

Florida Department of Education



Ippolito

Reviewed and edited 12.6.12

by Debbie Rodgers, Office of School Improvement

School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Ippolito Elementary	District Name: Hillsborough
Principal: Donna Marra	Superintendent: Mary Ellen Elia
SAC Chair: Christina Sawyer	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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[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	Susan Brill	BA Elementary Ed MA Gifted/Talented Ed.S. Educational Leadership/Principalship	11	11	09-10 C AYP 72% 10-11 B AYP 82% 11-12 C
Assistant Principal	Allison Norgard	BA Elementary Ed MA Educational Leadership	6	12	09-10 C AYP 72% 10-11 B AYP 82% 11-12 C

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.

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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	Karen Zitch	BA Early Childhood ESE Certification ESOL Certification	4	5	09-10 C AYP 72% 10-11 B AYP 82% 11-12 C

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. School based mentoring	Assistant Principal	On Going	
2. Teacher Interview Day	Principal	June 2013	
3. Subject Area Specialists in Reading , Writing and Science	Verlando Hunter Pam Judd Sylvia Ellis	On Going	

Non-Highly Qualified Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
All staff highly qualified. AGP teacher –Out of Field 8 Teachers working to become ESOL certified	District providing certification courses District providing certification courses

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	% of Highly Qualified Teachers	% of Recertified Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers

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74	5- 6%	26- 33 %	28- 37 %	15- 20 %	24- 32 %	66- 89 %	6- 8%	3- 4%	58- 78 %
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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
Christina DeLuca	Christine Galletly	Same Grade Level	Lesson Planning Problem Solving
Mary Williams	Tracey Koechlein	Same Grade Level	Lesson Planning Problem Solving
Jennifer Keelan	Nicole Marcellin	Same subject area taught	Lesson Planning
Candy Willoughby	Wendi Pruitt	Same subject area taught	Problem Solving
Lex James	Julie Thomas	Same subject area taught	
Christine Sawyer	Lisa Melby		
Deb Murphy	Lisa Fultz	ESE contact	

Additional Requirements

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services is provided to students who need additional interventions through the Extended Learning Program. Title I funds have been used to purchase additional days of the school psychologist and social worker. Funds have been allocated for a Writing Resource, Science Resource, Reading Resource and an Academic Intervention Specialist.
Title I, Part C- Migrant
Title I, Part D
Title II The district receives funds to increase student achievement through teacher training. Our teachers participate in district as well as school based trainings.
Title III Services are provided through a school-based resource teacher. The district provides materials and ELL support to improve the education of English Language Learners.
Title X- Homeless
Supplemental Academic Instruction (SAI)Funds are coordinated with Title I to provide Extended School Year, reading coach and extended learning after school. Ippolito has a reading Coach as well as an Academic Intervention Specialist.
Violence Prevention Programs Kids on the Block, Peer Mediation, Anti-Bullying lessons through the Guidance Counselor.
Nutrition Programs The school participates in the Universal Breakfast program and free and reduced lunch program for qualifying students.

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Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

Susan Brill-Principal; Allison Norgard-Assistant Principal; Breanna Harvey-Psychologist; Shirley Redcay-Guidance Counselor; Ahira Torres-K; Karen Jones-1st; Jennifer McVey-2nd; Karen Jackson-3rd ; Jennifer Keelan-4th ; Christina Sawyer-5th Velandia Hunter-Reading Resource

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

The purpose of MTSS is to review the data gathered by teachers for students who are not achieving at grade level or demonstrating behavior that interferes with academic instruction. Action plans for these students are developed by the team and the classroom teacher. While we look at Tier 2 and 3 students and their needs, we also look at ways to increase academic achievement for high performing students. The team meets weekly to monitor the progress of students. The team recommends research based strategies to be implemented during the 30 minute daily intensive intervention time. These strategies include Istation, EasyCBM, small group tutoring, skill grouping per grade level as well as Extended Learning Programs.

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 SIP is a working document and will be reviewed by the Leadership Team each nine weeks as well as the Steering Team. The Leadership team will closely monitor the data and act as consultants to the PLCs to facilitate planning and implementation of strategies. The Leadership Team will receive data from the resource teachers assigned to the different academic areas.

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. Baseline and mi-year assessments, district based assessments, monthly writes, FAIR, Istation, EasyCBM, Think Central FCAT Explorer.

Describe the plan to train staff on MTSS.

On September 18, 2012 the school psychologist presented an overview of the process to all instructional staff. The presentation included the structure of the process, data collection, and progress monitoring of Tier 2 and 3 students. The psychologist will revisit the model as need.

Describe plan to support MTSS.

- Set schedule to ensure MTSS implementation
- Monthly meetings
- Data is shared between the Grade levels and RtI Committee
- Data discussions start at the grade/department level
- Master Schedule ensures there is a intervention block for all grades
- School resources were allocated to ensure a full time school psychologist
- Leadership team implements the fidelity checks

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Susan Brill-Principal; Allison Norgard-Assistant Principal; Karen Zitch-Reading Coach; Lisa Spitaleri-Academic Intervention Specialist; Velando Hunter-Reading Resource; Breanna Harvey-Psychologist.

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

The team provides leadership for the implementation of the reading strategies in the SIP plan. The resource teacher and coach work with the teachers on collecting data ,interpreting the data, and suggesting research based reading interventions. They work with teachers to ensure data driven instruction is taking place for all students,

They also work to ensure that professional development occurs to meet the needs of the teachers.

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

-Data analysis - Professional development -Implementation of guided reading groups

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.

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

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

NA

***High Schools Only**

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

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

NA

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

NA

Postsecondary Transition

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

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

NA

PART II: EXPECTED IMPROVEMENTS

Strategies

1. **Guided reading**
2. **Independent reading**
3. **ELP/Supplemental instruction (also in math and science)**
4. **Teacher Collaboration (PLCs) with an emphasis on planning higher order text dependent questions (teacher collaboration also in math and science)**
5. **RtI/MTSS**
6. **ELL – CIM model (also in math)**
7. **ELL – Accommodations (also in math)**
8. **SWD – IEP implementation (also in math)**
9. **SWD – Co-teach model (also in math)**

Summary of Changes

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1. -Teacher's knowledge base of Guided Reading</p>	<p>1.1. <u>Guided Reading</u> Reading comprehension and fluency improves when students are engaged in meaningful Guided Reading sessions with their primary instructor. Teachers need to understand how to select/identify text, select strategies, and group students. <u>Action Steps</u> -Guided Reading Groups to begin on September 17 -Mini-Trainings to address areas of need -Coaching Cycles</p>	<p>1.1. <u>Who</u> -Principal -APEI -Reading Coach and Reading Resource Teacher -Generalist -Reading DRT <u>How</u> -Collect Guided Reading Plans quarterly <i>Evidence of all components of Guided Reading seen in teacher lesson plans during administrative walk-throughs.</i> <i>Teachers develop, share, and/or review lesson plans during PLCs.</i> -Weekly meetings with administration and Reading Coach and Reading Resource Teacher -Collect Mini-Training Sign-in Sheets -PLCs agendas that focus on strategies to improve reading -Data Chats -Review of PLC logs, looking for notes on guided reading lessons and use of reading strategies.</p>	<p>1.1. <u>Teacher Level</u> -Teachers will keep their Guided Reading Lesson Plan Notebook <i>(as developed by the Steering Committee.)</i> -Teachers will use the data monitoring sheet to track Running Records <i>(as developed and approved by the Steering Committee.)</i> <u>PLC Level</u> -PLCs will reflect on data to drive instruction <u>Leadership Team</u> -Data is used to determine training needs to support teachers</p>	<p>1.1. Bx per year -FAIR -Form A During the Grading Period -Monthly Running Records</p>		
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<p><u>Reading Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT will increase from 44% to 48%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>44%</p>	<p>48%</p>					
		<p>1.2. -Teacher's knowledge base of Independent Reading</p>	<p>1.2. <u>Independent Reading</u> Reading comprehension and fluency improves when students are engaged for sustained periods of independent reading with a focus and text based student response. Teachers need to understand how better to monitor Independent Reading text selection, craft reading response questions that are text dependent, and how to respond to students in conferences with goal setting</p>	<p>1.2 See Goal 1.1</p>	<p>1.2 See Goal 1.1</p>	<p>1.2 See Goal 1.1</p>	
		<p>1.3.</p>	<p>1.3.</p>		<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.</p>	2.1.	2.1. See Goal 1.1	2.1	2.1.	2.1.		
<p><u>Reading Goal #2:</u> The percentage of students scoring a Level 4 or Higher on the 2013 FCAT will increase from 13% to 24%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>13%</p>	<p>24%</p>					
		2.2.	2.2. See Goal 1.2	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>B.1. -Student attendance in afterschool ELP -Daytime ELP not taking away from other academic subjects in the student's day.</p>	<p>B.1. <u>ELP</u> -Students' reading comprehension improves through receiving ELP supplemental instruction on targeted skills. <u>Actions</u> -ELP teachers identify lessons for students that target specific skills that are not at the mastery level. -Students attend the ELP sessions -Progress monitoring data collected by the ELP teacher is communicated to the classroom teacher -ELP Teachers will take a training from the district -Will Utilize ELP Teacher Screening Form for hiring -Utilize Title 1 dollars to provide a daytime tutor.</p>	<p>B.1. <u>Who</u> -Administration -ELP Teachers <u>How</u> -Administration Walkthroughs of ELP -Administration will review lesson plans <i>Evidence of reading strategies in ELP teacher lesson plans seen during administration walkthroughs</i> -Administration will monitor student attendance in ELP</p>	<p>B.1. -Teachers reflect on FAIR and Form A reading assessment data and use this information to drive future instruction in for ELP</p>	<p>B.1.</p>		
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<u>Reading Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students making learning gains on the 2013 FCAT will increase from 58% to 65%	58%	65%					
		B.2	B.2	B.2	B.2	B.2	
			See Goal 1.1				
		B.3	B.3	B.3	B.3	B.3	
			See Goal 1.2				

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

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. -Scheduling time for administration to meet with reading Resource Teacher and reading Coach on a regular basis -Scheduling time for teachers to meet one-on-one with administration and reading support</p>	<p>4.1. <u>Data Chats</u> <i>Teacher Collaboration with emphasis on Higher Order Text Dependent Questions</i> -Student academic achievement improves through <i>teacher</i> collaboration with administration, teachers, <i>PLCs</i> and reading support (<i>reading coach and resource teacher.</i>) <u>Actions</u> -Administration and the Reading Resource teacher or Reading Coach conducts one-on-one data chats with individual teachers using the teacher's past and/or present data. -Facilitate the development, writing, selection of higher-order, text-dependent questions. -Facilitate the identification of complex text and rigorous assessments -Facilitate Data analysis</p>	<p>4.1. <u>Who</u> -Administration <u>How</u> -Review of Coach's Log -Review PLC logs -Administrative Walkthroughs <i>looking for teacher implementation of complex text, higher-order text dependent questions and rigorous assessments. Data will be tracked and shared with teachers in order to show growth in this area</i> <i>Teachers develop, share, and/or review lesson plans during PLCs.</i> -Summary notes of frequent meeting of Reading Coach, Reading Resource teacher and Administration -Data Chat signup sheets</p>	<p>4.1. -Data is used to drive teacher support and student supplemental instruction</p>	<p>4.1. 3x per year -FAIR -Form A During the Grading Period -RR Records -I-Station data</p>		
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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from the students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 69% to 74%							
	69%	74%					

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		<p>4.2.</p> <p>-RTI groups struggle with implementation</p> <p>-Time to provide all interventions needed</p>	<p>4.2.</p> <p><u>RTI Meetings</u></p> <p>-Student academic achievement improves through collaboration with administration, teachers, and Student Services Teams</p> <p><u>Actions</u></p> <p>-Appoint each grade level with an RTI facilitator. The RTI facilitator will meet monthly with Psychologist for training and support.</p> <p>-RTI Facilitator will assist grade level with identifying student need in Tier 2 and interventions to use</p>	<p>4.2.</p> <p><u>Who</u></p> <p>-Administration</p> <p>-Psychologist</p> <p>-Student Service Team</p> <p>-RTI grade level facilitators</p> <p>-Resource Teachers</p> <p><u>How</u></p> <p>-Administration walk throughs <i>looking for implantation of interventions/supplemental instruction. Data will be tracked and shared with teachers in order to show growth in this area</i></p> <p>-Teachers develop, share, and/or review lesson plans during PLCs.</p> <p>-Review of RTI meeting notes.</p> <p>-Fidelity Checks</p> <p>-Administration checks monthly Tier 2 progress monitoring sheets from all teachers (<i>district form</i>)</p>	<p>4.2.</p> <p>--Data is used to drive teacher support and student supplemental instruction</p>	<p>4.2.</p> <p>Bx per year</p> <p>-FAIR</p> <p>-Form A</p> <p>During the Grading Period</p> <p>-RR Records</p> <p>-I-Station data</p> <p>-Easy CBM data</p>	
		4.3.	4.3.	4.3.	4.3.	4.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Reading Goal #5:</u>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. See Goals 1, 2, 3 & 4</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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<u>Reading Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The Percentage of White students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 49% to 54%.</p> <p>The Percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 32% to 39%.</p> <p>The Percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 39% to 45%.</p>							
	White:49% Black:32% Hispanic:39% Asian: American Indian:	White:54% Black:39% Hispanic:45% Asian: American Indian:					

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		5A.2.	5A.2	5A.2	5A.2	5A.2	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in reading.	5B.1.	5B.1. See Goals 1, 2, 3 & 4	5B.1.	5B.1.	5B.1.		

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<p><u>Reading Goal #5B:</u></p> <p>The Percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 10% to 19%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>10%</p>	<p>19%</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1.</p> <ul style="list-style-type: none"> -Improving the proficiency of ELL students in our student is of high priority. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Teachers may not be familiar with skills ELLs may have due to language barrier. 	<p>5C.1.</p> <p><i>ELL student achievement improves through the use of the continuous improvement model to drive instruction.</i></p> <p><u>Action Steps</u></p> <ul style="list-style-type: none"> -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers differentiate instruction to remediate/enhance instruction. -Whenever possible, determine reading skills students have acquired through the use of a Spanish DRA. 	<p>5C.1.</p> <ul style="list-style-type: none"> -School based Administrators -ESOL Resource Teacher <p><u>How</u></p> <ul style="list-style-type: none"> -Administrative and ERT walk throughs <i>looking for implementation of ELL strategies and differentiated instruction. Data will be tracked and shared with teacher in order to show growth in this area</i> 	<p>5C.1</p> <p><u>Teacher Level</u></p> <ul style="list-style-type: none"> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <p><u>PLC Level</u></p> <ul style="list-style-type: none"> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELL performance data. <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> -PLC facilitators / Subject Area Leader/ Department Heads shares ELL SMART Goal <i>share ELL core curriculum and formative assessment data</i> with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RTI team to review performance data and progress of ELLs (inclusive of LFs) 	<p>5C.1.</p> <ul style="list-style-type: none"> -FAIR -CELLA -IStation <p><u>During the Grading Period</u></p> <ul style="list-style-type: none"> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance 		
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<p><u>Reading Goal #5C:</u></p> <p>The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 22% to 30%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>22%</p>	<p>30%</p>					
	<p>—</p>	<p>5C.2.</p> <p>-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on number of ELLs</p>	<p>5C.2.</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments across</u> Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs looking for Committee Meeting Recommendations.</p> <p>In addition, tools from the RTI Handbook and ELL RTI Checklist, and ESOL Strategies Checklist are used as walk-through forms</p> <p><i>-Teachers develop, share, and/or review lesson plans during PLCs, with an emphasis on differentiated instruction with this population of students.</i></p>	<p>5C.2</p> <p>Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students</p>	<p>5C.2.</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</p>	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	4.1. -General education teacher and ESE teacher need consistent, on-going co-planning time. -Scheduling time for teachers to meet one-on-one with administration and reading support	4.1. See Goal 4.1	4.1. <u>Who</u> -Administration -Area 5 ESE Supervisor -Reading Coach <u>How</u> -Walkthroughs -Summary notes/schedule of Data Chats -Administration monitor the implementation of suggestions from data chats -Area 5 ESE walkthroughs with feedback	4.1. See Goal 4.1	4.1. See Goal 4.1		

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<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of SWD scoring proficient/Satisfactory on the 2013 FCAT Reading will increase from 10% to 19%	10%	19%					

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		<p>5D.2.</p> <ul style="list-style-type: none"> -Selection of best material to move SWD forward -Time to give interventions as needed 	<p>5D.2.</p> <p>Student achievement improves through the use of research based targeted remediation provided by a trained teacher</p> <p>Actions</p> <ul style="list-style-type: none"> -Identify what materials will best assist a SWD -Facilitate modeling/observing for teachers to ensure proper use of material 	<p>5D.2.</p> <p>Who</p> <ul style="list-style-type: none"> -Administration -Area 5 ESE support <p>How</p> <ul style="list-style-type: none"> -Collect plans from SWD teachers -Administration walkthroughs <i>looking for effective use of materials and strategies. Data will be tracked and shared with teachers to show growth in this area</i> -Teachers develop, share, and/or review lesson plans during PLCs, with an emphasis on differentiated instruction with this population of students. -Weekly meetings -District Walkthroughs 	<p>5D.2.</p> <p>-Data is used to drive teacher support and student supplemental instruction</p>	<p>5D.2</p> <p>3x per year</p> <ul style="list-style-type: none"> -FAIR -Form A <p>During the Grading Period</p> <ul style="list-style-type: none"> -RR Records -I-Station data 	
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		<p>5D.3</p> <p>-Teachers are at varying skill levels and understanding for co-teaching and support facilitation</p> <p>-Common Planning time</p>	<p>5D.3</p> <p>Student achievement improves through <u>co-teaching or support facilitation</u></p> <p><u>Actions</u></p> <p>-Clustering SWD when designing homerooms and schedules</p>	<p>5D.3</p> <p>Who</p> <p>-Administration</p> <p>-District SWD Support</p> <p>How</p> <p>-Collection of schedules</p> <p>-Walk-throughs <i>looking for effective implementation of the co-teaching or support facilitation model. Data will be tracked and shared with teachers to show growth in this area.</i></p>	<p>5D.3</p> <p>-Data is used to drive teacher support and student supplemental instruction</p>	<p>5D.3</p> <p><u>3x per year</u></p> <p>-FAIR</p> <p>-Form A</p> <p><u>During the Grading Period</u></p> <p>-RR Records</p> <p>-I-Station data</p>	
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Reading Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Data to Develop Guided Reading Groups DRA2	K-5	Zitch, Hunter	Reading teachers	9/12	Guided Reading Groups/Plans submitted for week of 10/17	Norgard
Conferencing During Independent reading	K-5	Zitch/Hunter	New Teachers to County	9/26 and 10/18	DRA2 completed and turned in	Zitch/Hunter
	K-5	Zitch/Hunter	Reading Teachers	10/15	Participants turn in conference log	Zitch/Hunter
Assessment During Guided Reading: Using Anecdotal and Running records	K-5	Zitch/Hunter	Reading Teachers	10/29	Participants turn in running records for month of November	Norgard
Fluid Grouping: Adjusting groups to drive Instruction	K-5	Zitch/Hunter	Reading teachers	11/29	Participants turn in Guided Reading Groups for week of 11/3	Norgard
Common Core Deepening and Applying Training	K-5	District Reading	Reading Teachers	10/27	PDS Evaluation	District Trainer
Easy CBM	K-5	Harvey	All Teacher	10/16	Easy CBM Quiz	Harvey

End of Reading Goals

Strategies

1. **Concept planning**
2. **Higher Order Questions (also in reading – listed as action step under teacher collaboration)**
3. **Teacher Collaboration with an emphasis on CIM and data chats (teacher collaboration also in reading and science)**
4. **CIM and Differentiation (also in ELL reading)**
5. **ELP /Supplemental Instruction (also in reading)**
6. **ELL – CIM model (also in reading)**
7. **ELL – Accommodations (also in reading)**
8. **SWD – IEP implementation (also in reading)**
9. **SWD – Co-teach model (also in reading)**

Elementary School Mathematics Goals

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

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

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<p>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>i.1. -Teachers at varying levels of skill levels with concept planning -Teachers at varying skill levels with using CGCs</p>	<p>i.1 Student math achievement improves through <u>Concept Planning</u> and teacher use of the GCGs for planning Action -PLCs review use of concept planning and GCGs -Math teams plan together using Concept Planning</p>	<p>i.i. Who Administration District math resource teacher _____ How Walkthroughs <i>looking for effective implementation of math lesson plans.</i> <i>Teachers develop, share, and/or review lesson plans during PLCs.</i> Concept math plan turned in Math lesson plan checks</p>	<p>i.i. Data is used to drive teacher support and student supplemental instruction</p>	<p>i.1. 3x per year -District Formative Math Assessments During the Grading Period: -Core Curriculum Assessments</p>		
<p><u>Mathematics Goal #1:</u> The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 34% TO 40%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	34%	40%					
		<p>1.2. Teachers at varying levels of skills with higher order questioning techniques</p> <p>-PLCs need to focus on identifying higher order questions to deliver during lessons</p>	<p>1.2. <u>Student math achievement improves with the use of higher order questions during instruction</u></p> <p><u>Action</u></p> <p>-Teachers plan higher order questions to use during math instruction</p> <p>-Teachers implement Student Response Journals in Math</p> <p>-Teachers respond to Student entries with higher order questions</p>	<p>1.2. <u>Who</u></p> <p>-Administration</p> <p>-District math resource teacher</p> <p><u>How</u></p> <p>-Walkthroughs</p> <p>-Higher Order Questions turned in</p> <p>-PLC logs</p> <p>-Student response Journals</p>	<p>1.2. -Data is used to drive teacher support and student supplemental instruction</p>	<p>1.2. 3x per year</p> <p>-District Formative Math Assessments</p> <p>During the Grading Period:</p> <p>-Core Curriculum Assessments</p>	

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		<p>1.3</p> <ul style="list-style-type: none"> -Scheduling time for administration to meet with District Resource teacher on a regular basis -Scheduling time for teachers to meet one-on-one with administration 	<p>1.3</p> <p>Data Chats <i>Teacher Collaboration with an emphasis on the Continuous Improvement Model and /Data Chats</i></p> <ul style="list-style-type: none"> -Student academic achievement improves through collaboration with administration and teachers <i>administration-teacher data chats, administration-student data chats and teacher-student data chats.</i> <p><u>Actions</u></p> <ul style="list-style-type: none"> -Administration conducts one-on-one data chats with individual teachers using the teacher's past and/or present data. -Facilitate Data analysis -Administration conducts data chats with 4th and 5th grade students on math progress 	<p>1.3</p> <p><u>Who</u></p> <ul style="list-style-type: none"> -Administration -District Math Resource Teacher <p><u>How</u></p> <ul style="list-style-type: none"> -Administrative Walkthroughs <i>looking for implementation of teacher-student data chats.</i> -Summary notes of frequent meeting of District Math Resource teacher and Administration -Data Chat signup sheets 	<p>1.3</p> <ul style="list-style-type: none"> -Data is used to drive teacher support and student supplemental instruction 	<p>1.3</p> <ul style="list-style-type: none"> Bx per year -District Formative Math Assessments During the Grading Period: -Core Curriculum 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	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1. -Teachers are at varying skill levels with differentiation in math</p>	<p>2.1. -Students math achievement improves when teachers use on-going student data to <u>differentiate instruction.</u> (Continuous Improvement Model) <u>Action</u> -Using data from previous assessments and daily classroom performance teachers plan differentiated instruction groupings and activities for delivery of new content in upcoming lessons -During lessons, students are involved in flexible groupings -Teachers identify students who need re-teaching interventions -PLCs focus on how to differentiate instruction for all students</p>	<p>2.1. <u>Who</u> -Administration -District Reading resource Teacher <u>How</u> -PLC Logs -Administration Walkthroughs looking <i>for increased use of differentiated instruction and flexible groups. Data will be tracked and shared with teachers to show growth in this area</i> -Teachers develop, share, and/or review lesson plans during PLCs. -District Resource Teacher Walkthroughs -Teacher Lesson plans reflect flexible grouping</p>	<p>2.1. -Teachers reflect on lesson outcomes and use this information to drive future instruction</p>	<p>2.1. Bx per year -District Formative Math Assessments During the Grading Period: -Core Curriculum Assessments</p>		
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<u>Mathematics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 9% to 14%.	9%	14%					

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		2.2	2.2	2.2	2.2	2.2	
		-Student attendance in afterschool ELP	<p><u>ELP</u></p> <p>-Students' conceptual math knowledge improves through receiving ELP supplemental instruction on targeted enrichment skills.</p> <p><u>Actions</u></p> <p>-ELP teachers identify lessons for students that target specific skills from the Math Form 1 assessment.</p> <p>-Students attend the ELP sessions</p> <p>-Progress monitoring data collected by the ELP teacher is communicated to the classroom teacher</p> <p>-ELP Teachers will take a training from the district</p> <p>-Will Utilize ELP Teacher Screening Form for hiring</p>	<p><u>Who</u></p> <p>-Administration</p> <p>-ELP Teachers</p> <p><u>How</u></p> <p>-Administration Walkthroughs of ELP</p> <p>-Administration will review lesson plans <i>Evidence of math strategies in ELP teacher lesson plans seen during administration walkthroughs</i></p> <p>-Administration will monitor student attendance in ELP</p>	-Teachers reflect on Form 1 math assessment data and use this information to drive future instruction in enrichment for ELP	<p>3x per year</p> <p>-District Formative Math Assessments</p> <p>During the Grading Period:</p> <p>-Core Curriculum Assessments</p>	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
			Who and how will the fidelity be monitored?	How will the evaluation tool data be used to determine the effectiveness of strategy?			

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<p>3. FCAT 2.0: Points for students making learning gains in mathematics.</p>	<p>B.1</p>	<p>B.1 See 1.1</p>	<p>B.1</p>	<p>B.1.</p>	<p>B.1.</p>		
<p><u>Mathematics Goal #3:</u> Points earned from students making learning gains on the 2013 FCAT Math will increase from 53% to 58%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>53%</p>	<p>58%</p>					
		<p>B.2.</p>	<p>B.2. See 1.2</p>	<p>B.2.</p>	<p>B.2.</p>	<p>B.2.</p>	

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		B.3.	B.3.	B.3.	B.3.	B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.	4.1	4.1 See 1.1	4.1	4.1.	4.1.		

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<u>Mathematics Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Points earned from students in the bottom quartile making gains on the 2013 FCAT Math will increase from 50% to 58%	50%	58%					
		4.2.	4.2.	4.2.	4.2.	4.2.	
			See 1.2				

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		4.3	4.3 See 2.2	4.3	4.3	4.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Math Goal #5:</u>							

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<p>5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics</p>	<p>5A.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5A.1. See Goals 1, 2, & 3</p>	<p>5A.1.</p>	<p>5A.1.</p>	<p>5A.1.</p>		
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<u>Mathematics Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The Percentage of White students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 41% to 45%</p> <p>The Percentage of Black students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 27% to 34%.</p> <p>The Percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 42% to 48%</p>							
	<p>White:41%</p> <p>Black: 27%</p> <p>Hispanic: 42%</p> <p>Asian:</p> <p>American Indian:</p>	<p>White: 45%</p> <p>Black: 34%</p> <p>Hispanic: 48%</p> <p>Asian:</p> <p>American Indian:</p>					

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		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Mathematics Goal #5B:</u> The Percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 29% to 36%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	29%	36%					
		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. -Improving the proficiency of ELL students in our student is of high priority. -ELLs at varying levels of English language acquisition and acculturation is not consistent across core courses. -Teachers may not be familiar with skills ELLs may have due to language barrier.</p>	<p>5C.1. <i>ELL student achievement improves through the use of the continuous improvement model to drive instruction.</i> <u>Action Steps</u> -Core content teachers set SMART goals for ELL students for upcoming core curriculum assessments. -Core content teachers administer and analyze ELLs performance on assessments. -Teachers aggregate data to determine the performance of ELLs compared to the whole group. -Based on data core content teachers differentiate instruction to remediate/enhance instruction. -Whenever possible, determine reading skills students have acquired through the use of a Spanish DRA.</p>	<p>5C.1. -School based Administrators -ESOL Resource Teacher <u>How</u> -Administrative and ERT walk throughs <i>looking for implementation of ELL strategies and differentiated instruction. Data will be tracked and shared with teacher in order to show growth in this area</i> <i>-Teachers develop, share, and/or review lesson plans during PLCs, with an emphasis on differentiated instruction with this population of students.</i></p>	<p>5C.1 <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the ELL SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -ERTs meet with Reading, Language Arts, Social Studies and Science PLCs on a rotating basis to assist with the analysis of ELL performance data. <u>Leadership Team Level</u> -PLC facilitators / Subject Area Leader/ Department Heads shares ELL SMART Goal <i>share ELL core curriculum and formative assessment data</i> with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction. -ERTs meet with RTI team to review performance data and progress of ELLs (inclusive of LFs)</p>	<p>5C.1. -FAIR -CELLA -IStation <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for ELL performance</p>		
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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 27% to 34%.	27%	34%	<p>5C.2.</p> <p>-Lack of understanding teachers can provide ELL accommodations beyond FCAT testing.</p> <p>-Bilingual Education Paraprofessionals at varying levels of expertise in providing support.</p> <p>-Allocation of Bilingual Education Paraprofessional dependent on number of ELLs</p> <p>ELLs (LYA, LYB & LYC) comprehension of course content/ standards improves through participation in the following <u>day-to-day accommodations on core content and district assessments</u>.</p> <p><u>across</u> Reading, LA, Math, Science, and Social Studies:</p> <ol style="list-style-type: none"> 1. Extended time (lesson and assessments) 2. Small group testing 3. Para support (lesson and assessments) 4. Use of heritage language dictionary (lesson and assessments) 	<p>5C.2.</p> <p><u>Who</u></p> <p>-School based Administrators</p> <p>-ESOL Resource Teachers</p> <p><u>How</u></p> <p>-Administrative and ERT walk-throughs looking for Committee Meeting Recommendations.</p> <p>In addition, tools from the RTI Handbook and ELL RTI Checklist, and ESOL Strategies Checklist are used as walk-through forms</p>	<p>5C.2</p> <p>Analyze core curriculum and district level assessments for ELL students. Correlate to accommodations to determine the most effective approach for individual students</p>	<p>5C.2.</p> <p><u>During the Grading Period</u></p> <p>-Core curriculum end of core common unit/ segment tests</p>	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1. See 1.3	5D.1. <u>Who</u> -Administration -Area 5 ESE Supervisor <u>How</u> Walkthroughs -Summary notes/schedule of Data Chats -Administration monitor the implementation of suggestions from data chats -Area 5 ESE walkthroughs with feedback	5D.1. See 1.3	5D.1 See 1.3		
<u>Mathematics Goal #5D:</u> The Percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT Reading will increase from 14% to 19%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	14%	19%					
		<p>5D.2.</p> <ul style="list-style-type: none"> -Selection of best material to move SWD forward -Time to give interventions as needed 	<p>5D.2.</p> <p>Student achievement improves through the use of research based targeted remediation provided by a trained teacher</p> <p>Actions</p> <ul style="list-style-type: none"> -Identify what materials will best assist a SWD -Facilitate modeling/ observing for teachers to ensure proper use of material 	<p>5D.2.</p> <p>Who</p> <ul style="list-style-type: none"> -Administration -Area 5 ESE support <p>How</p> <ul style="list-style-type: none"> -Collect plans from SWD teachers -Administration walkthroughs <i>looking for effective use of materials and strategies. Data will be tracked and shared with teachers to show growth in this area</i> -Teachers develop, share, and/ or review lesson plans during PLCs, with an emphasis on differentiated instruction with this population of students. -District Walkthroughs 	<p>5D.2.</p> <ul style="list-style-type: none"> -Data is used to drive teacher support and student supplemental instruction 	<p>5D.2</p> <p>3x per year</p> <ul style="list-style-type: none"> -District Formatives <p>During the Grading Period</p> <ul style="list-style-type: none"> -Core Curriculum Assessments 	

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		<p>5D.3</p> <p>-Teachers are at varying skill levels and understanding for co-teaching and support facilitation</p> <p>-Common Planning time</p>	<p>5D.3</p> <p>Student achievement improves through <u>co-teaching or support facilitation</u></p> <p><u>Actions</u></p> <p>-Clustering SWD when designing homerooms and schedules</p>	<p>5D.3</p> <p>Who</p> <p>-Administration</p> <p>-District SWD Support</p> <p>How</p> <p>-Collection of schedules</p> <p>-Walk-throughs <i>looking for effective implementation of the co-teaching or support facilitation model. Data will be tracked and shared with teachers to show growth in this area.</i></p> <p><i>-Teachers develop, share, and/or review lesson plans during PLCs, with an emphasis on differentiated instruction with this population of students.</i></p>	<p>5D.3</p> <p>-Data is used to drive teacher support and student supplemental instruction</p>	<p>5D.3</p> <p><u>3x per year</u></p> <p>-District Formatives</p> <p><u>During the Grading Period</u></p> <p>-Core Curriculum Assessments</p>	
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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

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Use of GCGs	3-5	Crim	3-5 math teachers	9/26	PLC logs	Norgard
Effective Use of GCGs	K-2	Crim	K-2 math teachers	10/3	PLC Logs	Norgard
Concept math planning and implementation	4	Crim	4 th grade math teachers	10/9 and 10/11	Concept Plan turned in	Norgard
CCSS Math training	K-5	Crim	Ippolito and Neighboring Schools	January	CCSS Quiz	Crim

End of Mathematics Goals

Strategies

1. **Inquiry lesson plan**
2. **Teacher Collaboration with an emphasis on CIM and data chats (teacher collaboration also in reading and math)**
3. **ELP/Supplemental instruction (also in reading and math)**
4. **Teacher Collaboration with an emphasis on CIM and data chats (teacher collaboration also in reading and math)**

Elementary and Middle School Science Goals

Science Goals	Problem-Solving Process to Increase Student Achievement					

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. -Teachers are at various skill levels on using the inquiry lesson plan model</p>	<p>1.1. Students science skills with improve through the participation in the <u>inquiry lesson plan</u> model Action: -Increase Long-term Investigations with data charts -Science Resource Teacher, administration -Science Resource Teacher to model in classrooms -Science Resource Teacher to help gather supplies for investigations and experiments -Science Resource Teacher and District Resource Teacher to Conduct Coaching Cycles with teachers as needed</p>	<p>1.1. <u>Who</u> -Administration -Science Resource Teacher -District Science resource Teacher <u>How</u> -Targeted walkthroughs <i>looking for increased student engagement in inquiry based instruction. Data will be tracked and shared with teachers over time to show growth in this area</i> -Long Term Investigation Plan Sheet Turned In <i>Data turned into PLC facilitator at PLC meetings.</i> -Lesson Plans <i>Evidence of all components of Inquiry Based Instruction seen in lesson plans during administrative walk-throughs.</i> <i>-Teachers develop, share, and/or review lesson plans during PLCs.</i></p>	<p>1.1. -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p>	<p>1.1. <u>3x per year</u> District Form Assessments <u>During the Grading Period</u> Core Curriculum Assessments</p>		
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<u>Science Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring Level 3 or higher on the 2013 FCAT Science will increase from 26% to 32%	26%	32%					

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		<p>1.2</p> <ul style="list-style-type: none"> -Scheduling time for administration to meet with District Resource teacher on a regular basis -Scheduling time for teachers to meet one-on-one with administration 	<p>1.2</p> <p>Data Chats <i>Teacher Collaboration</i></p> <p>-Student academic achievement improves through collaboration with administration and teachers <i>administration-teacher data chats, administration-student data chats and teacher-student data chats.</i></p> <p><u>Actions</u></p> <ul style="list-style-type: none"> -Administration conducts one-on-one data chats with individual teachers using the teacher's past and/or present data. -Facilitate Data analysis -Administration conducts data chats with 4th and 5th grade students on math progress 	<p>1.2</p> <p><u>Who</u></p> <ul style="list-style-type: none"> -Administration -District Math Resource Teacher <p><u>How</u></p> <ul style="list-style-type: none"> -Administrative Walkthroughs <i>looking for implementation of teacher-student data chats.</i> -Summary notes of frequent meeting of District Math Resource teacher and Administration -Data Chat signup sheets 	<p>1.2</p> <p>-Data is used to drive teacher support and student supplemental instruction</p>	<p>1.2</p> <p><u>3x per year</u></p> <p>District Form Assessments</p> <p><u>During the Grading Period</u></p> <p>Core Curriculum Assessments</p>	
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		1.3 -Student attendance in afterschool ELP	1.3 <u>ELP</u> -Students' conceptual science knowledge improves through receiving ELP supplemental instruction on targeted skills. <u>Actions</u> -Science Resource teacher identify skills needed to be strengthened from the science Form 1 assessment. -Students attend the ELP sessions -Progress monitoring data collected by the ELP teacher is communicated to the classroom teacher -ELP Teachers will take a training from the district -Will Utilize ELP Teacher Screening Form for hiring	1.3 <u>Who</u> -Administration -Science Resource Teacher -ELP Teachers <u>How</u> -Administration Walkthroughs of ELP -Administration will review lesson plans <i>Evidence of science strategies in ELP teacher lesson plans seen during administration walkthroughs</i> -Administration will monitor student attendance in ELP	1.3 -Teachers reflect on Form 1 science assessment data and use this information to drive future instruction for ELP	1.3 <u>3x per year</u> -District Formative Math Assessments During the Grading Period: -Core Curriculum 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?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.		2.1 See Goal 1.1					

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<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 2% to 10%.	2%	10%					
		2.2	2.2	2.2	2.2	2.2	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

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

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

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Mondays	K-5	Ellis	Science Teachers	9/17	Science Resource Teacher to Visit Classrooms	Ellis
Science Fair	K-5	Ellis	Science Teacher	9/22	Science Project Plans	Ellis
ISN: Notebook Tips	K-5	Ellis	All Teachers	11/27	Samples of ISN	Ellis

End of Science Goals

Strategies

1. **Writer’s Workshop**
2. **STAR Conferencing**
3. **ELP (also in reading, math and science)**

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>l.1. -Teachers vary in skill level of the Writer's Workshop Model and scoring techniques.</p>	<p>l.1. <i>Student achievement in writing will increase through engagement in the Writer's Workshop.</i> Focus, Quality, Control Action -Writing Resource teacher in classrooms daily -District Resource Teacher Modeling Writer's Workshop in each class</p>	<p>l.1. Who -Administration -Writing Resource teacher -Writing District Resource Teacher How -Walkthroughs -Writing Resource Teacher will turn in schedule -Teacher Lesson Plans <i>-Teachers develop, share, and/or review lesson plans during PLCs, with an emphasis on differentiated instruction with this population of students.</i></p>	<p>l.1. Monthly Demand writing will be used to adjust mini-lesson focus by teachers</p>	<p>l.1. Monthly -Demand Writing</p>		
<p><u>Writing/LA Goal #1:</u> The percentage of students scoring a Level 3.0 or higher on the 2013 FCAT Writes will increase from 82% to 88%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	82%	88%					
		<p>1.2.</p> <p>-Teachers vary in skill level of using the STAR Conferencing Tool</p> <p>-Time to conference with each student in a timely manner</p>	<p>1.2.</p> <p><i>Student achievement in writing will increase through participation in STAR Conferencing</i></p> <p><u>Action</u></p> <p>-Writing Resource Teacher Model use of STAR conference in each classroom</p> <p>-District Resource Teacher Model use of STAR conference tool in each classroom</p>	<p>1.2</p> <p><u>Who</u></p> <p>-Administration</p> <p>-Writing Resource teacher</p> <p>-Writing District Resource Teacher</p> <p><u>How</u></p> <p>-Walkthroughs</p> <p>-Teachers will turn in STAR conferences monthly.</p>	<p>1.2</p> <p>Monthly Demand writing will be used to adjust STAR focus by teachers</p>	<p>1.2</p> <p><u>Monthly</u></p> <p>-Demand Writing</p>	
		<p>1.3.</p> <p>-4th grade students may not be available to stay after school</p>	<p>1.3.</p> <p><i>Student achievement in writing will improve through participation in ELP Afterschool</i></p> <p><u>Action</u></p> <p>-Invite 4th grade students to sessions of ELP focusing on Writing</p> <p>-All ELP teachers will take district training</p>	<p>1.3.</p> <p><u>Who</u></p> <p>-Administration</p> <p><u>How</u></p> <p>-Monitor attendance of ELP</p> <p>-Walkthroughs</p> <p>Collect ELP Lesson Plans- <i>Review of ELP lessons plans during administrative walk-throughs</i></p>	<p>1.3.</p> <p>Monthly Demand Writing should improve for the students who are also attending ELP</p>	<p>1.3.</p> <p><u>Monthly</u></p> <p>-Demand Writing</p>	

Writing/Language Arts Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer’s Workshop Overview	K-5	Judd	K-5 Writing teachers	9/6	Writing Lesson Plan Turned In Walkthroughs looking for effective implementation of Writer’s Workshop.	Judd
Conferencing During Writing” STAR and SMILE	K-5	Judd/Willoughby	K-5 Writing Teachers	10/8	STAR Conference Sheet or SMILE Turned In	Judd

End of Writing Goals

Attendance Goal(s)

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

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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	Strategy Data Check	Student Evaluation Tool		
1. Attendance	1.1. -Time to call parents and follow up on attendance.	1.1. -Establish a school attendance committee -Mail 5 day attendance Letters home -Hire Full-Time Social Worker -Incentive Plan to reduce tardies and absences -Recognizing classes and grade level with the greatest % of attendance during monthly school assemblies	1.1. Who -Administration -Social Worker -Attendance Committee How -Review monthly classroom attendance reports -Monitor absence totals at report card time	1.1. -Attendance committee and Social Worker will review data and report to staff	1.1. -Weekly review of attendance reports		

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Attendance Goal #1:	<u>2012 Current</u>	<u>2013 Expected</u>					
	<u>Attendance Rate:*</u>	<u>Attendance Rate:*</u>					
The attendance rate will increase from 94% in 2011-2012 to 96% in 2012-2013.							
The number of students who have 10 or more unexcused absences throughout the school year will decrease by 50%							
The number of students who have 10 or more unexcused tardies to school throughout the school year will remain the same.							
	94%	96%					
	<u>2012 Current</u> <u>Number of Students</u> <u>with Excessive</u> <u>Unexcused</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>with Excessive</u> <u>Unexcused Absences</u> <u>(10 or more)</u>					
	175	82.5%					

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	<u>2012 Current Number of Students with Unexcused Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more)</u>					
	0	0					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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

Suspension Goal(s)

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

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<p>1. Suspension</p>	<p>1.1. Teachers vary in skill level of behavior management</p>	<p>1.1. <u>Setting Clear Expectations</u> -Project Respect Grant: Institute Morning Meetings and the “Otter Way”, with Positive Behavior Plans -Revise Discipline Plan from 2011-2012 school Year -Recognize positive Behavioral Referrals -Implement Administrative Request Form -Provide quarterly reports on discipline data to faculty</p>	<p>1.1 Who -Administration -Psychologist -Social Worker -Guidance Counselor How -Walkthroughs -Collect Positive Behavior Plans <i>Evidence of implementation of positive behavior strategies during walkthroughs. Data will be tracked and shared with teachers o show growth in this area</i></p>	<p>1.1. -Leadership team review date quarterly</p>	<p>1.1. -ESAI Data Reports</p>		
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Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
The total number of In-School Suspensions will decrease by 10% .							
The total number of students receiving In-School Suspensions throughout the school year will decrease by 10%							
The total number of Out-of-School Suspensions will decrease by 20%.							
The total number of students receiving Out-of School Suspensions throughout the school year will decrease by 20%							
	11	9					

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	<u>2012 Total Number of Students Suspended</u> <u>In-School</u>	<u>2013 Expected Number of Students Suspended</u> <u>In -School</u>					
	11	9					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	33	26					
	<u>2012 Total Number of Students Suspended</u> <u>Out-of- School</u>	<u>2013 Expected Number of Students Suspended</u> <u>Out-of-School</u>					
	26	20					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

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

End of Suspension Goals

Parent Involvement Goal(s)

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

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

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

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

Parent Involvement Professional Development

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

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

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

Health and Fitness Goal(s)

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

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

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<p>1. Health and Fitness Goal</p>	<p>1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5.</p>	<p>1. Principal</p>	<p>1. Classroom walk-throughs Class schedules</p>	<p>1. Classroom teachers document in their lesson plans the ninety (90) minutes of "Teacher Directed" physical education that students have per week. This is also reflected in the Master Schedule. Physical Education teachers' schedules reflect the remaining sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed.</p>	<p>1.1.</p>		
<p>Health and Fitness Goal #1:</p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012 Current Level</u> :*</p>	<p><u>2013 Expected Level</u> :*</p>					

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	<p>2. Health and physical activity initiatives developed and implemented by the Principal's designee or SAC</p> <p>3. Use of the playground or fitness course equipment; walk/jog/run activities in designated areas; and exercising to the outdoor activities such as the ones provided in the <i>150 Minutes of Elem. Physical Education</i> folder on IDEAS.</p>	<p>2. Principal's designee or SAC</p>	<p>2. Data on the number of students scoring in the Healthy Fitness Zone (HFZ)</p>	<p>2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>3. Physical Education Teacher</p>	<p>3. Lesson plans of Physical Education Teacher</p>	<p>3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	<p>1.3.</p>	<p>1.3.</p>	

Health and Fitness Goals Professional Development

Professional Development

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

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

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

Continuous Improvement Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
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Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
1. Continuous Improvement Goal	1.1.	1.1.	1.1.	1.1. Informal survey to teachers administered at the end of each	1.1.		
<u>Continuous Improvement Goal #1:</u> Improve teacher perception of administration-teacher communication.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					

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

Continuous Improvement Goals Professional Development

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

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

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

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

NEW 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 How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	

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<p>C. Students scoring proficient in Listening/Speaking.</p>	<p>1.1.</p>	<p>1.1. See Reading ELL Goal 5C</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	
<p><u>CELLA Goal #C:</u> The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 40 % to 45 %</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>40%</p>					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
D. Students scoring proficient in Reading.	2.1.	2.1. See Reading ELL Goal 5C	2.1.	2.1.	2.1.	

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<p><u>CELLA Goal #D:</u></p> <p>The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 15% to 20%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>15%</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Fidelity Check</p> <p>Who and how will the fidelity be monitored?</p>	<p>Strategy Data Check</p> <p>How will the evaluation tool data be used to determine the effectiveness of strategy?</p>	<p>Student Evaluation Tool</p>	

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<p>E. Students scoring proficient in Writing.</p>	<p>2.1.</p>	<p>2.1.</p> <p>See Reading ELL Goal 5C</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	
<p><u>CELLA Goal #E:</u></p> <p>The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 10% to 15%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>10%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>

		2.3	2.3	2.3	2.3	2.3
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NEW Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

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<p><u>STEM Goal #1:</u></p> <p>Expanding problem based learning in math and science.</p>	<p>1.1.</p> <p>-Teachers are at varying skill level with implementing problem solving in math and science with Inquiry Mondays</p>	<p>1.1.</p> <p>-Science and math problem solving improve when a focus is given on <u>Inquiry Mondays</u></p> <p>Action:</p> <p>-Increase Long-Term Investigations in each science classroom</p> <p>-Participate in the County STEM fair</p> <p>-Participate in the County Science Olympics</p>	<p>1.1.</p> <p>Who</p> <p>-Administration</p> <p>-Science Resource teacher</p> <p>How</p> <p>-Copies of Ippolito Newsletter with winners listed</p>	<p>1.1.</p> <p>-Teachers reflect of lesson/project outcomes and use this knowledge to drive future instruction.</p>	<p>1.1.</p> <p>-3x per year</p> <p>-District Science Formative</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

End of STEM Goal(s)

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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**Learning
Community (PLC)
or PD Activity**

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Mondays	KG-5	Ellis	All Science Teachers	9/17	Walkthroughs	Ellis/Administration
Mini-Science Fair	KG-5	Ellis	All Science Teachers	10/22	Implementation of STEM Fair Projects	Ellis/Administration

End of STEM Goal(s)

CTE Goal

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

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Increase student interest in career opportunities and program selection prior to middle school, the school will increase the frequency of career exposure activities/events from ____ in 2011-2012 to ____ in 2012-2013.					

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		
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Priority	Focus	Prevent
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- *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

<p>If No, describe the measures being taken to comply with SAC requirements.</p> <p>The school will continue to work towards balancing both the ethnicity and non-school board employees of the School Advisory Council to reach compliance.</p>

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
Final Amount Spent			

