

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Folsom Elementary	District Name: Hillsborough County
Principal: Cora-Lynne Wimberly	Superintendent: MaryEllen Elia
SAC Chair: Kesha Sims	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	Principal	Cora-Lynne Wimberly	M Ed. Education Administration and Supervision BA Education Exceptional Student Education/ School Principal, Educational Leadership, Elementary Education 1-6 Exceptional Students Education, ESOL	4	Folsom Elementary 2012 C 478 pts. 2011 C 485 pts 64% AYP 2010 A 555 pts 90% AYP

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Assistant Principal	Assistant Principal	Michelle Stone	MEd Educational Leadership/ Educational Leadership, ESOL Endorsement	3	2012 C 478 pts. 2011 C 485 pts 64% AYP 2010 A 555 pts 90% AYP
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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)
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Reading	Evillee Woodard	MEd. Elementary Education Elementary 1-6, ESOL Endorsed	2	3	<p>Folsom Elementary</p> <p>2012 C 478 pts.</p> <p>2011 C 485 pts. 64% AYP</p> <p>Level 3 and above 69%</p> <p>Annual Learning Gains 52%</p> <p>Lowest Quartile 36%</p> <p><u>Making AYP:</u> None</p> <p><u>Not Making AYP:</u> White, Black, Hispanic, Economically Disadvantaged, ELL, SWD</p> <p>2010 A 555pts. 90% AYP</p> <p>78% Level 3 and above</p> <p>68% Annual Learning Gains</p> <p>60% Lowest Quartile</p> <p><u>Making AYP:</u> White, Hispanic, Economically Disadvantaged</p> <p><u>Not Making AYP:</u> Black, ELL, Students with Disabilities</p> <p>All other subgroups were non- applicable</p>
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Reading	Michelle Copeland	MEd. Education Elementary Education K-6, ESOL Endorsed.	4	3	<p>Folsom Elementary</p> <p>2012 C 478 pts.</p> <p>2011 NA</p> <p>2010 A 555pts. 90% AYP</p> <p>78% Level 3 and above</p> <p>68% Annual Learning Gains</p> <p>60% Lowest Quartile</p> <p><u>Making AYP:</u> White, Hispanic, Economically Disadvantaged</p> <p><u>Not Making AYP:</u> Black, ELL, Students with Disabilities</p> <p>All other subgroups were non- applicable</p>
Reading/ Writing	Nalany Valdez	BS Elementary Education K-6, ESOL Endorsed	3	0	<p>Folsom Elementary</p> <p>2012 C 478 pts.</p> <p>2011 NA</p> <p>2010 A 555pts. 90% AYP</p> <p>78% Level 3 and above</p> <p>68% Annual Learning Gains</p> <p>60% Lowest Quartile</p> <p><u>Making AYP:</u> White, Hispanic, Economically Disadvantaged</p> <p><u>Not Making AYP:</u> Black, ELL, Students with Disabilities</p> <p>All other subgroups were non- applicable</p>

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Mathematics	Shanann Calvo Young	BS Elementary Education K-6	6	2	<p>Folsom Elementary</p> <p>2012 C 478 pts.</p> <p>2011 C 485 pts. 64% AYP</p> <p>Level 3 and above 73%</p> <p>Annual Learning Gains 53%</p> <p>Lowest Quartile 58%</p> <p><u>Making AYP:</u>, none</p> <p><u>Not Making AYP:</u> White, Black, Hispanic, Economically Disadvantaged, ELL, SWD</p> <p>2010 A 555pts. 90% AYP</p> <p>78% Level 3 and above</p> <p>76% Annual Learning Gains</p> <p>68% Lowest Quartile</p> <p><u>Making AYP:</u> White, Hispanic, Economically Disadvantaged, ELL, Students with Disabilities</p> <p><u>Not Making AYP:</u> Black,</p> <p>All other subgroups were non- applicable</p>
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Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	

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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	

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
5 out of field ESOL. All are highly qualified.	<p>Depending on the needs of the teacher, one or more of the following strategies are implemented.</p> <p><u>Administrators</u></p> <p>Meet with the teachers three times per year to discuss progress on:</p> <ul style="list-style-type: none"> ● Preparing and taking the certification exam ● Completing classes need for certification <p>—</p> <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> ● The teachers will attend PLC meetings for on-going professional development, 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	% ES OL Endorsed Teachers
100	2%	37%	37%	24%	41%	91%	0%	4%	65%
54	1	20	20	13	22	49	0	2	35

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

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Kaylin Likon	Samantha Stone	First year teacher Empowering Effective Teachers	Weekly coaching activities. Observations and feedback
Kaylin Likon	Kristin Valle	First year teacher Empowering Effective Teachers	Weekly coaching activities. Observations and feedback

Additional Requirements

Coordination and Integration-Title I Schools Only

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

<p>Title I, Part A</p> <p>Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant</p> <p>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.</p>

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The Title I, Part D
The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance schools.
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless
The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs
Violence Prevention Programs
NA
Nutrition Programs
NA
Housing Programs
NA
Head Start
We utilize information from students in Head Start to transition into Kindergarten

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Adult Education
NA
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

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Identify the school-based MTSS Leadership Team.

The leadership team includes:

- Principal
- Assistant Principal
- Guidance Counselor
- School Psychologist/Behavior
- Social Worker/Attendance
- Academic Coaches (Reading, Math, Writing etc. and other specialists on an ad hoc basis)
- ESE Specialist
- Representatives from the PLCs for each grade level, K-5
- SAC Chair
- ELL Representative

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

The MTSS is considered the main leadership team in our school. The MTSS will meet 2-4 times monthly and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Tutoring during the day in small group pull-outs in reading and math
 - Extended Learning Programs during and after school
 - Designated intervention block by grade levels
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Create, manage and update the school resource map
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
 - Use of *Common Core Assessments* at the end of segments/chapters (data will be collected by PLCs and entered and compiled for analysis by members of the MTSS)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each Grading Period, assist in the evaluation of teacher fidelity data and student achievement data collected during the Grading Period.

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- Assist with 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) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team.
- Use MTSS liaison to communicate initiatives between the MTSS and PLCs.

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- Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
- The Chair of SAC is a member of the Leadership Team/MTSS
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/MTSS 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/MTSS 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/MTSS.
- The Leadership Team/MTSS 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:
 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)
 - 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.

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- Develop instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).
- Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals
- Assess the implementation of the strategies on the SIP using the following questions:
 1. Does the data show implementation of strategies are resulting in positive student growth?
 2. To what extent are we making progress toward the school's SIP goals?
 3. If we are making progress, what can we do to sustain what is working?
 4. What barriers to implementation are we facing and how will we address them?
 5. What should we do next? What should be our plan of action?

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.		
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 Reading Forms A, B, C * District Writing Demand Writes * District Math Forms 1, 2, 3 * District Science Forms 1, 2, 3	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 *District Reading Forms A, B, C * District Writing Demand Writes * District Math Forms 1, 2, 3 * District Science Forms 1, 2, 3	Scantron Achievement Series Data Wall PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network Data Wall	Reading Coach/ Reading Resource Teacher/ Reading PLC Facilitator

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CELLA	Sagebrush (IPT)	ELL PSLT Representative
Teachers' common core curriculum assessments on units of instruction/big ideas. *Reading *Writing *Math *Science	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/MTSS

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* (<i>see below</i>) Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) District Reading Forms A, B, C District Math Forms 1, 2, 3	School Generated Database in Excel	Leadership Team/ ELP Facilitator

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Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC/Department data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Other Curriculum Based Measurement	<i>easyCBM</i> School Generated Database in Excel	Leadership Team/PLCs/Individual Teachers
Research-based Computer-assisted Instructional Programs	Assessments included in computer-based programs	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 MTSS/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. The Leadership Team will send school team representatives to ongoing MTSS/RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit as needed to review our progress in implementation of MTSS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and MTSS/RtI as they become available.

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Describe plan to support MTSS.

Response to Intervention (RTI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our school, 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, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

- Principal – Cora-Lynne Wimberly
- Assistant Principal for Curriculum – Michelle Stone
- Reading Coach – Evillee Woodard
- Reading Teachers –Rachel Powers, Hollie Henderson, Yvonne Lombardo, Raquel Calderon, Michelle Copeland, Nalany Valdez
- Media Specialist – Susan Spicer

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Multi-tiered System of Support team. The team provides leadership for the implementation of the goals and strategies identified on the SIP.

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

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

- What will be the major initiatives of the LLT this year?
- Implementation and evaluation of the SIP goals and strategies identified across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan
- Implementation of ELA Common Core Standards for grades K and 1.

NCLB Public School Choice

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

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

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

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

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

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

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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<p>1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).</p>	<p>1.1.</p> <ul style="list-style-type: none"> - Reluctance from PLC to implement five-day plan -The misnomer that fluency is only defined as words correct per minute -Evaluation of fluency beyond words correct per minute. -Teachers are at various skill levels in understanding how to provide fluency intervention to impact all prosodic elements. 	<p>1.1.</p> <p>Strategy</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' reading fluency will improve through the use of appropriate teaching techniques centered on prosody (phrasing, rate, punctuation/intonation, expression).</p> <p>Action Steps</p> <p>As a Professional Development activity in their PLCs, teachers study the HCPS fluency rubric to become familiar with all prosodic elements (phrasing, rate, punctuation/intonation, expression) and expected grade level fluency norms.</p>	<p>1.1.</p> <p>Who</p> <ul style="list-style-type: none"> -Principal -APEI -Reading Coach -Reading Resource Teacher -PLC Facilitators <p>How</p> <ul style="list-style-type: none"> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing decided upon strategy. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations 	<p>1.1.</p> <p>Teacher Level</p> <ul style="list-style-type: none"> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <p>PLC Level</p> <p>PLCs will review evaluation data.</p> <p>Leadership Team Level</p> <p>The MTSS/Reading Leadership Team reviews FAIR AP/OPM data to determine the increase in the percentage of students scoring at or above the grade level targeted words correct per minute.</p> <p>PLC facilitator will share data with the problem-solving Leadership Team. The MTSS/Reading Leadership Team will review assessment data for positive trends at a minimum of once per Grading Period.</p>	<p>1.1.</p> <p>3x per year</p> <ul style="list-style-type: none"> - Broad screen/Maze/OPM for fluency <p>During the Grading Period</p> <ul style="list-style-type: none"> -HCPS Fluency rubric with appropriate level text and expected grade level fluency norms. -Running Records 		
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		<p>-Teachers pretest using an appropriate level passage and the HCPS fluency rubric with grade level fluency norms.</p> <p>-PLCs come together to compare data and identify trends.</p> <p>-Teachers implement differentiated fluency lessons to target the needs of whole group, small group, and individuals and establish appropriate timelines.</p> <p>-Teachers post test using an appropriate level text along with the HCPS fluency rubric and expected grade level fluency norms.</p> <p>-Teachers bring</p>	<p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p>				
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		assessment data back to PLCs to decide the next focus for instruction.					
		-PLCs record their work in the PLC logs.					
<u>Reading Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 51% to 54%.							
	51%	54%					

		1.2. SEE 1.1	1.2. __ <u>Strategy</u> The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary knowledge and use will increase through use of the <u>5-day Vocabulary Instructional Routine</u> which includes: -time specified daily for work on vocabulary that is embedded in text -activities that include all learning modalities -a routine that will be familiar to students, like a workshop - <u>Action Steps</u> - Administer teacher training/resource needs assessment to determine support plan. - Schedule training and plan for resources.	1.2. <u>Who</u> -Principal -APEI -Reading Coach -Reading Resource Teacher -Math Resource Teacher -PLC Facilitators <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk- throughs observing the 5-day Vocabulary Instructional Routine -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/	1.2. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. - <u>PLC Level</u> PLCs will review evaluation data bi-monthly at PLC meetings. - <u>Leadership Team Level</u> - PLC facilitator will share data with the MTSS. The MTSS/ Reading Leadership Team will review assessment data for positive trends at a minimum of once per	1.2. <u>2x per year</u> -FAIR Vocabulary Assessment <u>3x per year</u> -FAIR on-going progress monitoring tool <u>During grading period</u> -Students' written responses reflecting use of vocabulary taught -Students' writing samples reflecting use of vocabulary taught.
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			<p>Begin whole class implementation of the 5-day Vocabulary Instructional Routine, using Tier 2 words.</p> <p>Teacher pairs reconvene to discuss progress of implementation.</p> <p>PLCs record their work in the PLC logs.</p>	<p>Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p>	grading period.		
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check	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 reading.</p>	<p>2.1. Need for support training</p> <p>Varying skill levels</p>	<p>2.1. <u>Strategy</u></p> <p>Students' comprehension of course content/ standards increases through participation in higher order thinking (H.O.T.) questioning techniques. Webb's Depth of Knowledge, to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)</p> <p><u>Action Steps</u></p> <p>Plan</p> <p><u>Teacher PD for</u></p>	<p>2.1. <u>Who</u></p> <ul style="list-style-type: none"> -Principal -APEI -Instructional Coach(es) -Peer and Mentor Evaluators <p><u>How</u></p> <ul style="list-style-type: none"> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) <p>-EET formal</p>	<p>2.1. <u>Teacher Level</u></p> <ul style="list-style-type: none"> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <p><u>PLC Level</u></p> <ul style="list-style-type: none"> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective higher order activities in future lessons. <p><u>Leadership Team Level</u></p> <p>MTSS uses data to evaluate the effectiveness of strategy</p>	<p>2.1. <u>3x per year</u></p> <ul style="list-style-type: none"> -FAIR on-going progress monitoring tool (Scaffolded Discussion Templates) <p><u>During grading period</u></p> <ul style="list-style-type: none"> -Students' written responses reflecting use of vocabulary taught -Students' writing samples reflecting use of vocabulary taught. 		
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		<p><u>General Higher Order</u></p> <p>Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the classroom.</p> <p>The Reading Resource teacher will provide support in higher order strategies throughout the school year (EET 4d, 4e)</p> <p>—</p> <p>—</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question “How do we know if they have learned it?” (EET Rubric 1f, 4d)</p>	<p>observatio (Admin and Peer/Mentor)</p> <p>EET informal observation(Admin and Peer/Mentor)</p>	<p>implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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	<p>Teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.</p> <p>Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.</p> <p>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</p> <p>Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>During the lesson, teachers frequently ask higher order questions. The</p>					
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		<p>teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)</p> <p>During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)</p> <p>Students formulate many of the high-level questions and ensure that all voices are heard. (EET Rubric 3b)</p> <p>Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)</p>					
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		<p>At the end of the unit, teachers administer the common assessment.</p> <p>Check/Act</p> <p><u>PLCs After the Common Assessment</u></p> <p>Teachers bring their common assessment data back to the PLCs.</p> <p>Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e) _</p> <p>—</p> <p>After the</p>					
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		<p>assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p><i>Administrators/Leadership Team</i></p> <p>Through walkthroughs teachers are identified that excel in higher order thinking questioning techniques, Webb's Depth of Knowledge, in order to set up demonstration classrooms. (EET 4d, 4e) _</p>					
<p><u>Reading Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Reading will increase from 26% to 29%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>26%</p>	<p>29%</p>					

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		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>3. FCAT 2.0: Points for students making Learning Gains in reading.</p>	<p>B.1. Lack of background knowledge lack of knowledge in designing instruction with rigor</p>	<p>B.1. The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate <u>Differentiated Instruction</u> strategies. Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping: Homogeneous/ Cluster/Ability Grouping -Heterogeneous/ Mixed Ability Grouping -Individualized Work/Independent Study -Whole Class Instruction -Pairs or Partners</p>	<p>B.1. <u>Who</u> - Principal - APEI -Reading Coach -Reading Resource -Peer Mentor and Peer Evaluators <u>How</u> - PLC and agendas/notes - Walk-throughs - Data Walls - Evidence of strategy in teacher's lesson plans.</p>	<p>B.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <u>Leadership Team Level</u> -Leadership Team determines and maintains a school-wide data system to track student progress. -PLC facilitator shares data with the MTSS -MTSS uses data to evaluate</p>	<p>B.1. <u>3x per year</u> - FAIR Reading Comprehension <u>During the grading period</u> -running records using the HCPS retelling rubric. - Teacher created assessments</p>		
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		<p><u>Action Steps</u></p> <p>Plan</p> <p><u>Teacher Planning</u></p> <p>-Using data from previous assessments and daily classroom performance/ work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons.</p> <p>Do I give my students:</p> <p>--Different ways to take in information</p> <p>--Different amounts of time to complete the work</p> <p>--Different assignments depending on ability, readiness, comprehension level, learning preferences/styles, and interests.</p> <p>--Different types of assessments</p>		<p>the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers</p>			
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	<p>For all students, do I:</p> <ul style="list-style-type: none"> --Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study. --Create a variety of activities and tasks that allows students to explore concepts and standards in different ways. --Give students choices in some of their learning activities. <p>For High Performing, Gifted, Honors and Advanced Students, do I:</p> <ul style="list-style-type: none"> --Make modifications to ensure students are challenged with higher-level thinking activities. --Use curriculum compacting, independent study, and extension activities where appropriate <p>For Lower</p>					
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	<p>Ability and Students with Learning Difficulties:</p> <p>-Assess specific skills and knowledge that need remediation and utilize a variety of strategies to help students in these areas.</p> <p>For English Language Learners:</p> <p>--Use gestures, visuals and graphic organizers when explaining concepts</p> <p>-Recognize cultural/ experiential differences, and when feasible includes these in units and examples.</p> <p>(EET Rubric 4d, 4e)</p> <p>-Teachers use student data (formative assessments, common assessments, daily work, etc.), student interests,</p>					
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	<p>and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom. (EET Rubric 1b)</p> <p>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, "What do we want students to learn?" (EET Rubric 1e, 4d)</p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the question, "How do we know if they have learned it?"</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-Teachers implement lessons using</p>					
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	<p>Differentiated Instruction activities. (EET Rubric 3c)</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Common Assessment</u></p> <p>Teachers bring their common assessment data to their PLCs.</p> <p>Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p>					
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		<p>—</p> <p>Using the data, effective Differentiated Instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e) —</p> <p>Based on the data, teachers plan future Differentiated Instruction lessons (either as a whole lesson or mini lesson) to the whole class or targeted students.</p> <p>—</p> <p><u>Administrators/ Leadership Team</u></p> <p>Through walkthroughs teachers are identified that excel in Differentiated Instruction strategies and techniques in</p>					
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		<p>order to set up demonstration classrooms. (EET 4d, 4e) _</p> <p>Classroom coverage is provided for teachers to attend demonstration classrooms.(EET 4e)</p>					
<p><u>Reading Goal #3:</u></p> <p>Points earned from students making learning gains on the 2013 FCAT Reading will increase from 66 points to 69 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>66 points</p>	<p>69 points</p>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.</p>	<p>4.1. Not knowing how to analyze data. Inconsistent implementation of F-CIM</p>	<p>4.1. Students' comprehension of course content/standards increases through teacher's use of data to inform instruction. Specially, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, nine week assessments, semester exams, curriculum assessments and daily class work) to plan and deliver <u>mini-lessons and mini-assessments (F-CIM & C-CIM).</u> <u>Action Steps:</u> Plan <u>Planning/ PLCs Before the Lesson</u> - Grade level PLCs will identify students in the 25% not making annual learning</p>	<p>4.1. <u>Who</u> Principal APEI Reading Resource Teacher Reading Coach Peer Mentors and Peer Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor)</p>	<p>4.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers calculate their students' progress towards 80% mastery of skills. -Teachers keep track of their students' individual progress. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the 80% mastery data across all classes/courses for each mini assessment. -After each assessment, PLCs will ask the following questions: <i>1. Are there skills that need to be re-taught in a whole lesson to the entire class?</i> <i>2. Are there skills that need to be re-taught as mini-lessons to the entire class using a different teaching technique?</i></p>	<p>4.1. <u>3x per year</u> - FAIR Reading Comprehension <u>During the grading period</u> -running records using the HCPS retelling rubric. - Mini Assessments</p>		
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		<p>gains.</p> <p>- PLCs identify essential tested skills/standards/benchmarks for their students that need reinforcement and/or remediation. (EET Rubric 1b, 1c, 4a, 4d) c</p> <p>-Teachers discuss how to correlate mini lessons with core curriculum.</p> <p>- Based on the data, PLCs develop a one-two week projected timeline/calendar for teaching the essential skills and/or standards covered in the core curriculum. (EET Rubric 1b, 1e, and 4d)</p> <p>-Teachers discuss strategies for teaching the mini lessons.</p>	<p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p>	<p>3. <i>Are there skills that need to re-taught to targeted students?</i></p> <p>4. <i>How do we report and share our results with the Leadership Team?</i></p>			
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		<p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-Teachers implement the mini lessons and mini assessments to the whole group or targeted students.</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Mini-Assessments</u></p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 4d)</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom assessments to adjust the mini-lesson timeline/ calendar.</p>					
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		<p>-If needed Differentiated Instruction mini-lessons/ assessments are given to targeted students as Tier 1 interventions.</p> <p>-Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. (EET Rubric 1b, 3c, 3e, 4d)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p>					
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<p><u>Reading Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 69 points to 72 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>69 points</p>	<p>72 points</p>					
		<p>4.2. SEE 1.1</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>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>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p><u>Reading Goal #5:</u></p>							

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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>SEE 1.2, 4.1</p>	<p>5A.1.</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/ FAA Reading will increase from 56% to 60%.</p> <p>The percentage of Hispanic students scoring proficient/satisfactory on the 2013 FCAT/ FAA Reading will increase from 52% to 57%.</p>							
	<p>White: 56%</p> <p>Black: Y</p> <p>Hispanic: 52%</p> <p>Asian: NA</p> <p>American Indian: NA</p>	<p>White: 60%</p> <p>Black:</p> <p>Hispanic: 57%</p> <p>Asian: NA</p> <p>American Indian: NA</p>					

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		<p>5A.2.</p> <p>The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.</p>	<p>5A.2</p> <p>Tier 2/3:</p> <p>Students' reading comprehension will improve through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level.</p> <p><u>Action Steps</u></p> <p>- Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered. Teachers will identify weaknesses and communicate such weaknesses to the ELP teacher.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>- Students attend ELP sessions twice per week.</p>	<p>5A.2</p> <p><u>Who</u></p> <p>Principal</p> <p>APEI</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>5A.2</p> <p><u>Teacher Level</u></p> <p>-ELP Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers calculate their students' progress towards 80% mastery of skills.</p> <p>-Teachers keep track of their ELP students' individual progress.</p> <p><u>PLC Level</u></p> <p><u>Leadership Team Level</u></p> <p>-Data collected through mini assessments will be shared with the leadership team to determine next steps.</p>	<p>5A.2</p> <p><u>3 x per year.</u></p> <p>-FAIR__</p> <p><u>During Grading Period</u></p> <p>-Mini assessment data</p>	
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			-When the students have mastered the specific skill, they are exited from the ELP program.				
		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. SEE 1.2, 4.1, 5A.2	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Y						

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		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check	Strategy Data Check	Student Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. SEE 1.2, 4.1, 5A.2	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
<u>Reading Goal #5C:</u> The percentage of English Language students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 38% to 44%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	38%	44%					
	-	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. SEE 1.2, 4.1, 5A.2	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Y						
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

Reading Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Text Complexity	K-5	Valdez/	Schoolwide	August 15,2012	Lesson Plans, observations, walk-throughs, coaching conferences	Resource Teachers
DRA2 Update	K-5	Copeland Woodard	K-5 &ESE teachers	October 2012	Observations, Monitoring of DRA2 completeness, coaching conferences	Reading Coach
5 day Vocabulary	K-5	Copeland/	Schoolwide as needed	November 2012	Lesson Plans, observations, walk-throughs, coaching conferences	Resource Teachers/ Reading Coach
Text Dependent Questions	K-5	Woodard Valdez/ Copeland/ Woodard	K-5 & ESE Teachers	December 2012	Observations, walk-throughs	Resource Teachers/ Reading Coach

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Differentiated
Instruction

K-5

PLC Leaders Select teachers

Ongoing

Lesson Plans, observations, walk-throughs, coaching conferences
Resource Teachers /PLC Liaison

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

<p>Elementary School Mathematics Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</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>1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).</p>	<p>1.1.</p> <ul style="list-style-type: none"> - Time in Math Block - Common Planning Time - Lack of knowledge on how to implement into math block - How to implement/ utilize different resources. 	<p>1.1.</p> <p><u>Strategy:</u></p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' comprehension of course content improves by participation in consistent, effective and appropriate</p> <p><u>Differentiated Instruction</u></p> <p>Differentiated Instruction is based on: acceleration, enrichment, extensions and remediation. This strategy focuses on the following types of flexible grouping:</p> <ul style="list-style-type: none"> -Homogeneous/ Cluster/Ability Grouping -Heterogeneous/ Mixed Ability Grouping -Individualized Work/Independent Study -Whole Class Instruction 	<p>1.1.</p> <p><u>Who</u></p> <ul style="list-style-type: none"> - Principal - APEI -Math Coach -Peer and Mentor Evaluators <p><u>How</u></p> <ul style="list-style-type: none"> - PLC and agendas/notes - Walk-throughs - Data Walls - Evidence of strategy in teacher's lesson plans. 	<p>1.1. <u>Teacher Level</u></p> <ul style="list-style-type: none"> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <p><u>PLC Level</u></p> <ul style="list-style-type: none"> -PLCs calculate the average unit assessment score for all their students across the PLC per class -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective activities in future lessons. <p><u>Leadership Team Level</u></p> <ul style="list-style-type: none"> -Leadership Team determines what specific data will be reported to the Leadership Team. 	<p>1.1.</p> <p><u>2-3x Per Year</u></p> <ul style="list-style-type: none"> -Beginning of the Year Test -Mid-Year Test -End of the Year Test <p><u>During Grading Period</u></p> <ul style="list-style-type: none"> -Chapter Assessments -Benchmark Mini-assessments 		
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		<p>-Pairs or Partners</p> <p>Action Steps</p> <p>Plan</p> <p><i>Teacher Planning</i></p> <p>-Using data from previous assessments and daily classroom performance/ work, teachers plan Differentiated Instruction groupings and activities for the delivery of new content in upcoming lessons. Specifically, PLCs use the checklist/ self-assessment from <i>Successful Teaching in The Differentiated Classroom</i> to plan their lessons :</p> <p>Do I give my students:</p> <p>--Different ways to take in information</p> <p>--Different amounts of time to complete the work</p> <p>--Different assignments</p>		<p>-Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-PLC facilitator shares data with the Problem Solving Leadership Team.</p> <p>-MTSS uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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	<p>depending on ability, readiness, comprehension level, learning preferences/styles, and interests.</p> <p>-Different types of assessments</p> <p>For all students, do I:</p> <p>--Use data to drive instruction before beginning a unit of study, during the unit of study and at the end of unit of study.</p> <p>--Create a variety of activities and tasks that allows students to explore concepts and standards in different ways.</p> <p>-Give students choices in some of their learning activities.</p> <p>For High Performing, Gifted, Honors and Advanced Students, do I:</p> <p>--Make modifications to ensure students are challenged with higher-level</p>					
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	<p>thinking activities.</p> <p>-Use curriculum compacting, independent study, and extension activities where appropriate</p> <p>For Lower Ability and Students with Learning Difficulties:</p> <p>-Assess specific skills and knowledge that need remediation and utilize a variety of strategies to help students in these areas.</p> <p>For English Language Learners:</p> <p>--Use gestures, visuals and graphic organizers when explaining concepts</p> <p>-Specifically pinpoint and teach the academic language these students need to learn in order to complete a task.</p> <p>-Recognize cultural/ experiential differences, and</p>						
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		<p>when feasible includes these in units and examples.</p> <p>(EET Rubric 4d, 4e)</p> <p>-Teachers use student data (formative assessments, common assessments, daily work, etc.), student interests, and student learning styles to plan appropriate Differentiated Instruction lessons that meet the individual needs of all students in the classroom. (EET Rubric 1b)</p> <p>-PLCs identify the essential skills and learning targets for the upcoming unit of instruction. PLCs answer the question, “What do we want students to learn?” (EET Rubric 1e, 4d)</p> <p>-PLCs identify the common assessment for the upcoming unit of instruction. PLCs are answering the</p>					
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	<p>question, “How do we know if they have learned it?”</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-Teachers implement lessons using Differentiated Instruction activities. (EET Rubric 3c)</p> <p>-At the end of the unit, teachers give a common assessment identified from the core curriculum material. (EET Rubric 3d)</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Common Assessment</u></p> <p>Teachers bring their common assessment data to their PLCs.</p> <p>Based on the data, teachers reflect on</p>					
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		<p>their own teaching. (EET Rubric 4a)</p> <p>PLCs teachers discuss the outcomes of their DI lessons and share the effectiveness of their lessons.</p> <p>After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p>—</p> <p>Using the data, effective Differentiated Instruction strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e) —</p> <p>Based on the data, teachers plan future</p>					
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		<p>Differentiated Instruction lessons (either as a whole lesson or mini lesson) to the whole class or targeted students.</p> <p>—</p> <p><u>Administrators/ Leadership Team</u></p> <p>Through walkthroughs teachers are identified that excel in Differentiated Instruction strategies and techniques in order to set up demonstration classrooms. (EET 4d, 4e) —</p> <p>Classroom coverage is provided for teachers to attend demonstration classrooms.(EET 4e)</p>					
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<u>Mathematics Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring a Level 3 or higher on the 2013 FCAT Math will increase from 51% to 54%.	51%	54%					

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		<p>1.2.</p> <p>-Knowledge of what H.O.T. questions are & how to utilize in the classroom.</p> <p>-How to support students when they struggle with questions.</p> <p>-How long to let students struggle before intervening.</p> <p>-How to create/develop HOT questions geared to the common core.</p>	<p>1.2.</p> <p>Students' comprehension of course content/standards increases through participation in higher order thinking (H.O.T.) questioning techniques Webb's Depth of Knowledge to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)</p> <p><u>Action Steps</u></p> <p>Plan</p> <p><u>Teacher PD for Higher Order</u></p> <p>Teachers attend school-based professional development activities on higher order questioning strategies and apply those strategies in the</p>	<p>1.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-APEI</p> <p>-Instructional Coach(es)</p> <p>-Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal</p>	<p>1.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>Teachers chart their students' individual progress towards mastery.</p> <p><u>PLC Level</u></p> <p>-PLCs calculate the average unit assessment score for all their students across the PLC per class/course.</p> <p>-PLCs discuss how to report and share the data with the Leadership Team.</p> <p>-Data is used to identify effective higher order activities in future lessons.</p> <p><u>Leadership Team Level</u></p> <p>-Leadership Team determines what specific</p>	<p>1.2.</p> <p><u>2-3x Per Year</u></p> <p>-Beginning of the Year Test</p> <p>-Mid-Year Test</p> <p>-End of the Year Test</p>	
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			<p>classroom.</p> <p>The Math Resource teacher will provide support in higher order strategies during the first and second semester. (EET 4d, 4e)</p> <p>—</p> <p>—</p> <p><u>Planning/PLCs Before the Lesson</u></p> <p>PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question “How do we know if they have learned it?” (EET Rubric 1f, 4d)</p> <p>Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.</p> <p>Teachers design higher order questions to increase rigor in lesson plans and promote student accountable</p>	<p>observation(Admin and Peer/Mentor)</p>	<p>data will be reported to the Leadership Team.</p> <p>-Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>-MTSS uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>		
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			<p>talk.</p> <p>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</p> <p>Within PLCs, teachers plan and write for higher order questions in upcoming lessons. (EET Rubric 1a, 1b, 1c, 1e, 3b, 4d)</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>During the lesson, teachers frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)</p> <p>During the lesson, teachers successfully engage all students in the discussion. (EET Rubric 1b, 3b, 3e)</p>				
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			<p>As a form of Differentiated Instruction students may formulate many of the high-level questions and ensure that all voices are heard. (EET Rubric 3b)</p> <p>Students are provided with opportunities to reflect on classroom discussion and discourse to increase understanding of learning objective. (EET Rubric 1c, 3a, 3b, 3c)</p> <p>Teachers will utilize the Problem of the Week for all students.</p> <p>At the end of the unit, teachers administer the common assessment.</p> <p>Check/Act</p> <p><u>PLCs After the Common Assessment</u></p> <p>Teachers bring their common assessment data back to the PLCs.</p>				
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			<p>Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>Using the data, effective higher order strategies and techniques are identified, discussed, and modeled in order to implement techniques in future lessons. (EET 1c, 1f, 4a, 4d, 4e) —</p> <p>—</p> <p>After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p> <p>—</p> <p><u>Administrators/ Leadership Team</u></p> <p>Through walkthroughs teachers are identified that excel in higher order thinking questioning techniques/ Costa's higher order/ Webb's Depth of Knowledge in order to set up demonstration classrooms. (EET 4d, 4e) —</p>			
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			<p>Classroom coverage is provided for teachers to attend demonstration classrooms. (EET 4e)</p> <p>The higher order strategy is on the Leadership Team’s agenda in order to discuss strategy implementation, concentrating on barriers and how they can be overcome.</p>				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	<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>	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.</p>	<p>2.1. - Different grade levels may face challenges with readiness of students to work independently or in small groups. -Progress monitoring students who are working independently. - Understanding of rigor needs to be developed</p>	<p>2.1. <u>Strategy:</u> - Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students’ math skills will improve through participation in lessons designed to increase knowledge of depth and <u>rigor</u> of content. Teachers will also use the DOE links to the NGSSS/CCSSM highlighting the depth and rigor of each of the benchmarks. <u>Action Steps</u> Show teachers how to access www.floridastandards.org link. Model for teachers how to use website. In Math committee.</p>	<p>2.1. <u>Who</u> Teacher Principal APEI Math Resource <u>How Monitored</u> -PLC logs turned into administration. Administration provides feedback. -Classroom walk-throughs observing lessons designed with rigor and depth. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs -Elementary Mathematics (<i>available from Elementary Math</i>) Walk-through Form</p>	<p>2.1. <u>Teacher Level</u> - -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.. -Teachers chart their students’ individual progress towards mastery. - - <u>PLC/Department Level</u> -PLCs – Periodic (weekly or bi-weekly) progress monitoring of assessment scores, daily teacher observations, and response through modification of lesson plans based on data are reviewed to determine the number of students demonstrating proficiency toward benchmark attainment. -PLCs will review unit assessments and chart the increase in the number of students reaching at least 80% mastery on units of instruction.</p>	<p>2.1. <u>2-3x Per Year</u> -Beginning of the Year Test -Mid-Year Test -End of the Year Test <u>During Grading Period</u> -Chapter Assessments -Benchmark Mini-assessments</p>		
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		<p>teachers will share ideas, challenges, & successes with inclusion of rigor.</p> <p>Teachers will utilize multiple resources to provide student driven enrichment learning tasks. (Example: project-based learning)</p> <p>PLCs write SMART goals based on each Grading Period of material. (For example, during the first Grading Period, 75% of the students will score an 80% or above on each unit of instruction.)</p> <p>As a Professional Development activity in their PLCs, teachers discuss specific benchmarks being addressed in class and how to increase the rigor of the benchmark in classroom. Teachers will also</p>	<p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation (Admin and Peer/Mentor)</p>	<p>-PLC facilitator will share data with the MTSS</p> <p>-</p> <p>-</p> <p><u>Leadership Team Level</u></p> <p>- MTSS will review assessment data for positive trends at a minimum of once per Grading Period.</p>			
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		<p>use the DOE links to the NGSSS highlighting the depth and rigor of each of the benchmarks.</p> <p>Teachers implement the lessons with depth and rigor strategies discussed in their PLCs.</p> <p>Teachers implement the common assessments.</p> <p>Teachers bring assessment data back to the PLCs.</p> <p>Using the data, teachers discuss the effectiveness of the rigor and depth strategies that were implemented.</p> <p>Based on data, PLCs use the problem-solving process to determine next</p>					
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		<p>steps of rigor and depth lesson planning.</p> <p>PLCs record their work in the PLC logs.</p> <p>Teachers will attend district math content trainings to increase their knowledge of math content.</p>					
<p><u>Mathematics Goal #2:</u></p> <p>The percentage of students scoring a Level 4 or higher on the 2013 FCAT Math will increase from 21% to 24%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>21%</p>	<p>24%</p>					

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		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		
3. FCAT 2.0: Points for students making learning gains in mathematics.	B.1. SEE 1.1	B.1.	B.1.	B.1.	B.1.		

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<u>Mathematics 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 Math will increase from 60 points to 63 points.	60 points	63 points					

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		<p>B.2.</p> <p>Time</p> <p>-Participation amongst entire faculty.</p> <p>-Teachers vary in knowledge in how to teach vocabulary in an ongoing, robust way.</p> <p>-Teachers vary in knowledge regarding techniques and strategies for effectively teaching vocabulary, other than look it up in the dictionary.</p> <p>-Teachers may not know how to identify the appropriate words to teach for a vocabulary lesson.</p>	<p>B.2.</p> <p>The purpose of this strategy is to strengthen the core curriculum. Students' vocabulary knowledge and use will increase through use of the <u>5-day Vocabulary Instructional Routine</u> which includes:</p> <p>-time specified daily for work on vocabulary that is embedded in text-</p> <p>-activities that include all learning modalities</p> <p>-a routine that will be familiar to students, like a workshop</p> <p>-utilize word walls</p> <p><u>Action Steps</u></p> <p>-Administer teacher training/resource needs assessment to determine support plan.</p> <p>Schedule training and plan for resources.</p>	<p>B.2.</p> <p><u>Who</u></p> <p>-Principal</p> <p>-APEI</p> <p>-Reading Coach</p> <p>-Reading Resource Teacher</p> <p>-Math Resource Teacher</p> <p>-PLC Facilitators</p> <p><u>How Monitored</u></p> <p>-PLC logs turned into administration. Administration provides feedback.</p> <p>-Classroom walk-throughs observing the 5-day Vocabulary Instructional Routine</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p>	<p>B.2.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers chart their students' individual progress towards mastery.</p> <p><u>PLC Level</u></p> <p>PLCs will review evaluation data bi-monthly at PLC meetings.</p> <p><u>Leadership Team Level</u></p> <p>- PLC facilitator will share data with the MTSS. The MTSS/ReadingLeadership Team will review assessment data for positive trends at a minimum of once per grading period.</p>	<p>B.2.</p> <p><u>2-3x Per Year</u></p> <p>-Beginning of the Year Test</p> <p>-Mid-Year Test</p> <p>-End of the Year Test</p> <p><u>During Grading Period</u></p> <p>-Common assessments (pre, post, mid, section, end of unit)</p> <p>-Projects</p>	
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		<p>Grade level PLCs meet and come to consensus regarding progress monitoring/evaluation tools for measuring vocabulary.</p> <p>Grade level PLCs meet to decide on Tier 2 words to use for the week's Vocabulary lessons.</p> <p>Begin whole class implementation of the 5-day Vocabulary Instructional Routine, using Tier 2 words.</p> <p>Grade level PLCs reconvene after 2 weeks to discuss progress of implementation.</p> <p>As a Professional Development activity in their PLCs, teachers discuss the 5-day Vocabulary Instructional Routine implementation.</p> <p>Assess students with identified progress</p>	<p>-EET Pop-Ins (Admin and Peer/Mentor)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p>			
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			<p>monitoring tools monthly. Bring assessment data to PLC for comparison. Identify trends and design lessons to target instruction.</p> <p>PLCs share ideas/struggles of how to use word walls effectively.</p> <p>PLCs record their work in the PLC logs.</p>				
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	<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>	Student Evaluation Tool		

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<p>4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. Not knowing how to analyze data. Lack of knowledge of how to implement F-CIM Inconsistent implementation across grade levels</p>	<p>4.1. <u>Strategy:</u> — Students’ comprehension of course content/ standards increases through teacher’s use of data to inform instruction. Specially, teachers use on-going progress monitoring data (FCAT, district formative assessments, baseline, mid-year, nine week assessments, semester exams, curriculum assessments and daily class work) to plan and deliver mini-lessons and mini-assessments. <u>Action Steps:</u> — Plan <u>Planning/ PLCs Before the Lesson</u> - Grade level PLCs will identify students in the lowest 25% not making annual learning gains.</p>	<p>4.1. <u>Who</u> -Principal -APEI -Math Resource Teacher -Peer Mentors and Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal</p>	<p>4.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers calculate their students’ progress towards 80% mastery of skills. -Teachers keep track of their students’ individual progress. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the 80% mastery data across all classes/courses for each mini assessment. - For each class/course, PLCs chart their overall progress towards the SMART Goal. -After each assessment, PLCs will ask the following</p>	<p>4.1. <u>2-3x Per Year</u> -Beginning of the Year Test -Mid-Year Test -End of the Year Test <u>During Grading Period</u> - Mini Assessments</p>		
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		<p>- PLCs identify essential tested skills/standards/benchmarks for their students that need reinforcement and/or remediation. (EET Rubric 1b, 1c, 4a, 4d)</p> <p>-Teachers discuss how to correlate mini lessons with core curriculum.</p> <p>- Based on the data, PLCs develop a one-two week projected timeline/calendar for teaching the essential skills and/or standards covered in the core curriculum. (EET Rubric 1b, 1e, and 4d)</p> <p>-Utilizing instructional calendars with all students</p>	<p>observations (Admin and Peer/Mentor)</p> <p>-EET informal observation(Admin and Peer/Mentor)</p>	<p>questions:</p> <ol style="list-style-type: none"> 1. <i>Are there skills that need to be re-taught in a whole lesson to the entire class?</i> 2. <i>Are there skills that need to be re-taught as mini-lessons to the entire class using a different teaching technique?</i> 3. <i>Are there skills that need to re-taught to targeted students?</i> 4. <i>How do we report and share our results with the Leadership Team?</i> 			
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	<p>-Teachers discuss strategies for teaching the mini lessons.</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>-Teachers implement the mini lessons and mini assessments to the whole group or targeted students.</p> <p>Check/Act</p> <p><u>Teachers/PLCs after the Mini-Assessments</u></p> <p>-Teachers bring assessment data back to the PLCs. (EET Rubric 4d)</p> <p>-Based on the data, teachers reflect on their own teaching. (EET Rubric 4a)</p> <p>-As a Professional Development activity in their PLCs, teachers use the mini assessment data and classroom</p>					
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		<p>assessments to adjust the mini-lesson timeline/ calendar.</p> <p>-If needed Differentiated Instruction mini-lessons/ assessments are given to targeted students as Tier 1 interventions.</p> <p>-Based on mini assessment data, skills are moved to a maintenance or re-teaching schedule. (EET Rubric 1b, 3c, 3e, 4d)</p> <p>-After the assessment, teachers provide timely feedback and students use the feedback to enhance their learning. (EET Rubric 3d)</p>					
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<p><u>Mathematics Goal #4:</u></p> <p>Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 69 points to 72 points.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>69 points</p>	<p>72 points</p>					
		<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	<p>4.2.</p>	
		<p>4.3</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	<p>4.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>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>		
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							

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<u>Math Goal #5:</u>							
<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>SEE 3.2, 4.1</p>	5A.1.	5A.1.	5A.1.	5A.1.		

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<u>Math Goal #5A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The percentage of White_ students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 58% to 62%.</p>							
<p>The percentage of Black_ students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 33% to 40%.</p>							
<p>The percentage of Hispanic _ students scoring proficient/ satisfactory on the 2013 FCAT Math will increase from 57% to 61%.</p>							

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	White: 58%	White:62%					
	Black:33%	Black: 40%					
	Hispanic:57%	Hispanic:61%					
	Asian:	Asian:					
	American Indian:	American Indian:					

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		<p>5A.2.</p> <p>The Extended Learning Program (ELP) does not always target the specific skill weaknesses of the students or collect data on an ongoing basis.</p> <p>-Not always a direct correlation between what the student is missing in the regular classroom and the instruction received during ELP.</p> <p>-Minimal communication between regular and ELP teachers.</p>	<p>5A.2.</p> <p>Tier 2/3:</p> <p>Students' Math skills will improve through receiving <u>ELP supplemental instruction on targeted skills</u> that are not at the mastery level. __</p> <p>—</p> <p><u>Action Steps</u></p> <p>- Classroom teachers will communicate with the ELP teachers regarding specific skills that students have not mastered. Teachers will identify weaknesses and communicate such weaknesses to the ELP teacher.</p> <p>-ELP teachers identify lessons for students that target specific skills that are not at the mastery level.</p> <p>- Students attend ELP sessions twice per week.</p> <p>- Progress monitoring data will be collected</p>	<p>5A.2.</p> <p><u>Who</u></p> <p>Principal</p> <p>APEI</p> <p><u>How Monitored</u></p> <p>Administrators will review the communication logs and data collection used between teachers and ELP teachers outlining skills that need remediation.</p>	<p>5A.2.</p> <p><u>Teacher Level</u></p> <p>-ELP Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction.</p> <p>-Teachers calculate their students' progress towards 80% mastery of skills.</p> <p>-Teachers keep track of their ELP students' individual progress.</p> <p><u>PLC Level</u></p> <p><u>Leadership Team Level</u></p> <p>-Data collected through mini assessments will be shared with the leadership team to determine next steps.</p>	<p>5A.2.</p> <p><u>2-3x Per Year</u></p> <p>-Beginning of the Year Test</p> <p>-Mid-Year Test</p> <p>-End of the Year Test</p> <p><u>During Grading Period</u></p> <p>- Mini Assessments</p>	
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			<p>by the ELP teacher on a weekly or biweekly basis and communicated back to the regular classroom teacher. <i>Be sure to describe the communication process between regular and ELP teachers.</i></p> <p>-When the students have mastered the specific skill, they are exited from the ELP program.</p>				
		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	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?			
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.	5B.1. SEE 1.1, 4.1, 5A.	5B.1.	5B.1.	5B.1.	5B.1.		

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<p><u>Mathematics Goal #5B:</u></p> <p>The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 48% to 53%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>48%</p>	<p>53%</p>					
		<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>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 mathematics.</p>	<p>5C.1. SEE 1.1, 4.1, 5A.2</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>	<p>5C.1.</p>		
<p><u>Mathematics Goal #5C:</u> The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT Math will increase from 50% to 55%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>50%</p>	<p>55%</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</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.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Y						
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3	5D.3	5D.3	5D.3	

End of Elementary or Middle School Mathematics Goals

**Mathematics Professional Development
Professional Development
(PD) aligned with
Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012**

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**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
HotTalk Cool Moves	K-5	Shanann Young, Jack Fahle	Will be offered K-5	By November 2012	Walk throughs, informal observations	Principal, APEI, Math Resource Teacher
Mini Tech Trainings	K-5	Shanann Young	Will be offered K-5	By December 2012	Walk throughs, informal observations	Principal, APEI, Math Resource Teacher

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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<p>1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.</p>	<p>1.1. - Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are able to attend available science trainings on dates available by the district. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all PLC meetings</p>	<p>1.1. <u>Strategy:</u> Tier 1 – The purpose of this strategy is to strengthen the core curriculum. Students will develop problem-solving and creative thinking skills while constructing new knowledge. To achieve this goal, science teachers will increase the number of <u>inquiry based instruction</u> (such as student engagement, explore time, accountable talk and higher order questioning) per unit of instruction. <u>Action Steps:</u> Teachers will attend District Science</p>	<p>1.1. <u>Who</u> - Principal - APEI <u>How</u> -PLC logs turned into administration -Evidence of strategy in teachers’ lesson plans seen during administrative walk-throughs. -Classroom walk-throughs observing inquiry based instruction. —</p>	<p>1.1. <u>Teacher Level</u> Teachers will review classroom and district assessments in order to drive instruction. <u>PLC/Department Level</u> Science PLCs will review and chart assessments. <u>Leadership Team Level</u> Leadership teams will share ways to analyze and use data effectively in order to drive instruction.</p>	<p>1.1. <u>2-3x Per Year</u> District level base line assessment, midyear assessments, end of year assessment. <u>During Grading Period</u> Chapter Assessments Teacher observation Science Journal/ Interactive Notebooks</p>		
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	<p>include regular discussion of student data and/or the implementation of the inquiry model.</p> <p>-Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.</p>	<p>training and share information with their PLCs.</p> <p>As a Professional Development activity in their PLCs, teachers spend time sharing, researching, teaching, and modeling inquiry based instruction strategies.</p> <p>Teachers instruct students using the core curriculum and inquiry based instruction strategies.</p> <p>Teachers use the beginning of the year (grades 1-4) district test as a common assessment identified from the core curriculum</p>					
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		<p>material, in order to drive instruction.</p> <p>Teachers bring assessment data back to the PLCs.</p> <p>Based on data, PLCs use the problem-solving process to determine next steps of planning inquiry based instruction strategies.</p>					
<p><u>Science Goal #1:</u></p> <p>The percentage of students scoring a Level 3 or higher on the 2013 FCAT Science will increase from 40% to 43%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>40%</p>	<p>43%</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool		

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<p>2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.</p>	<p>2.1. - Teachers are at varying skill levels understanding how to use higher order questioning. - PLC meetings do not focus on higher order questioning strategies for upcoming lessons. -Not all teachers are able to attend HOTS trainings.</p>	<p>2.1. Students' comprehension of course content/ standards increases through participation in <u>higher order thinking (H.O.T.) questioning techniques/ Webb's Depth of Knowledge/</u> to promote critical thinking and problem-solving skills. This strategy will be implemented across all content areas. For this strategy, teachers implement a variety or series of questions/ prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. (EET Rubric 1e, 3b)</p>	<p>2.1. <u>Who</u> Principal APEI Peer Mentor and Evaluators <u>How</u> Teachers encourage participation of all students in Science Olympics and Science Fair PLC logs turned into administration. Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. Classroom walk-throughs observing this strategy.</p>	<p>2.1. <u>Teacher Level</u> -Teachers reflect on lessons during the unit citing/using specific evidence of learning and use this knowledge to drive future instruction. -Teachers chart their students' individual progress towards mastery. <u>PLC Level</u> -PLCs calculate the average unit assessment score for all their students across the PLC per class/course. -PLCs discuss how to report and share the data with the Leadership Team. -Data is used to identify effective higher order activities in future lessons. <u>Leadership Team Level</u> Leadership Team determines what specific data will be reported to the Leadership Team.</p>	<p>2.1. <u>2-3x Per Year</u> District level base line assessment, midyear assessments, end of year assessment. <u>During Grading Period</u> Classroom assessments</p>		
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		<p><u>Action Steps</u></p> <p>Plan</p> <p><u>Teacher PD</u> <u>Inquiry-Based</u> <u>Instruction</u> <u>(Inquiry</u> <u>Monday)</u></p> <p>Teachers attend school-based professional development activities on inquiry based strategies and apply those strategies in the classroom.</p> <p>—</p> <p><u>Planning/PLCs</u> <u>Before the</u> <u>Lesson</u></p> <p>PLCs identify the common assessment for the upcoming unit of instruction. PLCs answer the question “How do we know if they have learned it?” (EET Rubric 1f, 4d)</p>		<p>Leadership Team determines and maintains a school-wide data system to track student progress.</p> <p>MTSS uses data to evaluate the effectiveness of strategy implementation, supplemental instruction for targeted students and future professional development for teachers.</p>			
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		<p>Within PLCs, teachers discuss how to scaffold questions and activities to meet the differentiated needs of students for upcoming lessons.</p> <p>Teachers design higher order questions to increase rigor in lesson plans and promote student accountable talk.</p> <p>(EET Rubric 1a, 1b, 1e, 1f, 3b, 4a, 4d)</p> <p>Do/Check</p> <p><u>Teachers in the Classroom</u></p> <p>During the lesson, teachers</p>					
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	<p>frequently ask higher order questions. The teacher responds to students' correct answers by probing for higher-level understanding in an effective manner. (EET Rubric 1b, 3b, 3e)</p> <p>During the lesson, teachers successfully engage all students in the discussion and</p> <p>students formulate many of the high-level questions and ensure that all voices are heard. (EET Rubric 1b, 3b, 3e) (EET Rubric 3b)</p> <p>Students are provided with opportunities to reflect on classroom discussion and discourse to increase</p>					
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		understanding of learning.					
<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
The percentage of students scoring a Level 4 or higher on the 2013 FCAT Science will increase from 6% to 9%.							
	6%	9%					
		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 PLC Facilitator	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry Based Instruction	K-5		PLC	Bi-Monthly PLC	Classroom Walk-Throughs	Principal
					PLC Logs	APEI
Science Fair	K-5	Science Contacts	Schoolwide	September/October	Classroom Walk-Throughs	MTSS Principal
					School Science Fair	APEI
						MTSS
Science Olympics	K-5	Science Contacts	Schoolwide	September/October	Classroom Walk-Throughs	Team leaders Principal
						APEI
						MTSS
						Team Leaders

End of Science Goals

Writing/Language Arts Goals

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

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<p>1. Students scoring at Achievement Level 3.0 or higher in writing.</p>	<p>I.1. 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.</p>	<p>I.1. Strategy Students' use of mode-specific writing (i.e. Narrative and Informational) will improve through use of Writers' Workshop/daily instruction with a focus on mode-specific writing. Action Steps -Based on baseline data, PLCs write SMART goals for each Grading Period. (For example, in fourth grade, during the first Grading Period, 50% of the students will score 4.0 or above on the end-of-the Grading Period writing prompt.) Plan: -Professional Development for updated rubric courses -Professional Development for instructional delivery of mode-specific writing</p>	<p>I.1. Who Teacher Principal APEI Resource Teacher PLCs District (Writing Team, Supervisors, Writing Resources, Academic Coaches, and DRTs) How Monitored -PLC logs -Classroom walk-throughs -Elementary Writers' Workshop Walk-through Checklist for HCPS -Smile/Star conference logs</p>	<p>I.1. - See "Check" & "Act" action steps in the strategies column</p>	<p>I.1. Student monthly demand writes/formative assessments -Student daily drafts -Student conferences -Student portfolios</p>	
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		<p>-Using data to identify trends and drive instruction</p> <p>Do:</p> <ul style="list-style-type: none"> -Data-driven PLCs -Daily/ongoing teacher modeling and student application of appropriate mode-specific writing based on teaching points (e.g. craft, elaboration, conventions, etc.) -Daily/ongoing conferencing via Smile /Star Interviews AND Touch and Go <p>Check:</p> <ul style="list-style-type: none"> Review of daily drafts and scoring monthly demand writes -PLC discussions and analysis of student writing to determine trends and needs <p>Act:</p> <ul style="list-style-type: none"> -Receive additional professional development in 					
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		<p>areas of need (e.g. Moodle course)</p> <p>-Utilize district resources</p> <p>-Spread the use of effective practices across the school based on evidence shown in the best practice of others</p> <p>-Plan ongoing monitoring of the solution(s) and next steps for student improvement</p> <p>-Share effective teaching techniques with colleagues</p>					
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The percentage of students scoring Level 3.0 or higher on the 2013 FCAT Writes will increase from 72% to 90%.							
	72%	90%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Writing/Language Arts Professional Development

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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
Writing Expectation Overview	K-5	Valdez	K-5 teachers	October	Observations/Walk-throughs	Administration/Resource Teachers
FCAT 2.0 Rubric training	2-5	District	2-5teachers	ongoing	Observations/Walk-throughs	APEI/Resource Teachers
Star Conferences	3-5	Valdez	3-5 teachers	November	Observations/Walk-throughs	Administration/Resource Teachers

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		

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<p>1. Attendance</p>	<p>1.1. Most students with significant absences (10 or more) have serious personal or family issues that are impacting attendance. -Lack of time to focus on attendance -Lack of staff to focus on attendance</p>	<p>1.1. The Administration Team along with other appropriate staff will meet every monthly to review the school's Attendance Plan to 1) ensure that all steps are being implemented with fidelity and 2) discuss targeted students. A data base will be maintained for students with excessive absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance initiatives</p>	<p>1.1. APEI will run Attendance/Tardy meetings monthly with appropriate personnel APEI will maintain data base Social Worker Guidance Counselors</p>	<p>1.1. Administration Team and subset of MTSS will examine data monthly</p>	<p>1.1 Monthly Attendance repor</p>		
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<p><u>Attendance Goal #1:</u></p> <p>The attendance rate will increase from 94% in 2011-2012 to 96% in 2012-2013</p> <p>The number of students who have 10 or more absences throughout the school year will decrease from <u>74</u> in 2011-2012 to <u>50</u> in 2012-2013.</p> <p>-The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from <u>155</u> excused & unexcused in 2011-2012 to <u>100</u> excused and</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>94%</p>	<p>96%</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					

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	74	50					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	155	100					
		1.2.	1.2. When a student reaches 15 days of unexcused absences and/or unexcused tardies to school, parents and guardians are notified via mail that future absences/tardies must have a doctor note or other reason outlined in the Student Handbook to receive an excused absence/tardy and must be approved through an administrator. A parent-administrator-student conference is scheduled and held regarding these procedures. The goal of the conference is to create a plan for assisting the students to improve his/her attendance/tardies.	1.2.	1.2.	1.2.	
		1.3.	1.3. Classroom monthly perfect attendance posters	1.3.	1.3.	1.3.	

**Professional
Development
(PD) aligned with**

Hillsborough 2012
Rule 6A-1.099811
Revised July, 2012

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 Mentor/Schaffer	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 intervention plan	K-5		Classroom teachers	Bi monthly	Classroom attendance and intervention packets	APEI, Social Worker, Guidance Counselor.

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. There needs to be common school-wide expectations and rules for appropriate classroom behavior.</p>	<p>1.1. Character Counts Program will be implemented to address 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.</p>	<p>1.1. MTSS “behavior” subgroup</p>	<p>1.1. MTSS “behavior” subgroup will review data on Office Discipline Referrals and out of school suspensions monthly.</p>	<p>1.1. Suspension data</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Suspension Goal #1:	2012 Total Number of	2013 Expected Number of					
The total number of In-School Suspensions will be less than 5 in 2012-2013	<u>In-School Suspensions</u>	<u>In-School Suspensions</u>					
The total number of students receiving In-School Suspension will be less than 5							
The total number of Out-of-Suspensions will decrease from 16 in 2011-2012 to 10 in 2012-2013.							
-The total number of students receiving Out-of-School Suspension will decrease from 9 in 2011-2012 to 5 in 2012-2013.							
	3	<5					

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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>					
	2	<5					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	16	10					
	<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>					
	9	5					
		1.2. Data indicates that there is wide variation in the number of ODRs generated across classrooms.	1.2.MTSS “Managing and Motivating” subgroup will review data and make recommendations to the MTSS for additional training in classroom management for teachers in need (e.g., CHAMPS training)	1.2.MTSS “behavior” subgroup	1.2. MTSS “Managing and Motivating” subgroup will review data on Office Discipline Referrals (ODRs) and out of school suspensions monthly in targeted classrooms	1.2. Suspension data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension 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 PLC Facilitator	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 Training	K-5		School-wide	On going	PLC meeting agendas and discipline logs.	MTSS

End of Suspension Goals

Parent Involvement Goal(s)

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

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

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Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	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.		
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.	

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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.		
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						

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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		

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<p>1. Health and Fitness Goal</p>	<p>1.1. Students come to school without health fitness activity -Students with major health problems (heart conditions) -Support of parents for healthy lifestyles -Teachers lack health and fitness</p>	<p>1.1. Elementary students will engage in 150 minutes of physical education per week in grades kindergarten through 5th grade.</p>	<p>1.1. Principal - The Physical Education teachers' schedules reflect sixty (60) minutes of the mandated 150 Minutes of Elementary Phys. Ed. The Classroom teachers' document in their lesson plans the remaining ninety (90) minutes of "Supplemental" physical education that students have per week. This is also reflected in the Master Schedule.</p>	<p>1.1. Classroom walk-throughs Class schedules</p>	<p>1.1. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health</p>		
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Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<p>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 49% on the Pretest to 59% on the Posttest.</p>							
	49%	59%					
		<p>1.2. See 1.1</p>	<p>1.2. Health and physical activity initiatives developed and implemented by the school’s H.E.A.R.T. team or principals’ designee (ie) Running club for students, Zumba for staff.</p>	<p>1.2. - H.E.A.R.T. team.</p>	<p>1.2. - H.E.A.R.T. team or principals’ designee notes/agendas</p>	<p>1.2. - PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.</p>	

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		1.3. See 1.1	1.3. - 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 "Resources"</i> folder on IDEAS.	1.3. Physical Education Teacher	1.3. - Lesson plans of Physical Education Teacher	1.3. - PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.	
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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
Teacher Directed PE	K-5	Nault	Grade Level PLCs	October/November	PLC logs & TDPE Activities	Nault & Administration

Continuous Improvement Goal(s)

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

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

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

<p>1. Continuous Improvement Goal</p>	<p>1.1. Not all staff is has a foundational knowledge for higher order thinking questions Teachers planning ahead for higher order thinking questions and strategies.</p>	<p>1.1. Teachers implement a variety of questions/prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. The Reading Resource teacher will provide support in higher order strategies throughout the school year</p>	<p>1.1. <u>Who</u> -Principal -APEI -Instructional Coach(es) -Peer and Mentor Evaluators <u>How</u> -PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin and Peer/Mentor) -EET formal observations (Admin and Peer/Mentor)</p>	<p>1.1. MTSS will review PLC logs and Webb's Depth of Knowledge Walk Through Data (including observation data) 2012 School Climate Survey</p>	<p>1.1. __ <u>During grading period</u> -Students' written responses reflecting use of vocabulary taught -Students' writing samples reflecting use of vocabulary taught.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			-EET informal observation(Admin and Peer/Mentor)				
<u>Continuous Improvement Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
The percentage of teachers who strongly agree with the indicator that “ The teachers that I work with deliver lessons that consistently include higher order thinking skills ” will increase from <u>28.6%</u> in 2012to <u>38.6%</u> in 2013.							
	28.6%	38.6%					
		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

Hillsborough 2012
 Rule 6A-1.099811
 Revised July, 2012

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

**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
Higher Order Thinking	K-5	Reading Coach and Resource Teachers	Grade Level PLCs	Ongoing bi-monthly	PLC logs, administrative walk throughs and observations	Resource teachers and Administration

End of Additional Goal(s)

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

NEW Reading Florida Alternate Assessment Goals

<p>A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).</p>	A.1.	A.1.	A.1.	A.1.	A.1.		
<p><u>Reading Goal A:</u> NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		A.2.	A.2.	A.2.	A.2.	A.2.	
		A.3.	A.3.	A.3.	A.3.	A.3.	

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<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	B.1.	B.1.	B.1.	B.1.	B.1.		
<p>Reading Goal B: NA</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
		B.2.	B.2.	B.2.	B.2.	B.2.	
		B.3.	B.3.	B.3.	B.3.	B.3.	

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

<p>CELLA Goals</p>	<p>Problem-Solving Process to Increase Language Acquisition</p>					
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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
<p>C. Students scoring proficient in Listening/ Speaking.</p>	<p>1.1. See Reading Goal 1.1, 1.2, 4.1, 5A.2</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	

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<p><u>CELLA Goal #C:</u></p> <p>The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 47% to 50%.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>47%</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read in English at grade level text 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>	

D. Students scoring proficient in Reading.	2.1. See Reading Goal 1.1, 1.2, 4.1, 5A.2	2.1.	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 28% to 31%.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>28%</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>	

E. Students scoring proficient in Writing.	2.1. See Reading Goal 1.1, 1.2, 4.1, 5A.2	2.1.	2.1.	2.1.	2.1.	
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<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 26% to 29%.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>26%</p>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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

<p>F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).</p>	F.1.	F.1.	F.1.	F.1.	F.1.		
<p>Mathematics Goal F: NA</p>	<p><u>2012 Current Level of Performance:</u>*</p>	<p><u>2013 Expected Level of Performance:</u>*</p>					
		F.2.	F.2.	F.2.	F.2.	F.2.	
		F.3.	F.3.	F.3.	F.3.	F.3.	

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<p>G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	G.1.	G.1.	G.1.	G.1.	G.1.		
<p>Mathematics Goal G: NA</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
		G.2	G.2.	G.2.	G.2.	G.2.	
		G.3	G.3.	G.3.	G.3.	G.3.	

NEW Science Florida Alternate Assessment Goal

<p>Elementary, Middle and High Science Goals</p>	<p>Problem-Solving Process to</p>						
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	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		
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).	J.1.	J.1.	J.1.	J.1.	J.1.		
Science Goal J: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

		J.2.	J.2.	J.2.	J.2.	J.2.	
		J.3.	J.3.	J.3.	J.3.	J.3.	

NEW Writing Florida Alternate Assessment Goal

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Fidelity Check 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).	M.1.	M.1.	M.1.	M.1.	M.1.		

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<p>Writing Goal M:</p> <p>NA</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
		<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	<p>M.2.</p>	
		<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	<p>M.3.</p>	

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

<p>STEM Goal(s)</p>	<p>Problem-Solving Process to Increase Student Achievement</p>				
<p>Based on the analysis of school data, identify and define areas in need of improvement:</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><u>STEM Goal #1:</u></p> <p>Implement the STEM Robotics Program with each 5th grade class.</p>	<p>1.1</p> <p>Training of all fifth grade Math Science teachers in Robotics.</p> <p>Willingness of teachers to attend support PLCs.</p>	<p>1.1</p> <p>-Before implementing a Robotics Lesson, fifth grade Math Science teachers will plan together as a team to ensure each lesson is taught with fidelity.</p> <p>- Attending the monthly Robotics PLCs</p> <p>- Take part in annual robotics competition</p> <p>-Implement “Robotics Showcase” at 4 family Nights throughout the school year (Science Night, Math Night, Boys Night Out, Girls Night Out, and Read Around the World)</p>	<p>1.1</p> <p>Mrs. Young</p>	<p>1.1</p> <p>Administrative and Resource teacher walk-throughs</p>	<p>1.1</p> <p>Students will keep track of math and science lessons learned though Robotics in their Robotics Notebook.</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>

STEM Professional Development

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader District personnel	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
District Robotics PLC 5			5 th grade	monthly	Implementation of program in classrooms	Math Resource Teacher

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	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>CTE Goal #1:</u></p> <p>Increase the number of Career and Technical community presentations for 4th and 5th grade students from 4 in 2011-2012 to 8 in 2012-2013.</p>	<p>1.1.</p> <p>Availability of community people willing to share their career with students.</p>	<p>1.1.</p> <p>Invite career speakers for the Great American Teach-In and schedule 4th and 5th grades for each type of career scheduled to speak.</p> <p>4th grade students will visit One Buc Place to learn about the administrative careers within major sporting organizations.</p> <p>5th grade students will visit JA Biz Town and will be actively involved in career role play while there.</p>	<p>1.1.</p> <p>Principal APEI Guidance Counselor</p>	<p>1.1.</p> <p>Data of community speakers will be kept to ensure students are exposed to careers.</p>	<p>1.1.</p> <p>Students will write reflections of speakers and their careers.</p> <p>Students will write reflection of learning experience while on field trips.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional 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
JA Biz Town update	5	Stumbo	5 th grade teachers	Prior to field trip TBD	Implementation of curriculum prior APEI to field trip.	

End of CTE Goal(s)

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount

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Final Amount Spent			