to be instructionally used.

Reading Goal #1:

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 40% to 43%.
2012 Current Level of Performance:*
2013 Expected Level of Performance:*

40%
43%

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**Leadership Team Level** evaluate the effectiveness of Reciprocal teaching.
**Actions/Details**
1.1. The site-based reading coach and reading resource teachers provide instruction and support in implementing the design principles for the reciprocal teaching model.
**Who**
-Principal
-AP
-Resource teachers
-PLC facilitator

**How Monitored**
-PLC logs
- The coach/resource teacher/administrator conducts walk-throughs observing each component of Reciprocal teaching.
-Teachers may not clearly understand how to implement Reciprocal teaching throughout all components of the reader's workshop.
**Strategy**
- Students' reading comprehension will improve through the use of the four strategies (predicting, questioning, clarifying, and summarizing) that encompass Reciprocal teaching.
-Teachers pretest using the FAIR assessment for K-5.
-Teachers design Reciprocal teaching lessons to target the needs of whole group, small group, and individuals and establish appropriate timelines.
-Teachers implement the lessons in classroom instruction.
-Teachers posttest using FAIR assessment for K-5.

-Teachers bring assessment data back to PLCs to discuss the effectiveness of Reciprocal Teaching.
-PLCs record their work in the PLC logs.
1.2.
-PLCs will review evaluation data.

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

1.2.
**3x per year**
- FAIR Reading Comprehension

**During the grading period**
-running records using the HCPS retelling rubric.

1.3.
-Teachers vary in knowledge in how to teach HFW beyond rote memorization drills.
-Teachers unsure about how to select appropriate HFW words.
-Teachers vary in use of  techniques /strategies to help students gain and maintain knowledge of a large core of HFW in context.

1.3.
**Strategy**
-In order to read and write fluently with comprehension and meaning, children must be able to automatically read and spell the most frequently used words. Students' will use these "core words" as anchors to help them monitor their reading. HFW fluency will help readers increase comprehension, fluency, and vocabulary. It will also support young writers in producing longer more meaningful messages with fluidity.

**Actions/Details**

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-Identify students' needs by pretesting on HFW lists.
-Review student writing samples for misspelled HFW, then use results to create/identify mini-lessons.
-Grade level PLCs meet and come to consensus regarding progress monitoring/evaluation tools for measuring the impact of HFW study on students' comprehension, fluency, and vocabulary.
-Begin whole class word study implementation with differentiated word list levels.
-As a Professional Development activity, teacher PLCs meets to discuss HFW Work.
-Assess students with identified progress monitoring tools monthly.
-Teachers bring assessment data to PLCs for comparison. Identify trends and design lessons to target word work instruction.
-PLCs record their work in the PLC logs.


1.3.
**Who**
-Principal
-AP
-Reading Coach
-Reading Resource
Teacher
-PLC Facilitators
-Instructional Coaches

**How  Monitored**
-Walk-throughs observing the HFW study instructional model.

1.3.
**Teacher/ PLC level**
PLCs will review evaluation data at weekly PLC meetings.

**Leadership Team Level**
PLC facilitator will share data with the Problem-Solving Leadership Team.  The Problem-Solving Leadership Reading/ Leadership Team will review assessment data for positive trends.

1.3.
**3x per year**
-FAIR Broad screen/Maze/OPM for fluency

**During Grading Period**
-Students' (monthly 2nd-5th)
 writing samples

-Reading Teacher created word lists.

-Dictation assessments when necessary

-Analysis of running records paying particular attention to HFW miscues.

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**

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**2.1.**
**18%**
**2.3.**
**15%**
**Anticipated Barrier**

**Most teachers** know how to challenge students with higher order thinking/open ended question during instruction.

**2.3.**
**Strategy**
**2.2.**

**2.2.**
**See 1.2**

**2.2.**
**See 1.2**

**2.2.**
**See 1.2**

**2.1.**
**See 1.1**

**2.1.**
**See 1.1**

**2.1.**
**See 1.1**

**2.1.**
**See 1.1**

**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

## 2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.

Reading Goal #2:
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 15% to 18%.
2012 Current Level of Performance:*
2013 Expected Level of Performance:*

-Student achievement improves through frequent participation in higher order questions/discussion activities 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.

- Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.
-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.
-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.
-Use student data to identify successful higher order questioning techniques for future implementation.
-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.

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2.3
2.3
**3X per year**
-FAIR reading comprehension

**During grading period**
-Common/ alternative assessments with literacy journals/ Interactive Student notebooks (ISNs)

-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.
-Wait for full attention from the class before asking questions.
-Provide students with wait time.
-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.
-Allow students to "unpack their thinking" by describing how they arrive at an answer.
-Encourage discussion by using open-ended questions.
-Ask questions with multiple correct answers or multiple approaches.
-Scaffold questions to help students with incorrect answers.
-Engage all students in the discussion and ensure that all voices are heard.
-students have opportunities to formulate many of the high-level questions based on the text/content.
-students have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).

**Who**
-Principal
-AP
-Reading Coach
-Reading Resource
Teacher
-PLC Facilitators
-Instructional Coaches

**How  Monitored**
-Walk-throughs observing the higher order questions/ discussion activities.
**Teacher/ PLC level**
PLCs will review evaluation data at weekly PLC meetings.

**Leadership Team Level**
PLC facilitator will share data with the Problem-Solving Leadership Team.  The Problem-Solving Leadership Reading/ Leadership Team will review assessment data for positive trends.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**3. FCAT 2.0: Points for students making Learning Gains in reading.**

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

**3.1.**
**Lack of student motivation**

**Section/Details**
-Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered. Classroom teachers will provide copies of scores from common assessments to ELP teachers within a week of administration.

**3.2.**
**Strategy**
-ELP teachers identify lessons for students that target specific skills that are not at mastery level.
-Students attend ELP sessions on Wednesdays and Thursdays from 2:30pm to 4:30 pm.

**3.3.**
**See 1.1**
-ELP teachers will provide copies of or scores from common assessments to classroom teachers within a week of administration.
-When the students have mastered the specific skill, they are exited from the ELP program.

**3.2.**
**See 1.1**
**Who**
-Administrators

**3.2.**
**See 1.1**
**How Monitored**
-Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.

**3.3.**
**See 1.1**

**See**
**Leadership Team Level**
-Administration will review the ELP data for each group on a monthly basis and present this information to the PSLT.

**3.3.**
**See 1.1**
**During grading period**
-common assessments

**See 1.1**                    -

**3.1.**
**See 1.1**

Reading Goal #3:

Points earned from students making learning gains on the 2013 FCAT Reading will increase from 64 points to 67 points.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

64
points
67
points

-Students' reading comprehension will improve through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level.
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**

4.1.
**See 1.1**

4.1.
**See 1.1**

4.1.
**See 1.1**

4.1.
**See 1.1**

4.1.
**See 1.1**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.**
Reading Goal #4:

Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 64 points to 67 points.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

64
points
67

4.3.
See 1.2d students allowed to participate.
-Students missing core instruction in other subject areas.

4.3.
**Strategy**
4.2
See 1.2 reading comprehension will improve through the use during the day tutorials for supplemental instruction.  The frequency and duration of supplemental instruction depends on individual progress monitoring data.

4.2
**Actions/Details**
See 1.2
-School will utilize ELP funds to hire retired teachers to provide supplemental instruction.
4.2.
See 1.2 teachers will instruct students two to three days a week for 45 minutes during the school day.
-ELP teachers will use the Soar to Success program which includes reciprocal teaching to provide intervention in reading skills.
4.3.
**Who**
See 1.2ng resource

**How monitored**
-Reading resource will consult with tutors and classroom teachers to monitor student progress and compile assessment results.

4.3.
**Leadership Team Level**
-The PSLT will review FAIR OPM data to determine the percentage of students showing an increase scoring medium to high at a minimum of once per nine weeks.
4.3.
**3X per year**
-FAIR OPM in reading comprehension

**During grading period**
-Common assessments
points

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:
**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target
**2011-2012**
**2012-2013**
**2013-2014**
**2014-2015**

5A.1.
**See 1.1**
White:
Black:
Hispanic:
Asian:
American Indian:

5A.1.
**See 1.1**
5A.1.
**See 1.1**
5A.1.
**See 1.1**
5A.1.
**See 1.1**

**2015-2016**
**2016-2017**

**5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**
Reading Goal #5:

**5A. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**
Reading Goal #5A:
The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 46 % to 51 %.

The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 31% % to 38% %.

The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 39 % to 45 %.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

White: 46%
Black:  31%
Hispanic: 39%
Asian:
American Indian:
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5A.1.
See 1.1

5B.1.
See 1.1

See 1.1

See 1.1

5A.2.
See 1.1

5B.1.
See 1.1

See 1.1

5A.3.
See 1.1

White: 51%
Black: 38%
Hispanic: 45%
Asian:
American Indian:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**5B. Economically Disadvantaged students not making satisfactory progress in reading.**

Reading Goal #5B:

The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 38 % to 44 %.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

38%
44%

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5B.1.
See 3.1
5B.2.
See 1.2
See 3.3
5B.2.
See 1.2
See 3.3
5C.1.
See 1.2
See 3.3
See 1.1
See 1.2
See 3.3
5C.1.
See 1.1

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**5C. English Language Learners (ELL) not making satisfactory progress in reading.**
Reading Goal #5C:

The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 36% to 42 %.

5C.2.
**See 1.2**

5C.2.
**See 1.2**

5C.2.
**See 1.2**

5C.2.
**See 1.2**

5C.2.
**See 1.2**

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

36%
42%

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5C.3.
-Bilingual Education Paraprofessionals at varying levels of expertise in providing heritage language support.
-Management of personnel to meet all needs of the school.
-Lack of common planning time between teachers and support personnel
5C.3.
**Strategy**
-Reading fluency and comprehension will improve by Bilingual Education Paraprofessionals providing heritage language support in core content courses per master schedule. Support includes:
-Translation of instruction in heritage language
-Supervision during extended time lesson/testing accommodation.
**Actions/ Details**
-Bilingual paraprofessional will be assigned to classroom teachers to provide support to their ELL students.
-Bilingual paraprofessionals will also be providing iii support in classrooms and utilizing **learning tablets to increase students' reading fluency**
-Teachers will share assessment results and cooperatively plan lessons with bilingual paraprofessional to support student learning.

5C.3.
**Who**
-ELL resource teacher
-Administration
-

**How monitored**
-ELL program guidelines
-walk through fidelity checks
5C.3.
**Leadership Team Level**
-ELL resource teacher serves on the PSLT in order to update the team on ELLs performance data.
-ELL RT meets with problem solving leadership team to review performance data and progress of ELLs.
-PLC facilitator will share ELL data with the PSLT. The PSLT will review assessment data for positive trends at a minimum of once per nine weeks.
-DRTs meet with administration/designee to review ELLs performance data and progress of ELLs (FAIR/CELLA/district-wide baseline and midyear test).
5C.3.
**3X per year**
-FAIR
-CELLA
**During grading period**
-common assessments
**5D. Students with Disabilities (SWD) not making satisfactory progress in reading.**

Reading Goal #5D:

The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 14% to 23%.

2012 Current Level of Performance:

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IEP Progress (so reports) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.
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 APEI will put a system in place for this school year.

5D.1.

# 14%

2013 Expected Level of Performance:

# 23%

**Strategy**

SWD student achievement improves through the effective and **consistent implementation of students' IEP** 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.

Who

Principal, Site Administrator, Assistance Principal
ESE Specialist

How
Teacher Level
-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
-Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal.
PLC Level
-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.
-PLCs reflect on lesson outcomes and data used to drive future instruction.
-For each class/course, PLCs chart their overall progress towards the SMART Goal.
Leadership Team Level
-PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team.
-Data is used to drive teacher support and student supplemental instruction.
-FAIR

During the Grading Period
-Core curriculum end of  core common unit/ segment tests
with data aggregated for SWD performance

## 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 |
| Text complexity Reciprocal Teaching | K-5 | PLC Facilitators Reading Coach | All teachers Faculty Professional Development and on-going PLCs | -On-going | Classroom walk-throughs Optional peer teacher observations | Administration Team Instructional Coaches |
| PLCs | K-5 | PLC grade level facilitators | All teachers school wide | Weekly PLC meetings | PLC Logs | Administration Team Instructional Coaches |
| Analyzing Student FAIR Data | K-5 | Reading Coach | All teachers school wide | Early release Oct., Jan. and April | Administrator will review Reading and LA PLC logs to monitor the analysis of student data to inform instructional decisions. | Administration Team Reading Coach |
| Close Reading | K-5 | Reading Coach | All teachers school wide | Continued updates during PLC meetings every two weeks | Administrators will conduct targeted walk-throughs to monitor the Close Reading strategy | Administration Team Reading Coach |
| IEP Training | K-5 | ESE Teachers | ESE Teachers General Ed Teachers PLCs | On-going | Case Manager | ESE Specialist |
| SWD Co-Teaching | K-5 | DRT | ESE Teachers General Ed Teachers PLCs | On-going | Classroom walkthroughs | Administration Team DRT |
| ELL Strategies | K-5 | English Language Learner Resource Teacher (ERT) | All teachers Faculty Professional Development and on-going PLCs | On-going | Classroom walkthroughs | Administration Team |

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

*End of Reading Goals*

1.1.
1.1.
**Who**

1.1.
**Strategy**
- Students' math skills will improve through participation in lessons where teachers model for students on how to solve rigorous word problems and apply **problem-solving strategies.**
**Actions/Details**

# Elementary or Middle School Mathematics Goals

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

**Elementary School Mathematics Goals**
**Problem-Solving Process to Increase Student Achievement**

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).**
-Not all teachers are aware of how to model for students on how to read a mathematics word problem and apply problem-solving strategies.
-Not all teachers are comfortable with problem solving being the primary focus of math instruction.
--Teachers/Coaches will attend district offered Connections training, HOT Talk Cool Moves training and Problem Solving Training in Mathematics.
-As teachers attend trainings, problem-solving strategies for word problems are discussed in PLCs as a Professional Development strategy.
-Teachers implement the lessons, modeling for students on how to read a mathematics word problem and apply problem-solving strategies.
-Teachers implement problem of the week questions provided by Math resource
-Teachers implement the common assessments.
-Teachers bring assessment data back to the PLCs.
-As a Professional Development activity, teachers use the data to discuss the effectiveness of the problem-solving strategies that were implemented to guide future instruction.
-Teacher
-Principal
-AP
-Math Resource Teacher
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1.2.

**Administration**
**Leadership Team**
**Curriculum Level**
**Teacher/PLC Level**
**Strategy**

-Classroom walk-throughs observing lessons designed with problem-solving strategies.
-Elementary Mathematics
Walk-through Form
-Mathematics PLC Recording Document
-Periodic progress monitoring of assessment scores, teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment.
- PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.

-PLC facilitator will share data with the Problem Solving Leadership Team.
-District Math Team-Monthly meetings to support progress is discussed at Resource Teacher/Lead Teacher meetings.
**4X per year**
-District Baseline and Mid-Year Testing
-Form 1, Form 2
NGSSS(optional)
-EOY test

**During Grading Period**
-Chapter Tests
-Benchmark mini assessments
-Prerequisite Skills Tests
-Go Math! BOY Test
-Go Math! MOY Test
-Go Math! EOY Test

Mathematics Goal #1:
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 36% to 39%.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

36%
39%

-Not all teachers know how to promote the use of the Process Standards and Mathematical Practices in teaching mathematics to enrich learners.
-Students' math skills will improve through participation in lessons that have been designed with the **Process Standards** **and Mathematical Practices** in teaching mathematics to enrich learners.
-As a Professional Development activity, PLCs will discuss the use of Process Standards and Mathematical Practices.  One of the resources PLCs will use is the NCTM links that will provide up to date articles for discussion.
-Teachers implement process standard lessons.
-Teachers assess the skills taught in the lessons to ensure mastery.
-In PLCs, teachers discuss the outcomes of their lessons and share the effectiveness of their lessons to drive future instruction.

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-Make lessons Rooted in the Document interactive and relevant

-Teacher
-Principal
-AP
-Math Resource Teacher
-Classroom walk-throughs observing lessons designed with Process Standards.
-Elementary Mathematics Walk-through Form.
-PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.
-PLC facilitator will share data with the Problem Solving Leadership Team.
-The Problem Solving Leadership Team will review assessment data for positive trends.
-District Baseline and Mid-Year Testing
-Form 1, Form 2
NGSSS(optional)
-EOY test
-Chapter Tests
-Benchmark mini assessments
-Prerequisite Skills Tests
-Go Math! BOY Test
-Go Math! MOY Test


-students lack core background knowledge and vocabulary
-Students' math skills will improve through the use of word walls that are current, organized, and referenced throughout instruction to help students increase their vocabulary acquisition and use of content vocabulary
-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling researched-based best-practice strategies for word walls.
-PLC teachers instruct students using the core curriculum, incorporating the word wall strategies from their PLC discussions.
-At the end of the unit, teachers give a common assessment identified from the core curriculum material.
-Teachers bring assessment data back to the PLCs.
-Based on the data, teachers discuss strategies that were effective.
-Based on the data, teachers a) decide what skills need to be re-taught in a whole lesson to the entire class, b) decide what skills need to be moved to mini-lessons or re-teach for the whole class  c) decide what skills need to be re-taught to targeted students (remediation and enrichment).
-Teachers
-Principal
-Math Resource
-PLC logs turned into administration.  Administration provides feedback.
-Monitoring data will be reviewed every nine weeks.
-Periodic progress monitoring of assessment scores to determine the number of students demonstrating proficiency toward benchmark attainment.
-PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.

-PLC facilitator will share data with the PSLT.  The PSLT will review assessment data for positive trends at a minimum of once per nine weeks.

-District Baseline and Mid-Year Testing
-Form 1, Form 2

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

The Math EOY Test Tests scoring a Level 4 or higher on the 2013 FCAT Math will increase from 13% to 16%.
The percentage of students

**During Grading period**
NGSSS(optional)
-EOY test
-Chapter Tests
-Benchmark mini assessments
-Prerequisite Skills Tests
-Go Math! BOY Test
-Go Math! MOY Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

### 2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.

2.1.
**See 1.1**

2.1.
**See 1.1**

2.1.
**See 1.1**

2.1.
**See 1.1**

2.1.
**See 1.1**

Mathematics Goal #2:

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-Not all teachers know how to challenge students with higher order thinking/open ended question during instruction.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

13%
16%

2.2.
**See 1.2**
2.2.
**See 1.2**
2.2.
**See 1.2**
2.2.
**See 1.2**
2.2.
**See 1.2**

2.3

2.3
**Strategy**
-Student achievement improves through frequent participation in higher order questions/discussion activities 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.

**Actions/Details**
Teachers work to improve upon both individually and collectively, the ability to effectively use higher order questions/activities.
-Teachers plan higher order questions/activities for upcoming lessons to increase the lessons' rigor and promote student achievement.
-Teachers plan for scaffolding questions and activities to meet the differentiated needs of students.
-Use student data to identify successful higher order questioning techniques for future implementation.
-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.
-Ask questions and/or provides activities that require students to engage in frequent higher order thinking as defined by Webb's Depth of Knowledge.
-Wait for full attention from the class before asking questions.

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**4X per year**
**During Grading period**
-Provide students with wait time.
-Use probing questions to encourage students to elaborate and support assertions and claims drawn from the text/content.
-Allow students to "unpack their thinking" by describing how they arrive at an answer.
-Encourage discussion by using open-ended questions.
-Ask questions with multiple correct answers or multiple approaches.
-Scaffold questions to help students with incorrect answers.
-Engage all students in the discussion and ensure that all voices are heard.
-students have opportunities to formulate many of the high-level questions based on the text/content.
-students have time to reflect on classroom discussion to increase their understanding (and without teacher mediation).


2.3
**Who**
-Teacher
-Principal
-AP
-Math Resource


**How Monitored**
-Walk-throughs observing the higher order questions/ discussion activities.


2.3
**Teacher/PLC Level**
PLCs will review evaluation data at weekly PLC meetings.


**Leadership Team Level**
PLC facilitator will share data with the Problem-Solving Leadership Team.  The Problem-Solving Leadership  Team will review assessment data for positive trends.


2.3
-District Baseline and Mid-Year Testing
-Form 1, Form 2
NGSSS(optional)
-EOY test
-Chapter Tests
-Benchmark mini assessments
-Prerequisite Skills Tests
-Go Math! BOY Test
-Go Math! MOY Test
-Go Math! EOY Test Tests

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**

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

**lack of student** motivation

3.2.
-Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered.  Classroom teachers will provide copies of scores from common assessments to
**See 1.2** ELP teachers within a week of administration.
-ELP teachers identify lessons for students that target specific skills that are not at mastery level.
3.3. -Students attend ELP sessions on Wednesdays and Thursdays from 2:30pm to 4:30pm.
**See 1.2** -ELP teachers will provide copies of or scores from common assessments to classroom teachers within a week of administration.
-When the students have mastered the specific skill, they are exited from the ELP program.
3.2.

**See 1.2**

3.3.
**Who**
**See 1.2**
-Administrators

3.1.
**How Monitored**
-Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.
3.3.
**See 1.1**
**Leadership Team Level**
-Administration will review the ELP data for each group on a monthly basis and present this information to the PSLT.
3.3.
**See 1.1**
**During grading period**
-common assessments
3.1.
**See 1.1**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

## 3. FCAT 2.0:  Points for students making learning gains in mathematics.
Mathematics Goal #3:
Points earned from students making learning gains on the 2013 FCAT Math will increase from 63 points to 67 points.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

63
points
67
points

-Students' math skills will improve through receiving **ELP supplemental instruction on targeted skills** that are not at the mastery level.
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:

4.1.
**See 1.1**

4.1.
**See 1.1**

4.1.
**See 1.1**

4.1.
**See 1.1**

4.1.
**See 1.1**

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**4. FCAT 2.0:  Points for students in Lowest 25% making learning gains in mathematics.**
Mathematics Goal #4:
Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 65 points to 68 points.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

65 points
68 points

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

4A.1.
4A.1.
White:
**See 3.3**
Black:
Hispanic:
Asian:
**See 3.3**
American Indian:

4.2.
4.2.
**See 3.3**

4.3.
4.3.
**See 3.3**
5A.1.
**See 1.1**

4.3.
4.3.
**See 3.3**
5A.1.
**See 1.1**
**See 1.1**

5A.1.
**See 1.1**

5A.1.
**See 1.1**

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target

**2011-2012**
**2012-2013**
**2013-2014**
**2014-2015**
**2015-2016**
**2016-2017**

**5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.**

Math Goal #5:

**5A. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics**

Math Goal #5A:

The percentage of White students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 27% to 34%.

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

White:27%
**See 1.3**
Black: 31%
Hispanic: 37%
5A.2.
Asian:
**See 3.3**
American Indian:
White:34%
**See 2.3**
Black: 38%
**See 1.2**
Hispanic: 43%
5A.3.
Asian:
**See 3.3**
American Indian:
**See 1.2**
**See 3.3**
5A.2.
**See 1.2**

The percentage of Black students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 31% to 38_%.
The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 37% to 43%.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:
**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**5B. Economically Disadvantaged students not making satisfactory progress in mathematics.**
5B.1.
**See 1.1**
5B.1.
**See 1.1**
5B.1.
**See 1.1**
5B.1.
**See 1.1**

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

.
5B.1.
**See 1.1**
Mathematics Goal #5B:

The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 35% to 42%.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

35%
42%

5B.2.
**See 1.2**

5B.2.
**See 1.2**

5B.2.
**See 1.2**

5B.2.
**See 1.2**

5B.2.
**See 1.2**

5B.3.
**See 1.3**

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

5C.1.
**5C.1.**

5C.1.
5B.3.
**See 1.3**

5B.3.
**See 1.3**

5B.3.
**See 1.3**

5B.3.
**See 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 subgroup:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**5C. English Language Learners (ELL) not making satisfactory progress in mathematics.**
**See 1.1**
**See 1.1**
**See 1.1**
**See 1.1**
**See 1.1**
Mathematics Goal #5C:

The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 35% to 42%.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

35%

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

5D.1.
5D.1.

Enter narrative for the goal in this box.

5D.1.
5D.1.
5D.1.
5D.1.

## 42%

**See 1.2**
**See 1.2**
**See 1.2**
**See 1.2**
**See 1.2**

**See 1.3**
**See 1.3**
**See 1.3**
**See 1.3**
**See 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 subgroup:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.**

Mathematics Goal #5D:

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

5D.2.
5D.3.
5D.3.
5D.3.
5D.3.
<u>2012 Current Level of Performance:*</u>
<u>2013 Expected Level of Performance:*</u>

*End of Elementary or Middle School Mathematics Goals*

## Mathematics Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. | | | | | | |
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| Connections: The Case of the 4 Operations | K-5 | Math Contact & Grade Level PLC Facilitator | Grade-level PLC | Weekly PLC Meetings | Administrators will conduct targeted classroom walk-throughs to monitor direct modeling implementation | Administration Team |
| Problem Solving | K-5 | Math Contact & Grade Level PLC Facilitator | Grade-level PLC | Weekly PLC Meetings | Administrators will conduct targeted classroom walk-throughs to monitor problem solving implementation | Administration Team |
| Deepening Understanding of CCSSM for K-1 | K-1 | Math Contact & Grade Level PLC Facilitator | Grade-level PLC | Weekly PLC Meetings | Administrators will conduct targeted classroom walk-throughs to monitor CCSSM implementation | Administration Team |
| Variety of Math Content Training related to NGSSS | K-5 | Grade Level PLC Facilitator -Math Coach | Grade-level PLC | Weekly PLC Meetings | Administrators will conduct targeted classroom walk-throughs to monitor rigor implementation | Administration Team |
| Differentiated Instruction | K-5 | Grade Level PLC Facilitator Math Coach | Grade-level PLC | PLC Meetings every two weeks | Administrators conduct targeted classroom walk-throughs to monitor DI implementation | Administration Team |

*End of Mathematics Goals*

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**Revised July, 2012**

# Elementary and Middle School Science Goals

## Science Goals
## Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

### 1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.

1.1
-Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts.

-Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc.

 -Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry model.

-Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.

1.1
**Strategy**
Students science skills will increase through participation in regular **inquiry based instruction** (such as student engagement, explore time, accountable talk and higher order questioning).  Students will develop problem-solving and creative thinking skills while constructing new knowledge.

**Action Steps**
-Teachers will attend District Science training and share information with their PLCs.
-PLCs write SMART goals for units of instruction.
-As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies.
-PLC teachers instruct students using the core curriculum and inquiry based instruction strategies.
-Teachers use checks for understanding and common core curriculum assessments
-Teachers bring assessment data back to the PLCs.
-Based on the data, teachers discuss inquiry based instruction strategies that were effective in order to drive future instruction.

1.1
**Who**
Teacher
Principal
AP
Science Resource Teacher/Contact

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

-Elementary Science Classroom Walk-Through

Science Academic Coach

**How Monitored**
-Classroom walk-throughs observing inquiry based instruction.
-Science Resource PLC Meetings- Data Chats
1.1.
**Teacher Level**
-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
-Teachers use the on-line data to calculate their students' progress towards their PLC and/or individual SMART Goal.

**PLC Level**
-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.
-PLCs reflect on lesson outcomes and data used to drive future instruction.
- For each class/course, PLCs chart their overall progress towards the SMART Goal.

**Leadership Team Level**
-PLC facilitator
 SMART Goal data with the Problem Solving Leadership Team.
-Data is used to drive teacher support and student supplemental instruction.
1.1.
**2x per year**
District-level baseline and mid-year tests

**During the Grading Period**
- Mini Assessments
Science Goal #1:

The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 30% to 33%.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

30%
33%

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

-Elementary Science Classroom Walk-Through Higher Order & Think Talk strategies is not accessible to all teachers
1.2.
1.2.
**Teacher/PLC Level**
-Science investigations will be evaluated using a rubric.

**Leadership Team Level**
-Science investigations will be evaluated using a rubric.
1.2.
**During grading period**
 -science investigations
1.2
-Teachers are at varying skill levels of long-term investigations.

-Not all teachers integrate long term investigations into science instruction to provide students with opportunities to collect data over time.
1.2.
**Strategy**
-Students' science skills will improve through increased participation in **long-term investigations.**

**Action Steps**
-Teachers will utilize the Science Data Base to identify appropriate long term investigations throughout the year.
- Long term investigations will be visibly posted, data collected (graphed, if appropriate, discussed with students, easily accessible and understood by students.
**Who**
Teacher
Principal
AP
Science Resource Teacher/Contact
Science Academic Coach


**How Monitored**
-Classroom walk-throughs observing inquiry based instruction.
-Science Resource PLC Meetings- Data Chats


1.3
- Not all teachers know how to ask higher order/open-ended questions during instruction.

1.3
**Strategy**
Student achievement will improve through frequent participation in higher order thinking questions/learning experiences.

**Actions/Details**
-Teachers will work within PLCs to improve upon both individually and collectively, the ability to effectively use higher order questions/learning experiences within the 5E Instructional Model.
-Teachers will plan higher order questions/learning experiences for upcoming lessons to increase the lessons' rigor and promote student learning.

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

Elementary Science Classroom Walk-Through
1.3.
-Teachers will ask questions and/or provide learning experiences that require students to engage in frequent text/content with high order thinking as defined by Webb's Depth of Knowledge.  These probing questions will encourage students to elaborate and support assertions and claims from the text/content/labs.
-The coach/resource teacher/PLC member/administrator will collect higher order questioning walk-through data, using Webb's Depth of Knowledge wheel.

1.3
**Who**
Teacher
Principal
AP
Science Resource Teacher/Contact
Science Academic Coach

**How Monitored**
-Classroom walk-throughs observing inquiry based instruction.
-Science Resource PLC Meetings- Data Chats

**Teacher Level**
-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.
-Teachers use the on-line data to calculate their students' progress towards their PLC and/or individual SMART Goal.

**PLC Level**
-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses.
-PLCs reflect on lesson outcomes and data used to drive future instruction.
- For each class/course, PLCs chart their overall progress towards the SMART Goal.

**Leadership Team Level**
-PLC facilitator
 SMART Goal data with the Problem Solving Leadership Team.
-Data is used to drive teacher support and student supplemental instruction.
**2x per year**
District-level baseline and mid-year tests

**During the Grading Period**
- Mini Assessments

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?

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2.1.
**See 1.1**

2.1.
**See 1.1**

2.1.
 **See 1.1**

2.1.
**See 1.1**

2.1.
**See 1.1**

|  | **Strategy Data Check** |
| --- | --- |
| How will the evaluation tool data be used to determine the effectiveness of strategy? | **Student Evaluation Tool** |

**2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.**

Science Goal #2:

The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 5% to 8%.

2012 Current Level of Performance:*
2013Expected Level of Performance:*

5%
8%

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

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity | | | | | | |
|---|---|---|---|---|---|---|
| 2.3. | | | | | | |
| 2.3. | | | | | | |
| 2.3. | | | | | | |
| 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 |
| HOTS | Grades K-5 | Science Coach & Grade Level PLC Facilitator | Grade-level PLC | Weekly PLC Meetings | Administrators will conduct targeted walk-throughs to monitor HOTS implementation. | Administration Team/Science Academic Coach |
| Purposeful Planning Science Training | Grades K-5 | Science Coach & Grade Level PLC Facilitator | Grade-level PLC | Early Release-October-December 2012 | Administrators and science academic coach will conduct targeted walk-throughs to monitor science lesson plans. | Administration Team/Science Academic Coach |
| Long Term Investigation Planning | Grades K-5 | Science Coach & Grade-level PLC Grade Level PLC Facilitator | | Early Release-October-December 2012 | Administrators and science academic coach will conduct targeted walk-throughs to monitor science lesson plans. | Administration Team/Science Academic Coach |

## Science Professional Development

*End of Science Goals*

# <u>Writing/Language Arts Goals</u>

## Writing/Language Arts Goals
## Problem-Solving Process to Increase Student Achievement

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

### 1. Students scoring at Achievement Level 3.0 or higher in writing.
-Not all teachers know how to plan and execute writing lessons with a focus on mode-based writing.
-Not all teachers know how to review student writing to determine trends and needs in order to drive instruction.
-All teachers need training to score student writing accurately during the 2012-2013 school year using information provided by the state.

### <u>Strategy</u>
Students' use of mode-specific writing will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing.

### <u>Action Steps</u>
-Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.)

### <u>*Plan:*</u>
-Professional Development for updated rubric courses
-Professional Development for instructional delivery of mode-specific writing
-Training to facilitate data-driven PLCs
-Using data to identify trends and drive instruction
-Lesson planning based on the needs of students

### <u>*Do:*</u>
-Daily/ongoing models and application of appropriate mode-specific writing based on teaching points
-Daily/ongoing conferencing

### <u>*Check:*</u>
Review of daily drafts and scoring monthly demand writes
-PLC discussions and analysis of student writing to determine trends and needs

### <u>*Act:*</u>
-Receive additional professional development in areas of need

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

-Seek additional professional knowledge through book studies/research
-Spread the use of effective practices across the school based on evidence shown in the best practice of others
-Use what is learned to begin the cycle again, revise as needed, increase scale if possible, etc.
-Plan ongoing monitoring of the solution(s)

Who
Principal
APEI

District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs)

How Monitored
-PLC logs
-Classroom walk-throughs
Observation Form
-Conferencing while writing walk-through tool (for coaches)

See "Check" & "Act" action steps in the strategies column

-Student monthly demand writes/formative assessments
-Student daily drafts
-Student revisions
-Student portfolios

Writing/LA Goal #1:

The percentage of students scoring **Level 3.0** or higher on the 2013 FCAT Writes will increase from 64% to 70%.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

64%

**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 |
|---|---|---|---|---|---|---|
| **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity** | | | | | | |
| Writing Holistic Scoring Training | 2-5 | Teacher Rep PLC facilitators | Teachers PLC-grade level and vertical teams | Through Spring 2013 | Elementary: Trends seen in monthly scoring accuracy-PLC and district writing review meetings | Elementary: Teacher, Team Members, Writing Resource/Contact Representative, APEI, District Supervisor |
| Mode-based Writing Training | K-5 | Teacher Resource/ Contact Rep LA DH/SAL PLC facilitators Academic Coaches | Language Arts Teachers PLC-grade level and vertical teams | Through Spring 2013 | Elementary: Trends seen in monthly scoring accuracy-PLC and district writing review meetings, walk-throughs, one-on-one conferences | Elementary: Teacher, Team Members, Writing Resource/Contact Representative, APEI, District Supervisor |

1.3.
1.3.
1.3.
1.3

70%

## Writing/Language Arts Professional Development

*End of Writing Goals*

# Attendance Goal(s)

## Attendance Goal(s)
## Problem-solving Process to Increase Attendance

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

## 1. Attendance

1.1.

Lack of follow-up for students with unexcused absences.
1.1.

### Tier 1
On a daily basis, Parent Link contacts all parents whose students have an unexcused absence to school.

The Attendance Committee comprised of Administrators, guidance counselor, social worker, and bilingual paraprofessional and other relevant personnel to review the school's attendance plan and discuss schoolwide interventions to address needs relevant to current attendance data.

The Attendance Committee will also maintain a database of students with significant attendance problems and implement and monitor interventions to be documented on the attendance intervention form (SB90710)
1.1.

Social Worker
Guidance Counselor
PSLT
1.1.

PSLT and Attendance Committee will disaggregate attendance data along with the social worker and maintain communication about these children.
1.1.

Instructional Planning Tool
Attendance/Tardy Data
Attendance Goal #1:

The attendance rate will increase from 96.09%  in 2011-2012 to 96.12% in 2012-2013.

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

The number of students who have 10 or more **unexcused** absences throughout the school year will decrease from 76 in 2011-2012 to 71 in 2012-2013.

The number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease from  in 2011-2012 to 70 in 2012-2013.

2012 Current Attendance Rate:*

2013 Expected Attendance Rate:*

96.09%
96.12%

2012 Current Number of  Students with Excessive Absences
 (10 or more)

2013 Expected  Number of  Students with Excessive Absences
(10 or more)

76
71

2012 Current Number  of  Students with Excessive Tardies (10 or more)

2013 Expected  Number  of
Students with Excessive Tardies
 (10 or more)

| | | | | | |
|---|---|---|---|---|---|
| | | 1.3.<br>There is not a system to reinforce parents for facilitating improvement in attendance. | 1.3.<br>**Tier 2/3**<br>Beginning at the 5th unexcused absence, the Attendance Committee | 1.3.<br>Social Worker<br>Guidance Counselor<br>PSLT | 1.3.<br>PSLT will disaggregate attendance data for the "Tier 2" group along with the guidance counselor and maintain communication | 1.3.<br>Instructional Planning Tool Attendance/Tardy  data |

| | | | (which is a subgroup of the Leadership Team) collaborate to assure that a letter is sent home to parents outlining the state statue that requires parents to 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 | | about these children | |
|---|---|---|---|---|---|---|

There is no system to reinforce parents for facilitating improvement in attendance.

**Tier 2**
Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure  that  a letter is sent home to parents outlining the state statute that requires parents send students to school.  If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.

Social Worker
Guidance Counselor
PSLT

PSLT 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

No system is utilized to easily identify students with significant number of tardies and how much instructional time is lost.
**Tier 1**
School will use EASI online attendance to sign students in and out and will print the report of students with excessive sign-ins and sign-outs every week.
Attendance Committee
will review the interventions implemented for students with excessive sign-ins and outs.
Reports from EASI sign in system will be analyzed to determine if the problem is improving and which students should be targeted.
Reports on Demand
excessive sign-in report

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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 | Administrators Attendance Committee | Principal | Staff  Meeting | Early Release 1st and 3rd Mondays | Review plan and student data every 20 days | Principal/Attendance Committee |
| EASI Training | K-5 | District Trainer | School Trainer | Preplanning | Train the Attendance Committee to use the reports available to identify students with attendance concerns. | Administrators/Social Worker |

Edline data indicating missing assignments and 0s
Calculation of days missed into instructional time lost.


There is no system to reinforce parents for facilitating improvement in attendance.

**Tier 2**
Beginning at the 5th unexcused absence, the Attendance Committee (which is a subgroup of the Leadership Team) collaborate to ensure  that  a letter is sent home to parents outlining the state statute that requires parents send students to school.  If a student's attendance improves (no absences in a 20 day period) a positive letter is sent home to the parent regarding the increase in their child's attendance.
Social Worker
Guidance Counselor
PSLT

PSLT 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


*End of Attendance Goals*

## Suspension Goal(s)

| Suspension Goal(s) | Problem-solving Process to Decrease Suspension | | | | |
|---|---|---|---|---|---|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Fidelity Check Who and how will the fidelity be monitored? | Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |
| **1.  Suspension** | 1.1. | 1.1. | 1.1. PSLT "Managing and | 1.1. Note maintenance/decrease in | 1.1. "UNTIE" ODR and |

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

| Suspension Goal #1: The total number of In School suspensions will decrease from 16 in 2011-2012 to 7 for 2012-2013. The total number of students receiving In School suspension will decrease from 13 in 2011-2012 to 10 for 2012-2013. The total number of Out of School suspensions will decrease from 13 in 2011-2012 to 7 for 2012-2013. The total number of students receiving Out of School suspensions will maintain at a 7 for 2012-2013 school year. | (data cells) | (data cells) | Problem | Strategy | Person Responsible | Evaluation | Tool |
|---|---|---|---|---|---|---|---|
| | **2012 Total Number of In –School Suspensions** 16 | **2013 Expected Number of In- School Suspensions** 7 | Teachers need to have common school-wide expectations and rules and provide explicit instruction to students on the expectations and rules for appropriate classroom behavior. | PSLT will assign a subgroup to develop school-wide expectations and rules, set these through staff survey and discussion, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. | | in/out of school suspensions. Motivating" subgroup will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly | suspension data cross-referenced with mainframe discipline data |
| | **2012 Total Number of Students Suspended In-School** 13 | **2013 Expected Number of Students Suspended In -School** 7 | | | | | |
| | **2012 Number of Out-of-School Suspensions** 13 | **2013 Expected Number of Out-of-School Suspensions** 7 | | | | | |
| | **2012 Total Number of Students Suspended Out- of- School** 7 | **2013 Expected Number of Students Suspended Out- of-School** 7 | | | | | |
| | | | There needs to be common school-wide expectations and rules for appropriate classroom behavior. | **Tier 1** Positive Behavior Support (PBS) or CHAMPS will be implemented to address school-wide expectations and rules, set these through staff survey, discipline data, and provide training to staff in methods for teaching and reinforcing the school-wide rules and expectations. -Providing teachers with resources for continued teaching and reinforcement of school expectations and rules. -Leadership team conducts walkthroughs using a PBS or CHAMPS walk-through form (generated by the district RtI facilitators). | PSLT Behavior Committee | PSLT /Behavior Committee will review data on Office Discipline Referrals ODRs and out of school suspensions, ATOSS data monthly. | UNTIE , EASI ODR and suspension data cross-referenced with mainframe discipline data |

| | | | -The data is shared with faculty at a monthly meeting, tracking the overall improvement of the faculty. -Where needed, administration conducts individual teacher walk-through data chats. | | | |
|---|---|---|---|---|---|---|
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

## Suspension Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity |||||||
|---|---|---|---|---|---|---|
| Please note that each Strategy does not require a professional development or PLC activity. |||||||
| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
| CHAMPS | K-5 | PD department and District contact person | School-wide | Early Release dates | Monthly and weekly data review with support from school behavior committee | Principal and Assistant Principal |
| | | | | | | |
| | | | | | | |

*End of Suspension Goals*

# Health and Fitness Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:
**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

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

**1. Health and Fitness Goal**

1.1.

Time away from instruction

1.1.

1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.

1.1.
Administration

1.1.
class schedules
1.1.

Classroom teachers' schedules/ Master Schedule.

<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 70% on the Pretest to 80% on the Posttest.

<u>2012 Current Level :*</u>
<u>2013 Expected Level :*</u>

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

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

PACER Explain to Teachers the FITNESSGRAM PACER / assessing ices in designated areas; and exercising to the outdoor activities such as the ones provided in the *150 Minutes of Elem. Physical*

1.3.

70%
80%

1.2.

1.2.
Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.
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.
1.3.
Lesson plans of
1.3.

## Health and Fitness Goals Professional Development

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

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

# Continuous Improvement Goal(s)

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

<table>
<tr>
<th colspan="3">Additional Goal(s)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Fidelity Check<br>Who and how will the fidelity be monitored?</th>
<th>Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy?</th>
<th>Student Evaluation Tool</th>
</tr>
<tr>
<td colspan="3">1. Continuous Improvement Goal<br><br>Continuous Improvement Goal #1:<br><br>Based on the *School Climate and Perception Survey for Parents,* the percentage of parents who strongly agree with the indicator under **I am aware of the School Advisory Council (SAC) and its role** will increase from 75% to 78%</td>
<td>1.1.<br>-Lack of parent knowledge<br><br>-Parents don't always receive the newsletter from their child.</td>
<td>1.1.<br>**Strategy**<br>-Parents awareness of SAC will increase through school monthly news letter.<br><br>**Actions/Details**<br>- SAC information will be submitted to the school newsletter monthly</td>
<td>1.1.<br>**Who**<br>SAC<br>SAC co chairs<br>School Newsletter Coordinator<br><br>**How to monitored**<br>school newsletter</td>
<td>1.1.<br>**Leadership Team Level**<br>-School newsletter entries will be monitored by SAC co-chairs to ensure they are accurate and up to date.</td>
<td>1.1.<br>School Climate and Perception Survey for Parents</td>
</tr>
<tr>
<td colspan="3" rowspan="2"></td>
<td>1.2.<br>-Teachers don't always submit volunteer names on a monthly basis.</td>
<td>1.2.<br>**Strategy**<br>-Parents awareness of SAC will increase through monthly school volunteer drawings.<br><br>**Actions/Details**<br>-Teachers will submit names of volunteers monthly to SAC.<br>-SAC will conduct monthly drawings of gift cards for parent/community volunteers</td>
<td>1.2.<br>**Who**<br>SAC<br>SAC co chairs<br>**How to monitored**<br>-Gift card recipients will be announced over the morning show.</td>
<td>1.2.<br>**Leadership Team Level**<br>-SAC will monitor volunteer logs submitted monthly.</td>
<td>1.2.<br>School Climate and Perception Survey for Parents</td>
</tr>
<tr>
<td>1.3.<br>-Lack of awareness for the community event<br><br>-Locating a central establishment to hold the event.<br><br>-Lack of involvement.</td>
<td>1.3.<br>**Strategy**<br>-Parents awareness of SAC will increase through a SAC sponsored community event.<br><br>**Actions/Details**<br>-SAC will plan a community event that will involve</td>
<td>1.3.<br>**Who**<br>SAC<br>SAC co chairs<br><br>**How to monitored**<br>-Parent/community survey</td>
<td>1.3.<br>**Leadership Team Level**<br>-SAC will review the results of the parent/community survey</td>
<td>1.3.<br>School Climate and Perception Survey for Parents</td>
</tr>
</table>

Within the Additional Goal(s) cell:

| | 2012 Current Level :* | 2013 Expected Level :* |
|---|---|---|
| | 75% | 78% |

|  |  |  | students, parents, teachers, and community members. |  |  |  |
|---|---|---|---|---|---|---|

**Continuous Improvement Goals Professional Development**

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

*End of Additional Goal(s)*

# NEW Comprehensive English Language Learning Assessment (CELLA) Goals

**CELLA Goals**
**Problem-Solving Process to Increase Language Acquisition**

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.
**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

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

**2.1.**
**See 5C.1**
1.3.
**See 5C.3**
**See 5C.2**
**See 5C.3**
**See 5C.1**
**See 5C.2**
**See 5C.3**
**See 5C.1**
**See 5C.2**
2.1.
**See 5C.1**
See 5C.2
2.1.
**See 5C.1**

2.1.
**See 5C.1**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**C. Students scoring proficient in Listening/Speaking.**
CELLA Goal #C:

The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 35% to 40%.

2012 Current Percent of Students Proficient in Listening/Speaking:

35%

Students read in English at grade level text in a manner similar to non-ELL students.
**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**D. Students scoring proficient in Reading.**
CELLA Goal #D:

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

2.2.
See 5C.2
2.3.
See 5C.3
See 5C.2
2.3.
See 5C.3
See 5C.2
2.3.
See 5C.3
See 5C.2
2.3.
See 5C.3
See 5C.2

The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 30% to 35%

2012 Current Percent of Students Proficient in Reading :

30%

Students write in English at grade level in a manner similar to non-ELL students.

**Anticipated Barrier**

**Strategy**

**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

## E. Students scoring proficient in Writing.
<u>CELLA Goal #E:</u>

The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 16% to 20%

2012 Current Percent of Students Proficient in Writing :

16%

2.3
**See 5C.3**
2.3
**See 5C.3**

2.3
**See 5C.3**

2.3
**See 5C.3**

2.3
**See 5C.3**

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

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

Based on the analysis of school data, identify and define
areas in need of improvement:
**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

STEM Goal #1:

Implement/expand inquiry-based experiences for students in math and science through the 5E model.

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

1.3.
-Teachers willing to participate days
-Teachers' knowledge of STEM areas

**Who**
Administration
Science Coach

1.3.
-Students participation in Olympiad, STEM Fun
-Student participation in Science Inquiry Monday Design Challenges

**Who**
Administration
Science Coach
Teachers

1.3.
**Leadership Team Level**
-PSLT and science coach conduct science walk-throughs

1.3.
**Teacher/PLC level**
-Unit assessments
-Grade level planning

**Leadership Team Level**
-Students share their participants projects
-PSLT and science coach conduct science walk-throughs

1.3.
**During grading period**
**During grading period**
unit assessments
-Provide training on district STEM initiatives

**Who**
Administration
Science Coach
Teachers

**Leadership Team Level**
**Teacher/PLC level**
-Grade level planning

**Leadership Team Level**

**During grading period**
**During grading period**

## STEM Professional Development

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

*End of STEM Goal(s)*

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

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Fidelity Check<br>Who and how will the fidelity be monitored? | Strategy Data Check<br>How will the evaluation tool data be used to determine the effectiveness of strategy? | Student Evaluation Tool |
|---|---|---|---|---|---|
| CTE Goal #1:<br><br>Increase student interest in career opportunities and program selection prior to middle school. The school will increase the frequency of career exposure by student participation in Great American Teach-In events. | 1.1. | 1.1.<br>Implement special speakers to visit and share with students about CTE careers throughout the year and during the Great American Teach-In. | 1.1. | 1.1. | 1.1.<br>Log of CTE special speakers |

## CTE Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity<br>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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**Editor Note:  Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report**
A.2.

A.3.
**A.3.**
**A.3.**
**A.3.**
A.2.

A.1.

# NA
B.1.
A.1.
**B.1.**
**B.1.**
B.1.

*End of CTE Goal(s)*

# <mark>NEW</mark> Goal(s) For the 2012-2013 School Year

# Reading Florida Alternate Assessment Goals

**A. Florida Alternate Assessment:** Students scoring proficient/satisfactory performance in reading (Levels 4-9).
Reading Goal A:

2012 Current Level of Performance:
2013 Expected Level of Performance

**B. Florida Alternate Assessment:**  Percentage of students making Learning Gains in reading.
Reading Goal B:

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

B.2.


B.2.
B.2.
B.2.
B.2.
NA


2012 Current Level of Performance:
2013 Expected Level of Performance:

**Editor Note: Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report**

B.2.
B.2.
B.2.
B.2.

F.1.

# NA

F.1.
F.1.
F.1.

## <mark>NEW</mark> Goal(s) For the 2012-2013 School Year

## Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

**Anticipated Barrier**
**Strategy**
**Fidelity Check**

Who and how will the fidelity be monitored?

**Strategy Data Check**

How will the evaluation tool data be used to determine the effectiveness of strategy?

**Student Evaluation Tool**

**F. Florida Alternate Assessment:** **Students scoring at in mathematics (Levels 4-9).**
Mathematics Goal F:

2012 Current Level of Performance
2013 Expected Level of Performance

<span style="color:red">**Editor Note: Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report**</span>

G.2.

G.3.

G.3.

G.3.

G.3.

G.1.

G.1.

G.1.

G.1.

**G. Florida Alternate Assessment:** **Percentage of students making Learning Gains in mathematics.**
<u>Mathematics  Goal G:</u>

NA

<u>2012 Current Level of Performance:</u>
<u>2013 Expected Level of Performance</u>

# <mark>NEW</mark> Goal(s) For the 2012-2013 School Year

## Science Florida Alternate Assessment Goal

<div align="center">

**Elementary and Middle Science Goals**
**Problem-Solving Process to Increase Student Achievement**

</div>

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

J.1.

J.1.

J.1.

J.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**

**J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).**

-
Science Goal J:

NA

2012 Current Level of Performance:
2013 Expected Level of Performance:

*Enter numerical data for current level of performance in this box.*
*Enter numerical data for expected level of performance in this box.*

**Editor Note:  Data for this goal can be found on The Office of Assessment's SIP Evaluation and Development Report**

J.2.


J.2.
J.2.
J.2.
J.2.


J.3.


J.3.
J.3.
J.3.
J.3.


# <mark>NEW</mark> Goal(s) For the 2012-2013 School Year

## NEW Writing Florida Alternate Assessment Goal

**Writing Goals**
**Problem-Solving Process to Increase Student Achievement**

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

M.1.

M.2.
M.2.
M.2.
M.2.

M.1.

M.1.

M.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**

**M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).**

<u>Writing Goal M:</u>

<u>2012 Current Level of Performance:</u>
<u>2013 Expected Level of Performance:</u>

M.3.

M.3.
M.3.
M.3.
M.3.

# Differentiated Accountability

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

| School Differentiated Accountability Status |
|---|

☐ Priority ☐ Focus ☐ Prevent

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

## School Advisory Council (SAC)

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

☐ Yes        ☐ No

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

| Describe the use of SAC funds. | | | |
|---|---|---|---|
| Name and Number of Strategy from the School Improvement Plan | Description of Resources that improves student achievement or student engagement | Projected Amount | Final Amount |
| Continuous Improvement Goal 1.1, 1.2, and 1.3 | Gift cards to use for volunteer drawings in January, February, March, April and May to increase parents' and community awareness of the School Advisory Council.<br>Vendors included: Wal-mart, Publix, Racetrack, and Targets | $200 | |

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

| | | | |
|---|---|---|---|
| Continuous Improvement Goal 1.1, 1.2, and 1.3 | Supplies (including food ) to support SAC sponsored community event on 04/26/2013 to increase parents' anc community awareness of the School Advisory Council. | $776.60 | |
| Reading Goal 5C.3 | Four LeapPad 2 learning tablets and eight educational game cartridges to increase students' reading fluency. | $800 | |
| | | | |
| | | | |
| Final Amount Spent | | | |